

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**

Rochester City School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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**School Report Card Coordinator
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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.

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

District Profile

Superintendent: Manuel J. Rivera		Phone: (585)262-8378
Organization 2004–05	Grade Range	Student Enrollment
	NA	33055

2003–04 District-wide Total Expenditure per Pupil	\$14,180
2003–04 NYS Public Schools Total Expenditure per Pupil	\$13,826

2004–05 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
6,210	88%

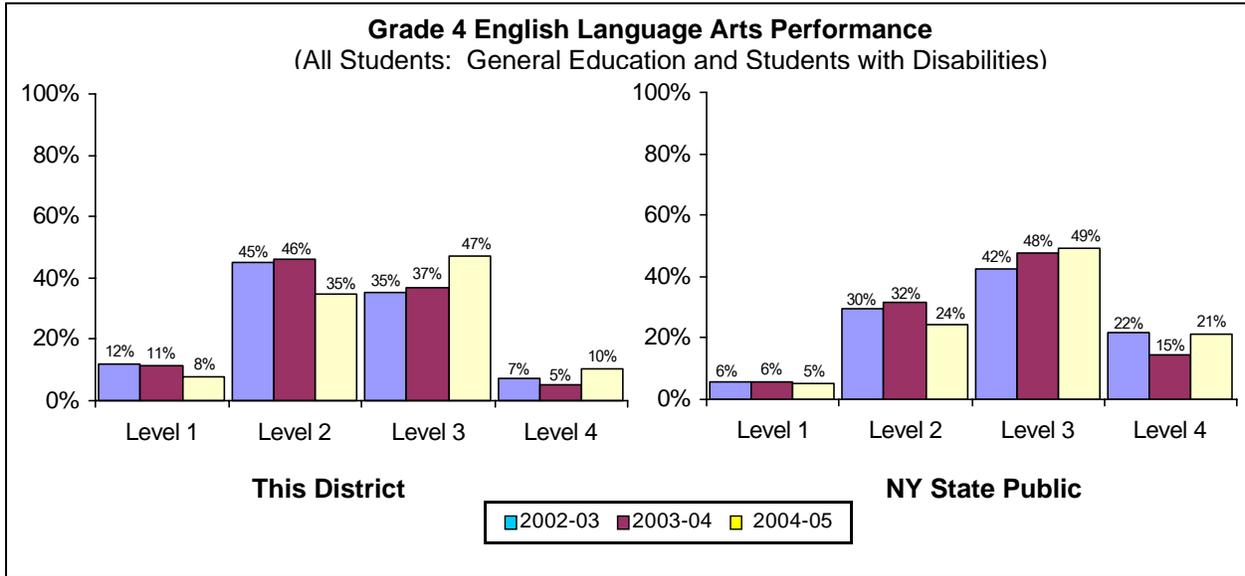
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
2,913	4%

*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	340	1274	993	211	2818	640
Feb 2004	275	1114	894	131	2414	639
Feb 2005	170	748	1008	223	2149	650

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

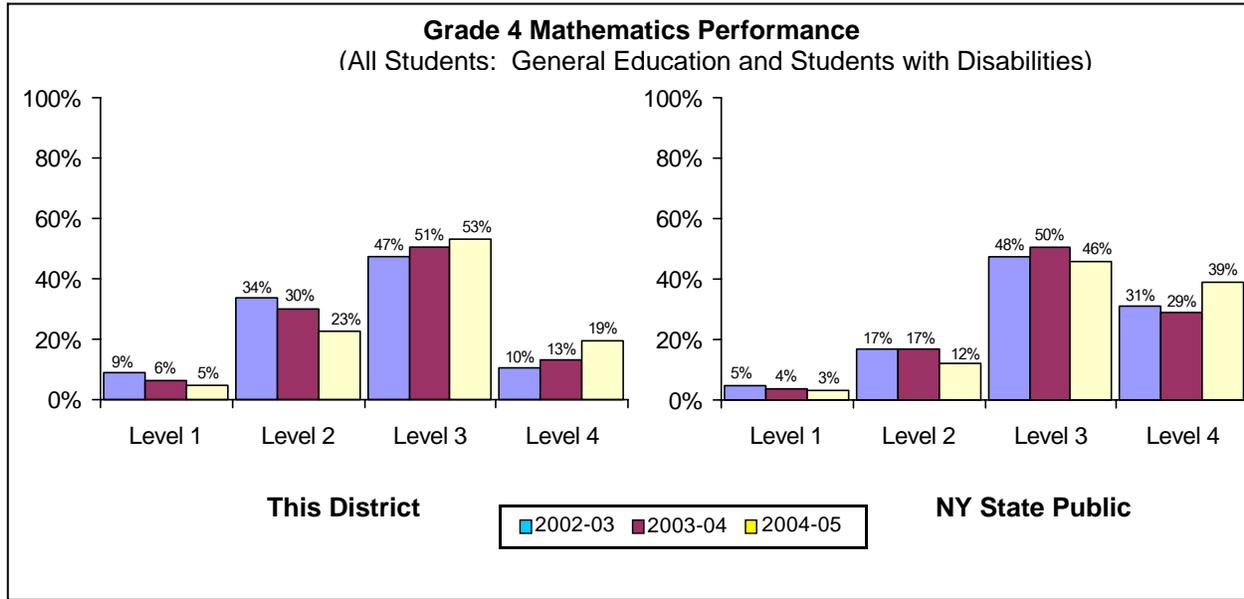
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	76	25	76	177

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
2004–05	0	0	3	30	33

Elementary Level Mathematics



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

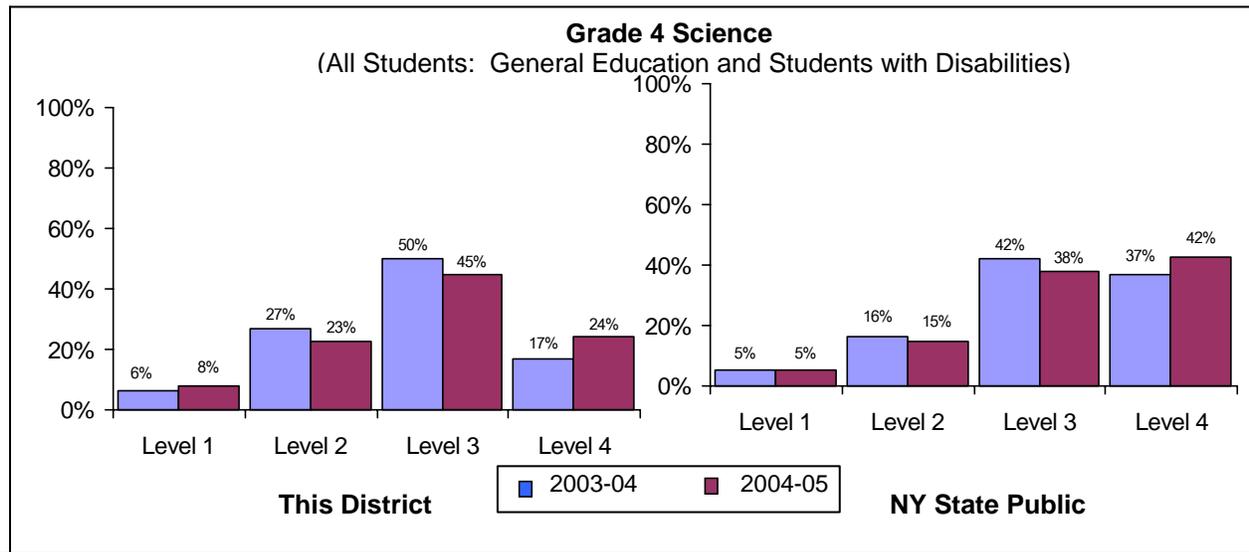
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	270	1011	1416	309	3006	641
May 2004	159	763	1299	343	2564	646
May 2005	109	522	1238	451	2320	653

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

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
2004-05	1	3	5	24	33

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	162	679	1260	428	2529	70
May 2005	184	528	1035	566	2313	71

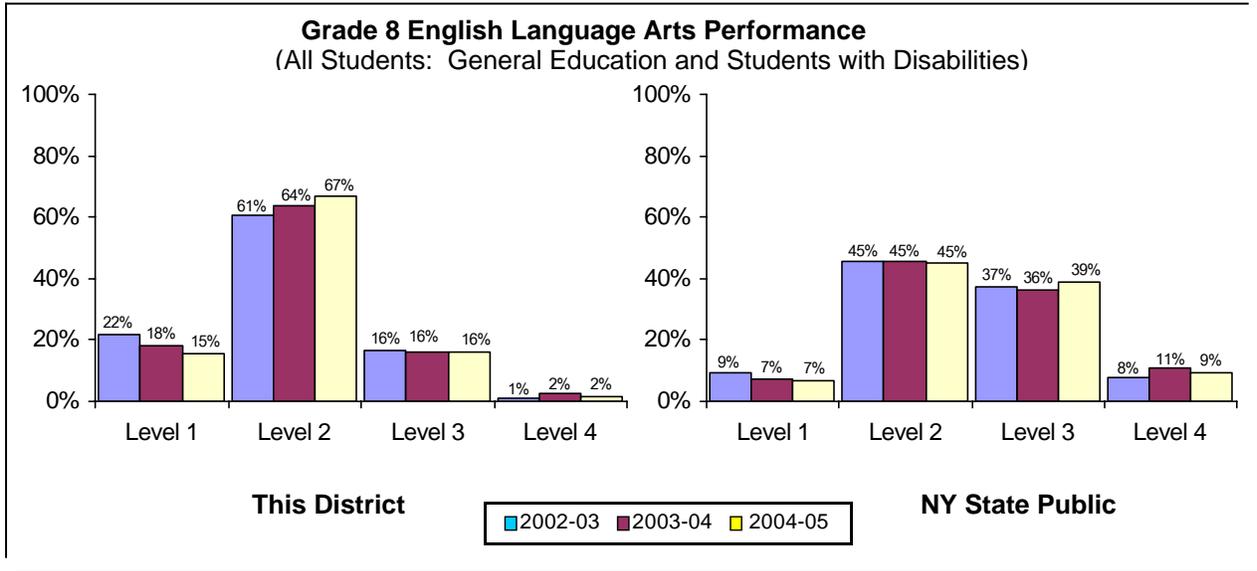
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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
2004–05	1	3	6	21	31

*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	542	1500	404	27	2473	674
January 2004	492	1746	443	65	2746	679
January 2005	434	1880	444	49	2807	677

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

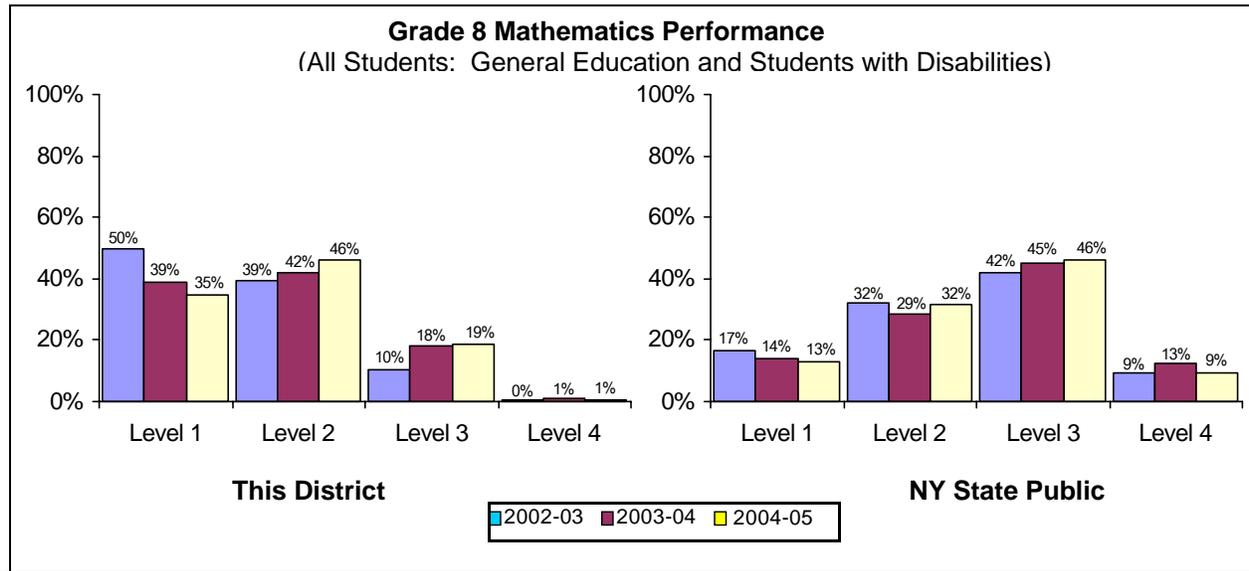
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	44	10	24	78

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	0	0	2	32	34

Middle Level Mathematics



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

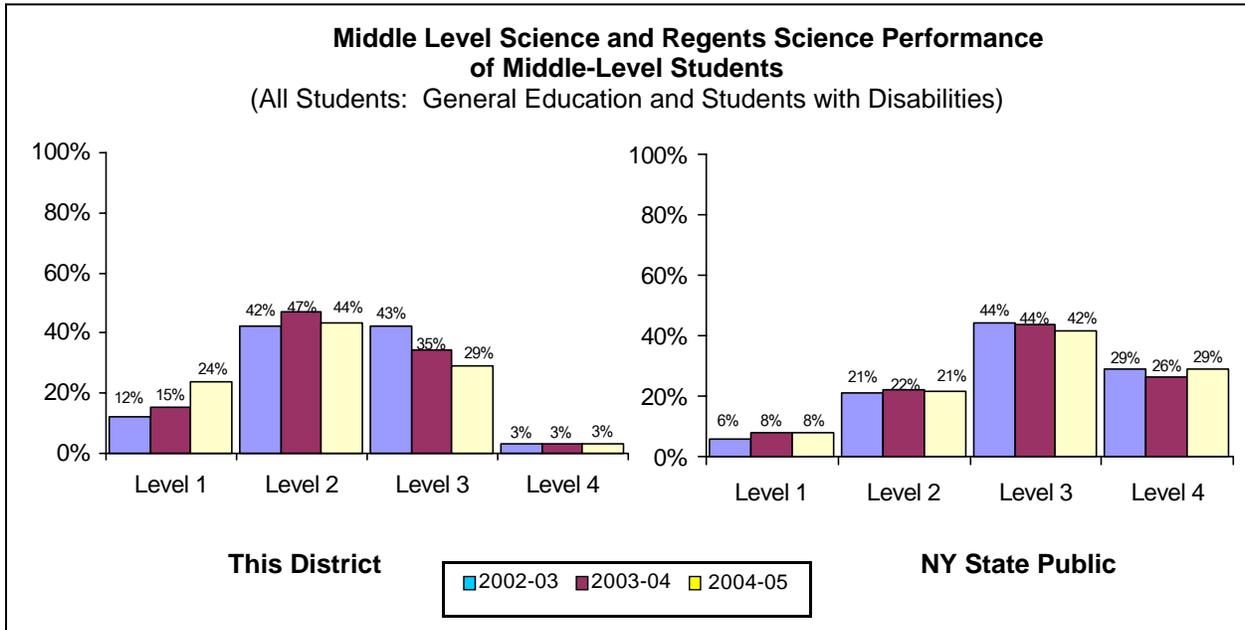
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	1205	951	252	10	2418	677
May 2004	1077	1166	500	26	2769	683
May 2005	990	1321	536	16	2863	690

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

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	0	2	3	29	34

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	246	857	749	38	1890	60
June 2003	Regents Science	4	17	134	30	185	75
January/	Middle-Level Science	290	902	550	29	1771	58
June 2004	Regents Science	9	7	119	33	168	75
January/	Middle-Level Science	556	1035	644	69	2304	56
June 2005	Regents Science	8	7	57	12	84	73

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

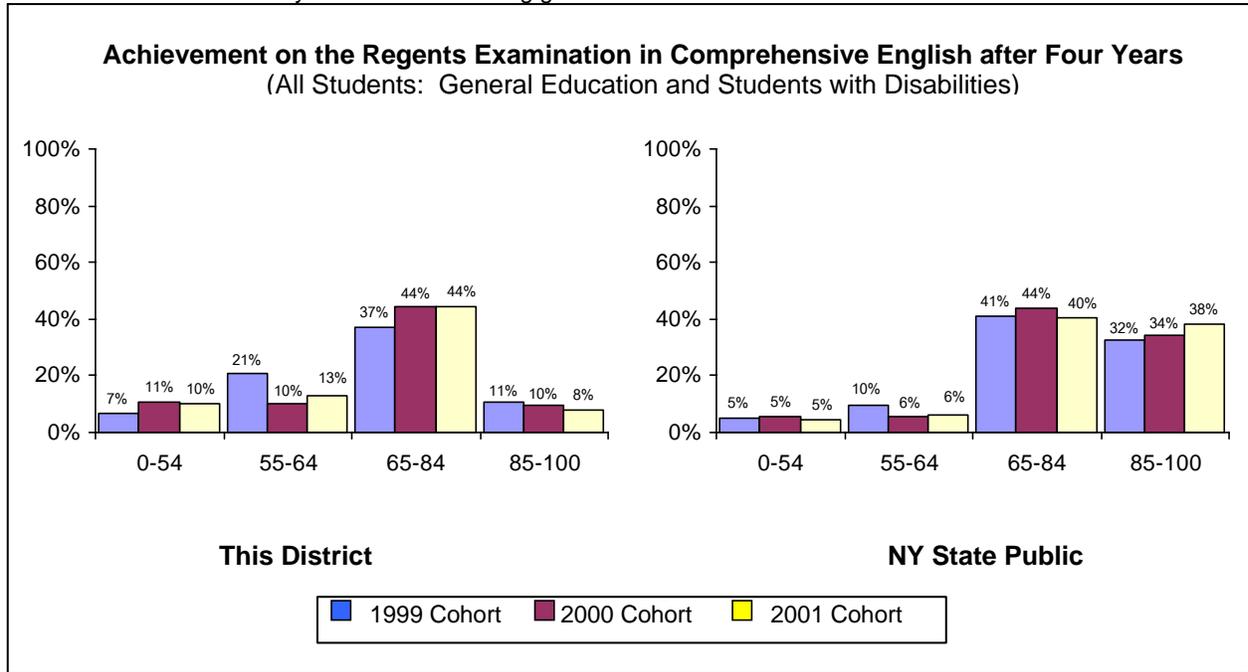
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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
2004–05	1	1	3	29	34

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 30th of the fourth year after first entering grade 9.



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
1999 Cohort	1414	99	294	521	152	0
2000 Cohort	1638	176	163	726	156	0
2001 Cohort	1701	176	222	754	134	0

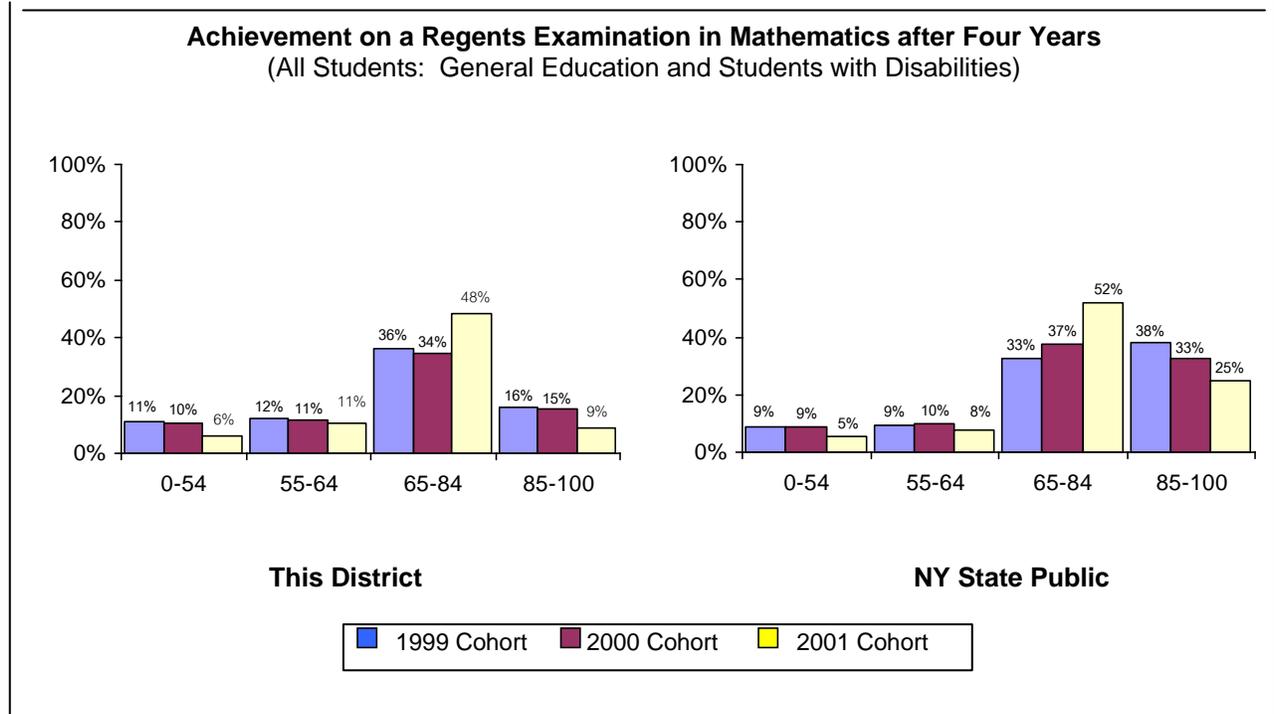
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1999 Cohort	22	34
2000 Cohort	34	38
2001 Cohort	39	73

*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 30th 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
1999 Cohort	1414	158	169	509	227	0
2000 Cohort	1638	167	188	565	249	0
2001 Cohort	1701	105	181	819	148	0

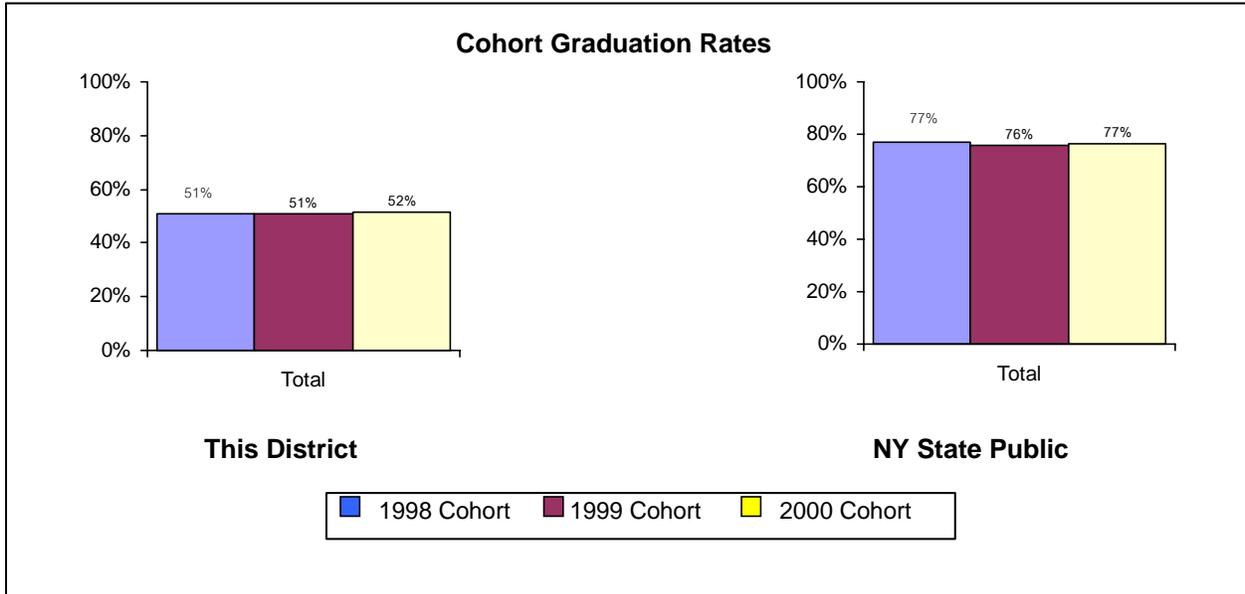
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1999 Cohort	36	16
2000 Cohort	60	29
2001 Cohort	62	54

*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 31st 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	1310	232	1542	787
1999 Cohort	1394	249	1643	835
2000 Cohort	1642	214	1856	960

*Count as of August 31st 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	9	100%	33%	0%	5	80%	40%	0%
Black	1661	88%	38%	4%	1452	92%	55%	8%
Hispanic	382	87%	46%	4%	360	90%	58%	10%
Asian or Pacific Islander	34	100%	76%	15%	24	92%	75%	21%
White	328	94%	59%	15%	308	93%	68%	20%
Total	2414	89%	42%	5%	2149	92%	57%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2048	93%	47%	6%	1783	97%	65%	12%
Students with disabilities	366	61%	15%	2%	366	67%	19%	1%
Total	2414	89%	42%	5%	2149	92%	57%	10%
Results by Gender								
Female	1195	91%	47%	6%	1065	95%	62%	13%
Male	1219	86%	38%	5%	1084	89%	52%	7%
Total	2414	89%	42%	5%	2149	92%	57%	10%
Results by English Proficiency Status								
English proficient	2367	89%	43%	6%	2063	92%	57%	11%
Limited English proficient	47	81%	30%	0%	86	84%	59%	7%
Total	2414	89%	42%	5%	2149	92%	57%	10%
Results by Income Level								
Economically disadvantaged	2138	88%	40%	4%	1861	92%	55%	8%
Not disadvantaged	276	95%	64%	15%	288	92%	69%	23%
Total	2414	89%	42%	5%	2149	92%	57%	10%
Results by Migrant Status								
Migrant family	2	s	s	s	3	s	s	s
Not migrant family	2412	s	s	s	2146	s	s	s
Total	2414	89%	42%	5%	2149	92%	57%	10%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	9	100%	78%	0%	5	80%	60%	20%
Black	1674	93%	61%	10%	1470	96%	71%	16%
Hispanic	497	93%	62%	14%	491	94%	70%	16%
Asian or Pacific Islander	42	100%	79%	24%	40	95%	85%	38%
White	342	97%	80%	29%	314	96%	83%	36%
Total	2564	94%	64%	13%	2320	95%	73%	19%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2176	96%	69%	15%	1942	98%	78%	22%
Students with disabilities	388	80%	39%	4%	378	83%	46%	6%
Total	2564	94%	64%	13%	2320	95%	73%	19%
Results by Gender								
Female	1262	94%	65%	14%	1160	96%	74%	18%
Male	1302	93%	63%	13%	1160	95%	71%	21%
Total	2564	94%	64%	13%	2320	95%	73%	19%
Results by English Proficiency Status								
English proficient	2362	94%	66%	14%	2054	96%	74%	20%
Limited English proficient	202	90%	45%	6%	266	92%	62%	15%
Total	2564	94%	64%	13%	2320	95%	73%	19%
Results by Income Level								
Economically disadvantaged	2273	93%	62%	11%	2016	95%	72%	17%
Not disadvantaged	291	97%	80%	32%	304	95%	79%	35%
Total	2564	94%	64%	13%	2320	95%	73%	19%
Results by Migrant Status								
Migrant family	3	s	s	s	4	s	s	s
Not migrant family	2561	s	s	s	2316	s	s	s
Total	2564	94%	64%	13%	2320	95%	73%	19%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	7	100%	86%	29%	5	100%	40%	20%
Black	1654	93%	64%	14%	1466	93%	68%	21%
Hispanic	492	93%	62%	15%	490	87%	64%	18%
Asian or Pacific Islander	41	98%	88%	27%	40	90%	70%	43%
White	335	97%	84%	35%	312	95%	84%	48%
Total	2529	94%	67%	17%	2313	92%	69%	24%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2143	95%	70%	18%	1940	93%	72%	26%
Students with disabilities	386	88%	50%	8%	373	87%	56%	15%
Total	2529	94%	67%	17%	2313	92%	69%	24%
Results by Gender								
Female	1251	93%	66%	14%	1155	93%	69%	22%
Male	1278	94%	68%	20%	1158	91%	70%	27%
Total	2529	94%	67%	17%	2313	92%	69%	24%
Results by English Proficiency Status								
English proficient	2334	94%	69%	18%	2046	94%	71%	26%
Limited English proficient	195	89%	46%	7%	267	80%	54%	15%
Total	2529	94%	67%	17%	2313	92%	69%	24%
Results by Income Level								
Economically disadvantaged	2241	93%	65%	14%	2005	92%	68%	22%
Not disadvantaged	288	97%	83%	42%	308	92%	76%	43%
Total	2529	94%	67%	17%	2313	92%	69%	24%
Results by Migrant Status								
Migrant family	3	s	s	s	4	s	s	s
Not migrant family	2526	s	s	s	2309	s	s	s
Total	2529	94%	67%	17%	2313	92%	69%	24%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	12	83%	25%	8%	9	100%	56%	0%
Black	1869	81%	15%	1%	1958	83%	14%	1%
Hispanic	509	82%	19%	1%	501	87%	16%	1%
Asian or Pacific Islander	33	85%	27%	3%	48	94%	35%	6%
White	323	87%	38%	11%	291	89%	42%	11%
Total	2746	82%	18%	2%	2807	85%	18%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2215	90%	22%	3%	2287	92%	21%	2%
Students with disabilities	531	49%	4%	0%	520	52%	1%	0%
Total	2746	82%	18%	2%	2807	85%	18%	2%
Results by Gender								
Female	1327	87%	20%	3%	1385	89%	19%	3%
Male	1419	78%	17%	2%	1422	80%	16%	1%
Total	2746	82%	18%	2%	2807	85%	18%	2%
Results by English Proficiency Status								
English proficient	2730	82%	19%	2%	2758	85%	18%	2%
Limited English proficient	16	56%	0%	0%	49	71%	2%	0%
Total	2746	82%	18%	2%	2807	85%	18%	2%
Results by Income Level								
Economically disadvantaged	2216	82%	16%	1%	2306	85%	16%	1%
Not disadvantaged	530	82%	28%	8%	501	82%	26%	6%
Total	2746	82%	18%	2%	2807	85%	18%	2%
Results by Migrant Status								
Migrant family	3	s	s	s	5	80%	20%	0%
Not migrant family	2743	s	s	s	2802	85%	18%	2%
Total	2746	82%	18%	2%	2807	85%	18%	2%

**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
Results by Race/Ethnicity								
American Indian/Alaskan Native	12	67%	17%	0%	11	100%	27%	0%
Black	1842	58%	15%	0%	1959	62%	15%	0%
Hispanic	541	60%	18%	0%	543	66%	19%	0%
Asian or Pacific Islander	39	74%	44%	3%	55	84%	44%	4%
White	335	76%	41%	5%	295	81%	43%	3%
Total	2769	61%	19%	1%	2863	65%	19%	1%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2255	67%	22%	1%	2334	73%	23%	1%
Students with disabilities	514	34%	6%	0%	529	34%	4%	0%
Total	2769	61%	19%	1%	2863	65%	19%	1%
Results by Gender								
Female	1337	63%	20%	1%	1413	68%	20%	1%
Male	1432	60%	19%	1%	1450	63%	18%	0%
Total	2769	61%	19%	1%	2863	65%	19%	1%
Results by English Proficiency Status								
English proficient	2673	62%	19%	1%	2730	66%	20%	1%
Limited English proficient	96	46%	10%	0%	133	51%	6%	1%
Total	2769	61%	19%	1%	2863	65%	19%	1%
Results by Income Level								
Economically disadvantaged	2246	60%	17%	0%	2379	66%	18%	0%
Not disadvantaged	523	66%	29%	3%	484	64%	25%	1%
Total	2769	61%	19%	1%	2863	65%	19%	1%
Results by Migrant Status								
Migrant family	6	33%	0%	0%	9	78%	11%	0%
Not migrant family	2763	61%	19%	1%	2854	65%	19%	1%
Total	2769	61%	19%	1%	2863	65%	19%	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
Results by Race/Ethnicity								
American Indian/Alaskan Native	7	86%	29%	0%	8	75%	75%	0%
Black	1187	82%	27%	1%	1585	74%	26%	1%
Hispanic	356	85%	38%	2%	441	76%	31%	2%
Asian or Pacific Islander	24	88%	38%	0%	44	82%	52%	14%
White	197	90%	55%	6%	226	90%	60%	15%
Total	1771	84%	33%	2%	2304	76%	31%	3%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1454	87%	36%	2%	1891	80%	35%	4%
Students with disabilities	317	70%	20%	2%	413	56%	13%	0%
Total	1771	84%	33%	2%	2304	76%	31%	3%
Results by Gender								
Female	857	84%	30%	1%	1151	80%	29%	3%
Male	914	83%	35%	2%	1153	72%	33%	3%
Total	1771	84%	33%	2%	2304	76%	31%	3%
Results by English Proficiency Status								
English proficient	1719	84%	33%	2%	2198	77%	32%	3%
Limited English proficient	52	63%	10%	0%	106	56%	13%	0%
Total	1771	84%	33%	2%	2304	76%	31%	3%
Results by Income Level								
Economically disadvantaged	1497	84%	32%	1%	1964	76%	29%	2%
Not disadvantaged	274	83%	37%	4%	340	75%	42%	7%
Total	1771	84%	33%	2%	2304	76%	31%	3%
Results by Migrant Status								
Migrant family	3	s	s	s	7	86%	43%	0%
Not migrant family	1768	s	s	s	2297	76%	31%	3%
Total	1771	84%	33%	2%	2304	76%	31%	3%

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 30th 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		
Results by Race/Ethnicity										
American Indian/Alaskan Native	4	s	s	s	s	4	s	s	s	s
Black	1048	118	537	24	65%	1126	163	567	29	67%
Hispanic	280	22	127	6	55%	279	36	119	6	58%
Asian or Pacific Islander	43	s	s	s	s	32	s	s	s	s
White	263	17	187	4	79%	260	19	179	4	78%
Total	1638	163	882	34	66%	1701	222	888	39	68%
Small Group Totals (s)	47	6	31	0	79%	36	4	23	0	75%
Results by Disability Status										
General-education students	1356	147	847	3	74%	1380	187	865	1	76%
Students with disabilities	282	16	35	31	29%	321	35	23	38	30%
Total	1638	163	882	34	66%	1701	222	888	39	68%
Results by Gender										
Female	840	85	504	14	72%	894	121	521	11	73%
Male	798	78	378	20	60%	807	101	367	28	61%
Total	1638	163	882	34	66%	1701	222	888	39	68%
Results by English Proficiency Status										
English proficient	1625	163	879	34	66%	1684	220	880	39	68%
Limited English proficient	13	0	3	0	23%	17	2	8	0	59%
Total	1638	163	882	34	66%	1701	222	888	39	68%
Results by Income Level										
Economically disadvantaged	679	67	362	15	65%	984	138	518	25	69%
Not disadvantaged	959	96	520	19	66%	717	84	370	14	65%
Total	1638	163	882	34	66%	1701	222	888	39	68%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1637	s	s	s	s	1700	s	s	s	s
Total	1638	163	882	34	66%	1701	222	888	39	68%

**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		
Results by Race/Ethnicity										
American Indian/Alaskan Native	4	s	s	s	s	4	s	s	s	s
Black	1048	144	477	32	62%	1126	130	621	46	71%
Hispanic	280	22	121	14	56%	279	30	134	7	61%
Asian or Pacific Islander	43	s	s	s	s	32	s	s	s	s
White	263	20	182	13	82%	260	17	189	9	83%
Total	1638	188	814	60	65%	1701	181	967	62	71%
Small Group Totals (s)	47	2	34	1	79%	36	4	23	0	75%
Results by Disability Status										
General-education students	1356	167	781	3	70%	1380	151	919	1	78%
Students with disabilities	282	21	33	57	39%	321	30	48	61	43%
Total	1638	188	814	60	65%	1701	181	967	62	71%
Results by Gender										
Female	840	108	452	19	69%	894	110	542	15	75%
Male	798	80	362	41	61%	807	71	425	47	67%
Total	1638	188	814	60	65%	1701	181	967	62	71%
Results by English Proficiency Status										
English proficient	1625	187	812	59	65%	1684	177	962	62	71%
Limited English proficient	13	1	2	1	31%	17	4	5	0	53%
Total	1638	188	814	60	65%	1701	181	967	62	71%
Results by Income Level										
Economically disadvantaged	679	84	331	30	66%	984	102	574	48	74%
Not disadvantaged	959	104	483	30	64%	717	79	393	14	68%
Total	1638	188	814	60	65%	1701	181	967	62	71%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1637	s	s	s	s	1700	s	s	s	s
Total	1638	188	814	60	65%	1701	181	967	62	71%

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st 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
Results by Race/Ethnicity				
American Indian/Alaskan Native	5	60%	4	s
Black	1011	51%	1182	52%
Hispanic	309	40%	335	41%
Asian or Pacific Islander	45	62%	48	s
White	273	61%	287	64%
Total	1643	51%	1856	52%
Small Group Totals (s)	0	0%	52	58%
Results by Disability Status				
General-education students	1394	57%	1525	58%
Students with disabilities	249	15%	331	21%
Total	1643	51%	1856	52%
Results by Gender				
Female	850	59%	943	59%
Male	793	42%	913	44%
Total	1643	51%	1856	52%
Results by English Proficiency Status				
English proficient	1582	51%	1830	52%
Limited English proficient	61	52%	26	12%
Total	1643	51%	1856	52%
Results by Income Level				
Economically disadvantaged	493	55%	729	52%
Not disadvantaged	1150	49%	1127	52%
Total	1643	51%	1856	52%
Results by Migrant Status				
Migrant family	0	0%	2	s
Not migrant family	1643	51%	1854	s
Total	1643	51%	1856	52%

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.