

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF DISTRICT PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for**

**Buffalo City School District**

**April 2006**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: April 2006*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of District Performance in English Language Arts, Mathematics, and Science

## District Profile

Superintendent: James A. Williams		Phone: (716)816-3575
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	NA	36806

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$14,048
<b>2003–04 NYS Public Schools Total Expenditure per Pupil</b>	\$13,826

### 2004–05 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
6,770	93%

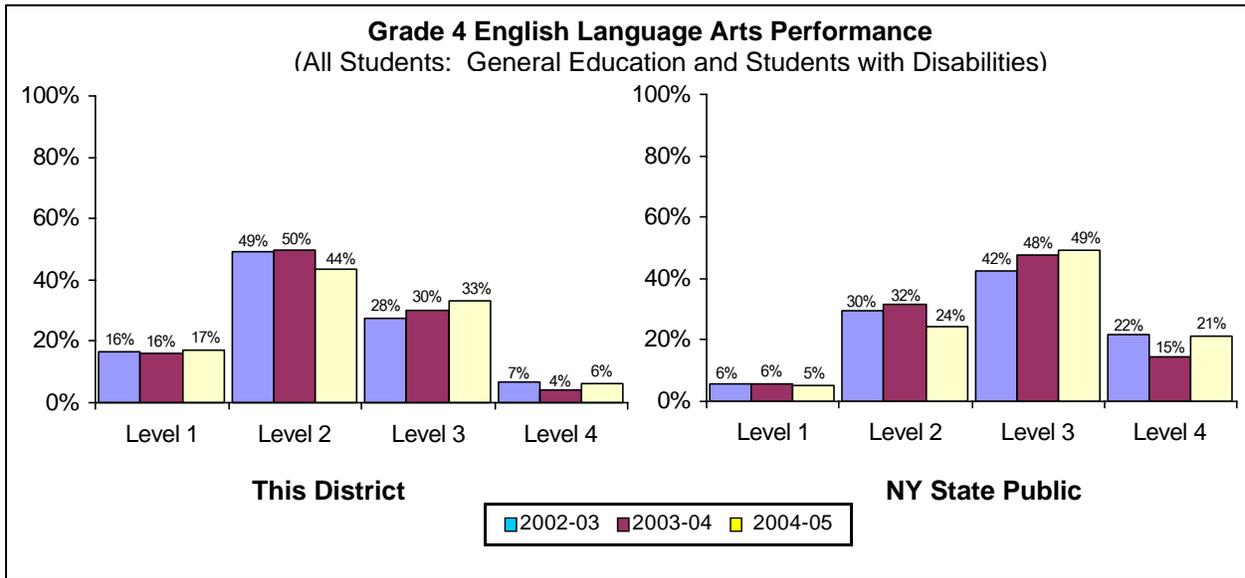
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2004–05 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
2,998	1%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Feb 2003	502	1502	840	206	3050	634
Feb 2004	435	1358	817	116	2726	633
Feb 2005	403	1031	777	149	2360	634

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

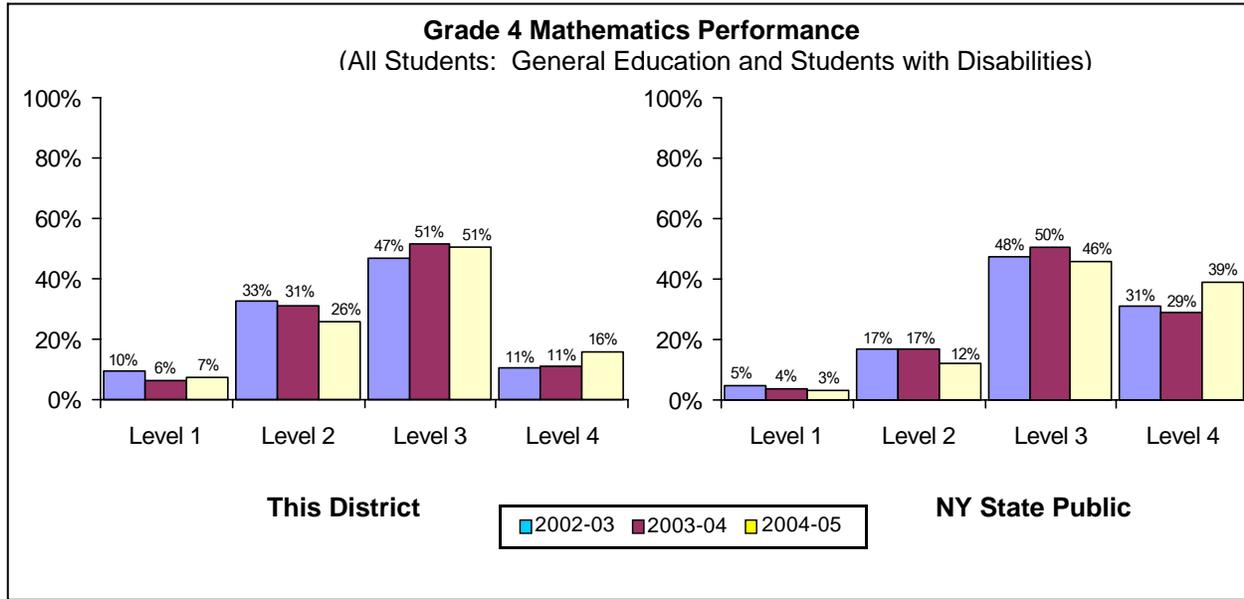
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
<b>2005</b>	51	34	104	189

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2004-05</b>	0	11	3	14	28

## Elementary Level Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

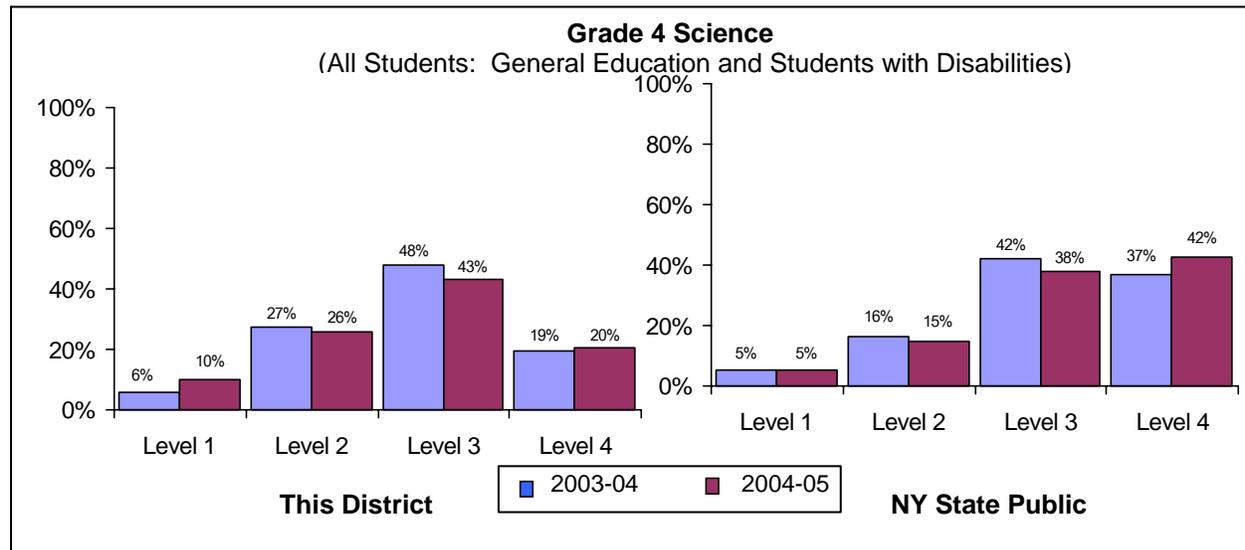
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
<b>May 2003</b>	312	1057	1515	346	3230	641
<b>May 2004</b>	184	893	1475	319	2871	644
<b>May 2005</b>	189	665	1292	407	2553	648

Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2004-05</b>	0	7	8	11	26

## Elementary Level Science\*



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	160	760	1331	540	2791	70
May 2005	255	647	1076	507	2485	69

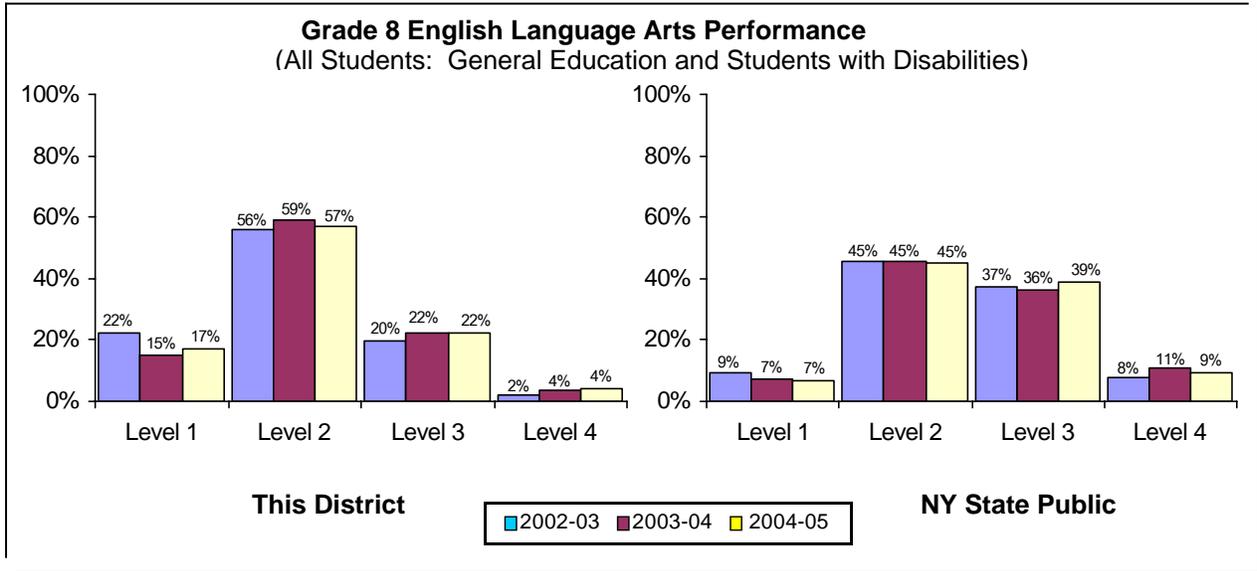
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2004-05</b>	1	2	7	16	26

\*Only two years of data are shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

## Middle Level English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District	Counts of Students					Mean Score
	Level 1 527–657	Level 2 658–696	Level 3 697–736	Level 4 737–830	Total Tested	
January 2003	734	1845	650	70	3299	677
January 2004	501	1996	748	124	3369	683
January 2005	520	1724	670	120	3034	681

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

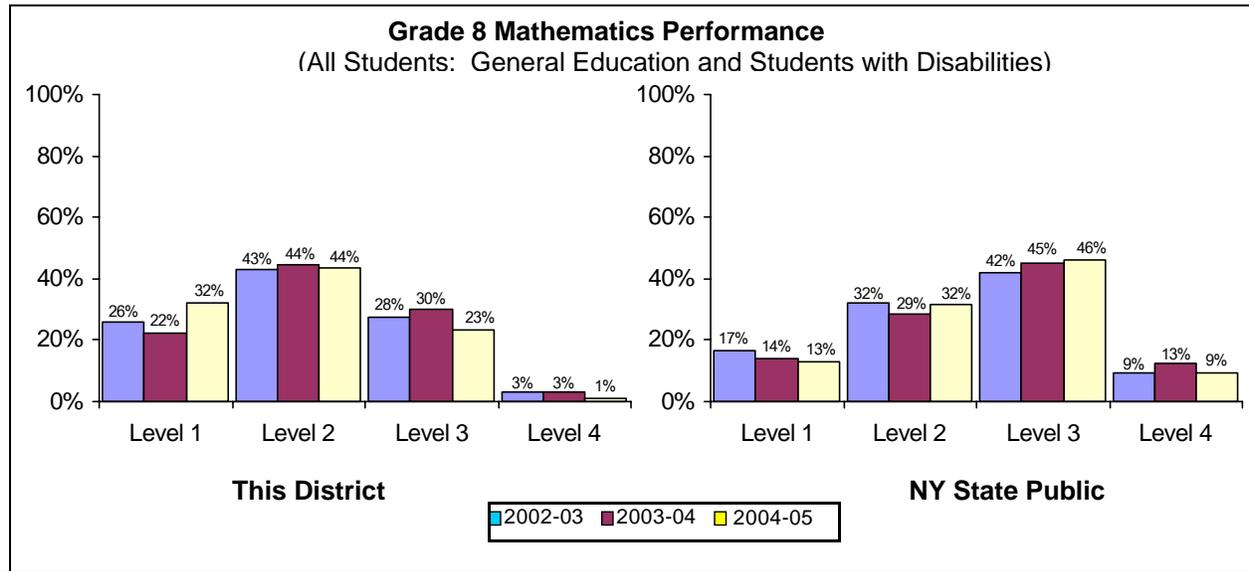
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	30	6	46	82

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2004–05	#	#	#	#	3

## Middle Level Mathematics



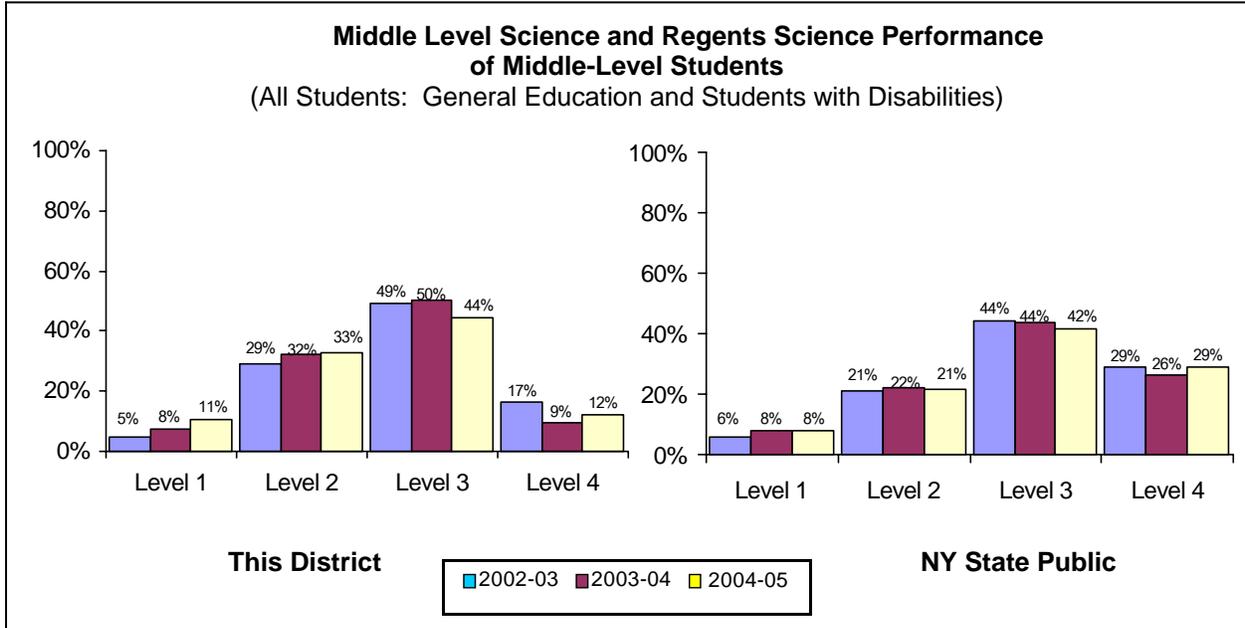
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	866	1427	918	109	3320	698
May 2004	745	1475	1007	99	3326	699
May 2005	993	1344	713	37	3087	692

Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2004-05	#	#	#	#	4

## Middle Level Science



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/	Middle-Level Science	162	939	1561	449	3111	69
June 2003	Regents Science	0	0	32	87	119	87
January/	Middle-Level Science	245	1037	1612	303	3197	67
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	308	949	1280	346	2883	66
June 2005	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
<b>Level 3</b>	These students <b>meet the standards</b> on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

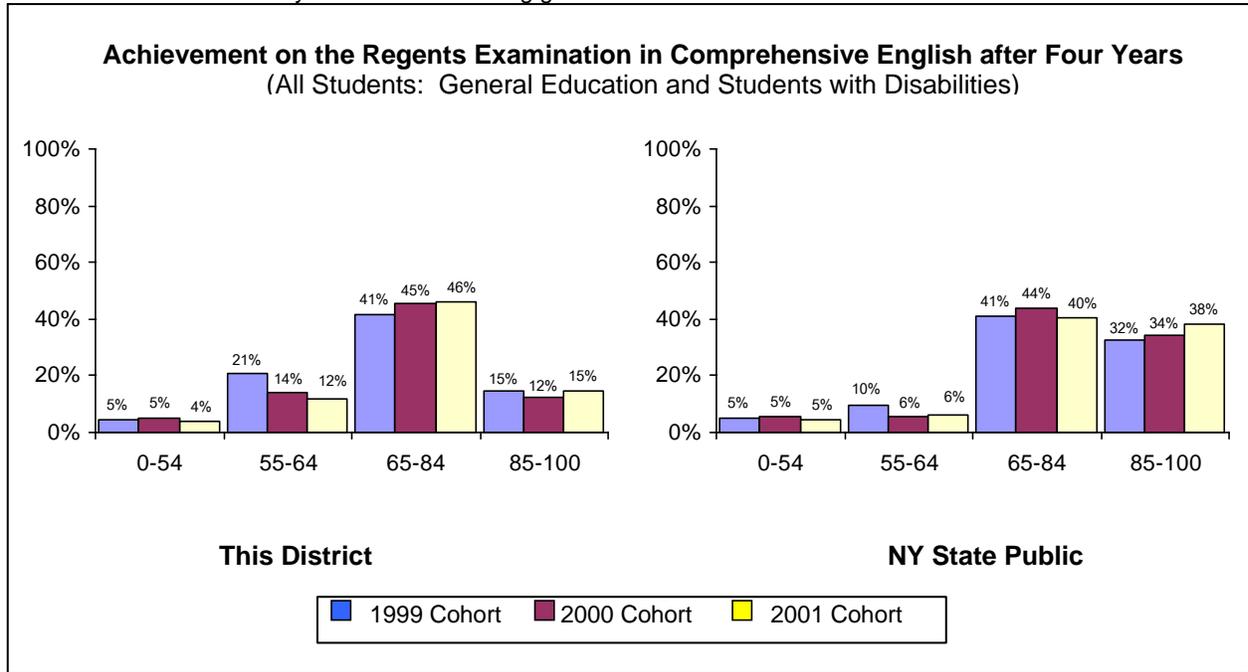
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
<b>2004–05</b>	#	#	#	#	4

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.



Percentages less than 0.51 will appear as zero because of rounding.

English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1999 Cohort</b>	2289	104	481	947	337	0
<b>2000 Cohort</b>	2443	130	341	1110	297	0
<b>2001 Cohort</b>	2415	97	286	1106	354	0

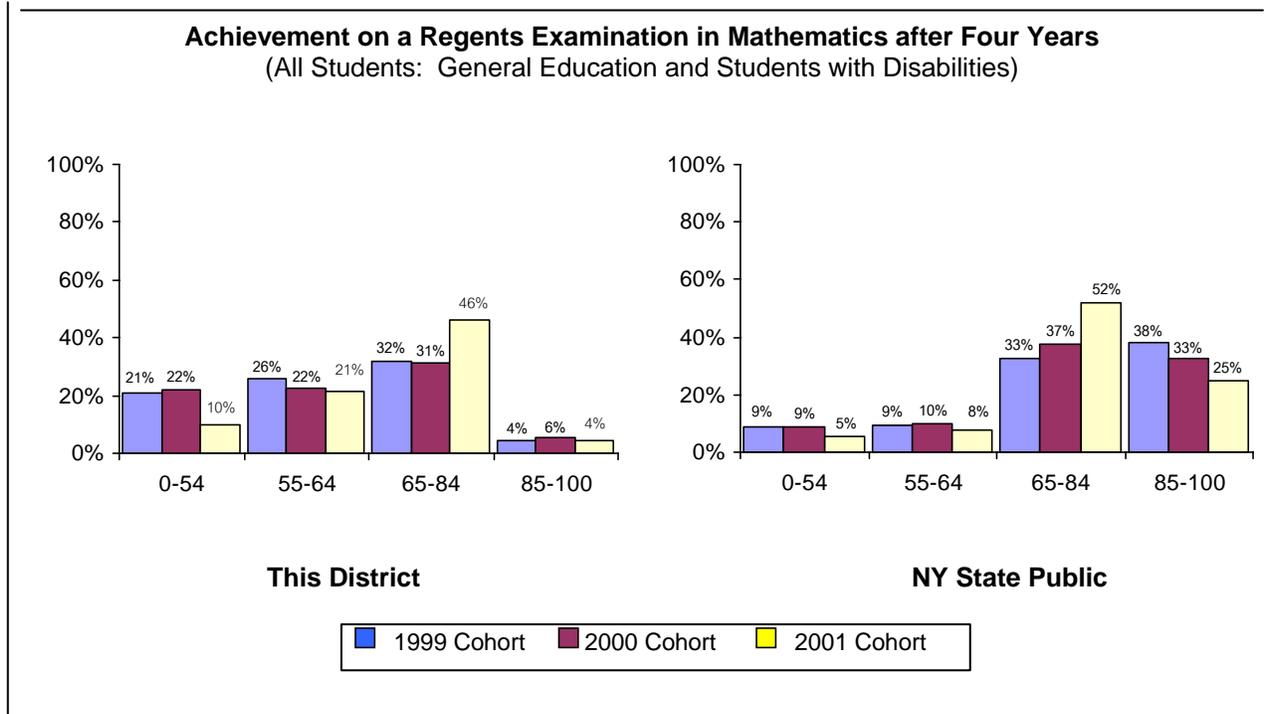
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1999 Cohort</b>	5	6
<b>2000 Cohort</b>	20	24
<b>2001 Cohort</b>	26	16

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.



Percentages less than 0.51 will appear as zero because of rounding.

Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1999 Cohort</b>	2289	475	585	725	96	0
<b>2000 Cohort</b>	2443	542	548	767	137	0
<b>2001 Cohort</b>	2415	244	512	1112	105	0

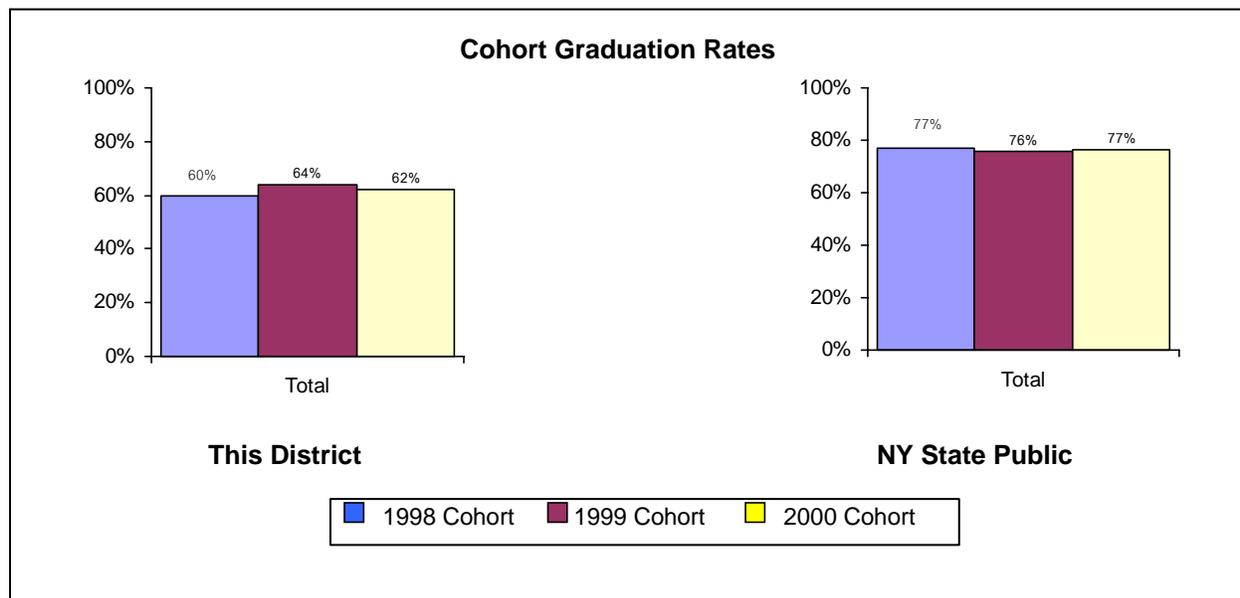
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
<b>1999 Cohort</b>	70	17
<b>2000 Cohort</b>	94	14
<b>2001 Cohort</b>	56	15

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998, 1999, and 2000 district accountability cohorts for English and mathematics.



Percentages less than 0.51 will appear as zero because of rounding.

Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	2241	242	2483	1486
1999 Cohort	2265	204	2469	1584
2000 Cohort	2408	162	2570	1590

\*Count as of August 31<sup>st</sup> of the fourth year after first entering grade 9.

## Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any district tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2004–05 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

## Elementary Level English Language Arts

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	52	85%	40%	6%	41	85%	37%	2%
Black	1702	81%	28%	3%	1482	80%	32%	4%
Hispanic	289	84%	34%	2%	241	87%	45%	5%
Asian or Pacific Islander	24	96%	63%	17%	28	93%	61%	18%
White	659	91%	49%	8%	568	89%	55%	13%
Total	2726	84%	34%	4%	2360	83%	39%	6%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2074	91%	41%	5%	1777	91%	47%	8%
Students with disabilities	652	62%	13%	0%	583	58%	15%	1%
Total	2726	84%	34%	4%	2360	83%	39%	6%
<b>Results by Gender</b>								
Female	1284	88%	37%	5%	1144	86%	44%	8%
Male	1442	80%	32%	3%	1216	80%	34%	4%
Total	2726	84%	34%	4%	2360	83%	39%	6%
<b>Results by English Proficiency Status</b>								
English proficient	2665	84%	35%	4%	2321	83%	39%	6%
Limited English proficient	61	72%	20%	2%	39	69%	26%	0%
Total	2726	84%	34%	4%	2360	83%	39%	6%
<b>Results by Income Level</b>								
Economically disadvantaged	2200	83%	30%	3%	1792	81%	35%	4%
Not disadvantaged	526	88%	52%	10%	568	89%	54%	13%
Total	2726	84%	34%	4%	2360	83%	39%	6%
<b>Results by Migrant Status</b>								
Migrant family	3	s	s	s	5	80%	20%	0%
Not migrant family	2723	s	s	s	2355	83%	39%	6%
Total	2726	84%	34%	4%	2360	83%	39%	6%

## Elementary Level Mathematics

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	50	98%	70%	14%	40	98%	88%	25%
Black	1713	93%	57%	7%	1497	91%	61%	11%
Hispanic	411	91%	55%	7%	378	93%	67%	13%
Asian or Pacific Islander	31	97%	74%	32%	42	100%	86%	33%
White	666	97%	80%	24%	596	95%	78%	28%
Total	2871	94%	62%	11%	2553	93%	67%	16%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2169	96%	69%	14%	1923	96%	74%	20%
Students with disabilities	702	86%	43%	4%	630	81%	43%	5%
Total	2871	94%	62%	11%	2553	93%	67%	16%
<b>Results by Gender</b>								
Female	1350	94%	61%	10%	1235	93%	68%	16%
Male	1521	93%	63%	12%	1318	92%	65%	16%
Total	2871	94%	62%	11%	2553	93%	67%	16%
<b>Results by English Proficiency Status</b>								
English proficient	2655	94%	64%	12%	2320	93%	68%	17%
Limited English proficient	216	84%	44%	2%	233	84%	52%	7%
Total	2871	94%	62%	11%	2553	93%	67%	16%
<b>Results by Income Level</b>								
Economically disadvantaged	2289	93%	60%	9%	1908	93%	65%	13%
Not disadvantaged	582	94%	71%	20%	645	93%	70%	24%
Total	2871	94%	62%	11%	2553	93%	67%	16%
<b>Results by Migrant Status</b>								
Migrant family	6	83%	33%	0%	14	79%	57%	7%
Not migrant family	2865	94%	63%	11%	2539	93%	67%	16%
Total	2871	94%	62%	11%	2553	93%	67%	16%

## Elementary Level Science

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	49	94%	67%	22%	40	100%	78%	20%
Black	1670	94%	63%	14%	1454	87%	57%	14%
Hispanic	388	90%	56%	10%	367	90%	62%	18%
Asian or Pacific Islander	31	94%	71%	23%	42	93%	83%	38%
White	653	97%	82%	38%	582	95%	79%	37%
Total	2791	94%	67%	19%	2485	90%	64%	20%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2114	95%	70%	21%	1880	92%	68%	24%
Students with disabilities	677	92%	56%	13%	605	83%	52%	11%
Total	2791	94%	67%	19%	2485	90%	64%	20%
<b>Results by Gender</b>								
Female	1310	95%	65%	17%	1209	90%	63%	21%
Male	1481	94%	69%	21%	1276	90%	65%	20%
Total	2791	94%	67%	19%	2485	90%	64%	20%
<b>Results by English Proficiency Status</b>								
English proficient	2591	95%	69%	20%	2260	90%	65%	22%
Limited English proficient	200	83%	36%	5%	225	82%	48%	7%
Total	2791	94%	67%	19%	2485	90%	64%	20%
<b>Results by Income Level</b>								
Economically disadvantaged	2231	94%	65%	16%	1866	89%	62%	17%
Not disadvantaged	560	95%	77%	32%	619	92%	70%	31%
Total	2791	94%	67%	19%	2485	90%	64%	20%
<b>Results by Migrant Status</b>								
Migrant family	5	80%	40%	20%	13	77%	69%	8%
Not migrant family	2786	94%	67%	19%	2472	90%	64%	20%
Total	2791	94%	67%	19%	2485	90%	64%	20%

**Middle Level**  
**English Language Arts**

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	58	74%	26%	2%	44	91%	45%	9%
Black	1993	83%	19%	2%	1766	80%	18%	2%
Hispanic	373	84%	25%	2%	373	80%	23%	2%
Asian or Pacific Islander	44	91%	43%	5%	38	95%	47%	13%
White	901	91%	40%	9%	813	89%	44%	9%
Total	3369	85%	26%	4%	3034	83%	26%	4%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2592	93%	32%	5%	2304	92%	32%	5%
Students with disabilities	777	60%	5%	0%	730	53%	6%	0%
Total	3369	85%	26%	4%	3034	83%	26%	4%
<b>Results by Gender</b>								
Female	1644	89%	30%	5%	1436	87%	29%	5%
Male	1725	82%	22%	3%	1598	79%	23%	3%
Total	3369	85%	26%	4%	3034	83%	26%	4%
<b>Results by English Proficiency Status</b>								
English proficient	3276	86%	26%	4%	2934	84%	27%	4%
Limited English proficient	93	62%	4%	0%	100	53%	0%	0%
Total	3369	85%	26%	4%	3034	83%	26%	4%
<b>Results by Income Level</b>								
Economically disadvantaged	2543	84%	21%	2%	2249	81%	20%	2%
Not disadvantaged	825	89%	42%	10%	785	87%	43%	10%
Total	3369	85%	26%	4%	3034	83%	26%	4%
<b>Results by Migrant Status</b>								
Migrant family	9	89%	44%	0%	14	50%	21%	0%
Not migrant family	3359	85%	26%	4%	3020	83%	26%	4%
Total	3369	85%	26%	4%	3034	83%	26%	4%

**Middle Level  
Mathematics**

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	56	84%	23%	5%	45	82%	33%	2%
Black	1917	75%	26%	1%	1782	61%	17%	0%
Hispanic	401	68%	27%	1%	400	65%	18%	1%
Asian or Pacific Islander	45	93%	64%	11%	38	89%	61%	8%
White	907	87%	51%	7%	822	82%	41%	4%
Total	3326	78%	33%	3%	3087	68%	24%	1%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2572	84%	39%	4%	2348	77%	29%	2%
Students with disabilities	754	56%	14%	0%	739	40%	8%	0%
Total	3326	78%	33%	3%	3087	68%	24%	1%
<b>Results by Gender</b>								
Female	1628	80%	35%	3%	1471	69%	25%	1%
Male	1698	76%	32%	3%	1616	67%	24%	1%
Total	3326	78%	33%	3%	3087	68%	24%	1%
<b>Results by English Proficiency Status</b>								
English proficient	3164	79%	34%	3%	2913	70%	25%	1%
Limited English proficient	162	51%	20%	2%	174	40%	6%	0%
Total	3326	78%	33%	3%	3087	68%	24%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	2497	76%	29%	2%	2253	66%	20%	1%
Not disadvantaged	828	82%	47%	6%	834	73%	35%	3%
Total	3326	78%	33%	3%	3087	68%	24%	1%
<b>Results by Migrant Status</b>								
Migrant family	13	62%	15%	0%	15	67%	7%	0%
Not migrant family	3312	78%	33%	3%	3072	68%	24%	1%
Total	3326	78%	33%	3%	3087	68%	24%	1%

**Middle Level  
Science**

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	53	100%	70%	11%	41	98%	71%	20%
Black	1875	92%	52%	5%	1664	87%	47%	5%
Hispanic	365	87%	56%	7%	367	87%	54%	10%
Asian or Pacific Islander	46	96%	83%	15%	37	100%	76%	22%
White	858	96%	77%	20%	774	94%	76%	27%
Total	3197	92%	60%	9%	2883	89%	56%	12%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2502	95%	65%	12%	2228	94%	64%	15%
Students with disabilities	695	82%	41%	2%	655	73%	31%	2%
Total	3197	92%	60%	9%	2883	89%	56%	12%
<b>Results by Gender</b>								
Female	1593	93%	57%	9%	1389	91%	54%	10%
Male	1604	92%	63%	10%	1494	88%	59%	14%
Total	3197	92%	60%	9%	2883	89%	56%	12%
<b>Results by English Proficiency Status</b>								
English proficient	3065	93%	61%	10%	2735	90%	58%	13%
Limited English proficient	132	69%	31%	2%	148	69%	24%	1%
Total	3197	92%	60%	9%	2883	89%	56%	12%
<b>Results by Income Level</b>								
Economically disadvantaged	2412	92%	56%	7%	2167	89%	53%	8%
Not disadvantaged	784	94%	72%	18%	716	89%	67%	24%
Total	3197	92%	60%	9%	2883	89%	56%	12%
<b>Results by Migrant Status</b>								
Migrant family	10	90%	60%	10%	14	71%	43%	21%
Not migrant family	3186	92%	60%	9%	2869	89%	56%	12%
Total	3197	92%	60%	9%	2883	89%	56%	12%

## 2000 and 2001 High School Cohorts

General-education students who first entered ninth grade in 2000 or 2001 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.

### Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	2000 Cohort					2001 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	31	6	14	0	65%	33	1	22	0	70%
Black	1317	223	697	15	71%	1350	193	756	22	72%
Hispanic	256	37	117	2	61%	216	24	116	0	65%
Asian or Pacific Islander	42	5	33	0	90%	29	0	28	0	97%
White	797	70	548	3	78%	787	68	538	4	78%
Total	2443	341	1409	20	72%	2415	286	1460	26	73%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1973	290	1341	1	83%	1923	236	1379	0	84%
Students with disabilities	470	51	68	19	29%	492	50	81	26	32%
Total	2443	341	1409	20	72%	2415	286	1460	26	73%
<b>Results by Gender</b>										
Female	1261	181	818	9	80%	1243	149	825	12	79%
Male	1182	160	591	11	64%	1172	137	635	14	67%
Total	2443	341	1409	20	72%	2415	286	1460	26	73%
<b>Results by English Proficiency Status</b>										
English proficient	2360	332	1394	20	74%	2345	281	1432	25	74%
Limited English proficient	83	9	15	0	29%	70	5	28	1	49%
Total	2443	341	1409	20	72%	2415	286	1460	26	73%
<b>Results by Income Level</b>										
Economically disadvantaged	1577	272	899	15	75%	1664	240	982	23	75%
Not disadvantaged	866	69	510	5	67%	751	46	478	3	70%
Total	2443	341	1409	20	72%	2415	286	1460	26	73%
<b>Results by Migrant Status</b>										
Migrant family	8	1	3	0	50%	3	s	s	s	s
Not migrant family	2435	340	1406	20	73%	2412	s	s	s	s
Total	2443	341	1409	20	72%	2415	286	1460	26	73%

**Performance on the Mathematics Assessment Requirement  
for Graduation after Four Years of High School**

Student Subgroup	2000 Cohort					2001 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	31	5	13	0	58%	33	8	18	0	79%
Black	1317	341	373	64	59%	1350	339	594	34	72%
Hispanic	256	44	83	4	51%	216	38	94	8	65%
Asian or Pacific Islander	42	9	24	1	81%	29	3	24	0	93%
White	797	149	411	25	73%	787	124	487	14	79%
Total	2443	548	904	94	63%	2415	512	1217	56	74%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1973	527	873	7	71%	1923	455	1168	1	84%
Students with disabilities	470	21	31	87	30%	492	57	49	55	33%
Total	2443	548	904	94	63%	2415	512	1217	56	74%
<b>Results by Gender</b>										
Female	1261	298	513	41	68%	1243	266	669	30	78%
Male	1182	250	391	53	59%	1172	246	548	26	70%
Total	2443	548	904	94	63%	2415	512	1217	56	74%
<b>Results by English Proficiency Status</b>										
English proficient	2360	533	895	94	64%	2345	493	1200	54	74%
Limited English proficient	83	15	9	0	29%	70	19	17	2	54%
Total	2443	548	904	94	63%	2415	512	1217	56	74%
<b>Results by Income Level</b>										
Economically disadvantaged	1577	424	509	75	64%	1664	416	789	49	75%
Not disadvantaged	866	124	395	19	62%	751	96	428	7	71%
Total	2443	548	904	94	63%	2415	512	1217	56	74%
<b>Results by Migrant Status</b>										
Migrant family	8	2	2	0	50%	3	s	s	s	s
Not migrant family	2435	546	902	94	63%	2412	s	s	s	s
Total	2443	548	904	94	63%	2415	512	1217	56	74%

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the district accountability cohort for English and mathematics.

Student Subgroup	1999 Cohort as of August 31, 2003		2000 Cohort as of August 31, 2004	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	35	69%	34	56%
Black	1279	62%	1399	59%
Hispanic	232	51%	275	52%
Asian or Pacific Islander	39	82%	41	85%
White	884	70%	821	69%
Total	2469	64%	2570	62%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	2121	71%	2065	71%
Students with disabilities	348	22%	505	26%
Total	2469	64%	2570	62%
<b>Results by Gender</b>				
Female	1279	72%	1332	68%
Male	1190	56%	1238	55%
Total	2469	64%	2570	62%
<b>Results by English Proficiency Status</b>				
English proficient	2397	65%	2481	63%
Limited English proficient	72	47%	89	22%
Total	2469	64%	2570	62%
<b>Results by Income Level</b>				
Economically disadvantaged	1302	64%	1611	64%
Not disadvantaged	1167	64%	959	58%
Total	2469	64%	2570	62%
<b>Results by Migrant Status</b>				
Migrant family	2	s	5	80%
Not migrant family	2467	s	2565	62%
Total	2469	64%	2570	62%

## Glossary

**Accountability Cohort:** An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 2001 accountability cohort consists of all students who first entered grade 9 in the fall of 2001 who were enrolled on October 8, 2003). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

**Counts of Students Tested:** "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Limited English Proficient (LEP) Students:** Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates students with severe cognitive disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Student Confidentiality/Suppressed Data (# and s):** To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

**Validity and Reliability of Small Group Data:** It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.