

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**

**Utica City School District**

**April 2006**

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S. ....	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. ....	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ANTHONY S. BOTTAR, B.A., J.D. ....	North Syracuse
MERRYL H. TISCH, B.A., M.A., Ed. D. ....	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.....	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D.....	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A.....	Bronx
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D. ....	Rochester
JOHN BRADEMAS, B.A., Ph.D. ....	New York
CAROL BELLAMY, A.B., J.D. ....	Brooklyn
ROGER B. TILLES, B.A., J.D.....	Great Neck

### President of The University and Commissioner of Education

RICHARD P. MILLS

### Interim Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JEAN STEVENS

### Assistant Commissioner for Standards, Assessment and Reporting

DAVID M. ABRAMS

### Coordinator, Information and Reporting Services

MARTHA P. MUSSER

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

Please address all correspondence about this report that is not related to data corrections to:

**School Report Card Coordinator  
Information and Reporting Services Team  
New York State Education Department  
Room 863 EBA  
89 Washington Avenue  
Albany, NY 12234  
E-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)**

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: Marilyn A. Skermont		Phone: (315)792-2222
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	NA	9043

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$11,031
<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
1,471	96%

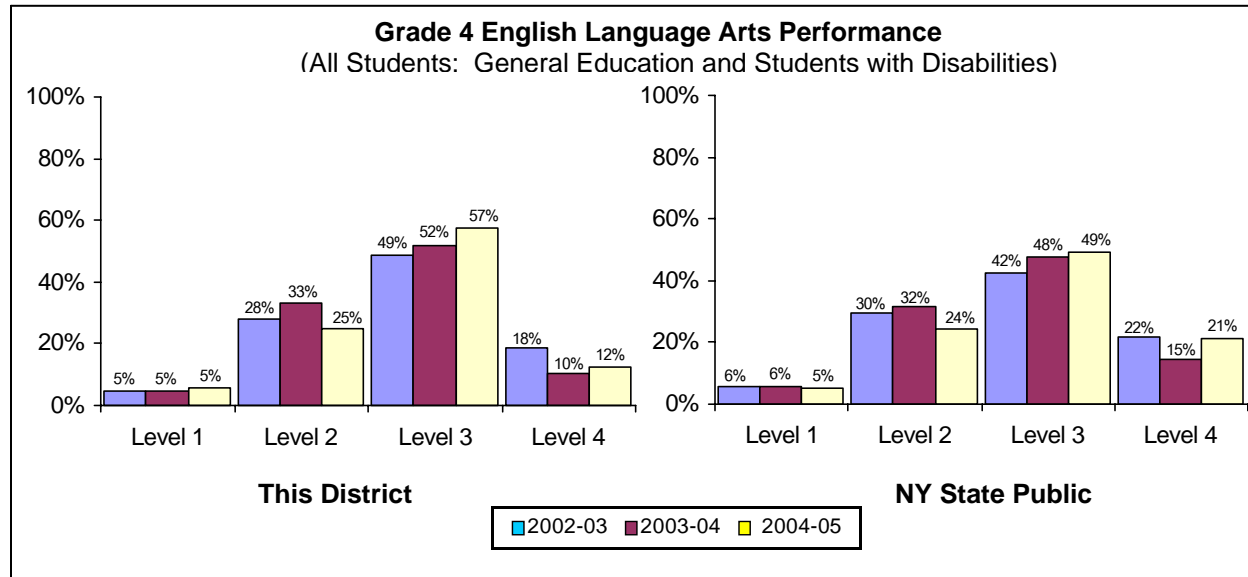
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
636	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	29	175	305	115	624	660
Feb 2004	32	218	342	68	660	653
Feb 2005	32	145	336	73	586	658

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> .

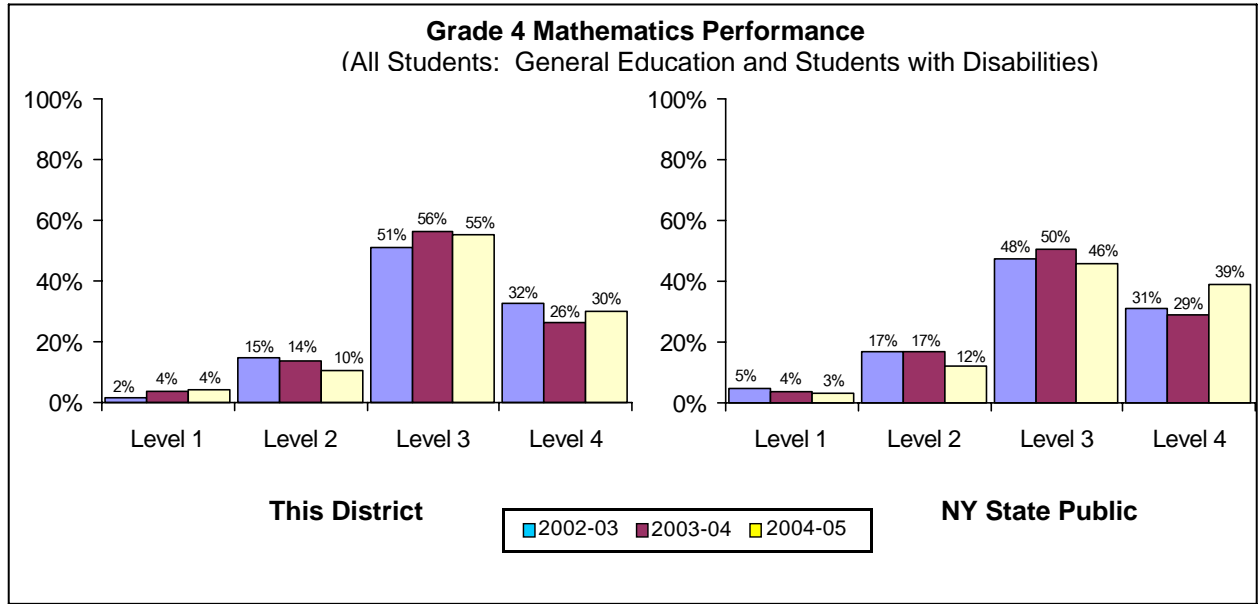
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	15	3	52	70

### 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	1	8	9

## Elementary Level Mathematics



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

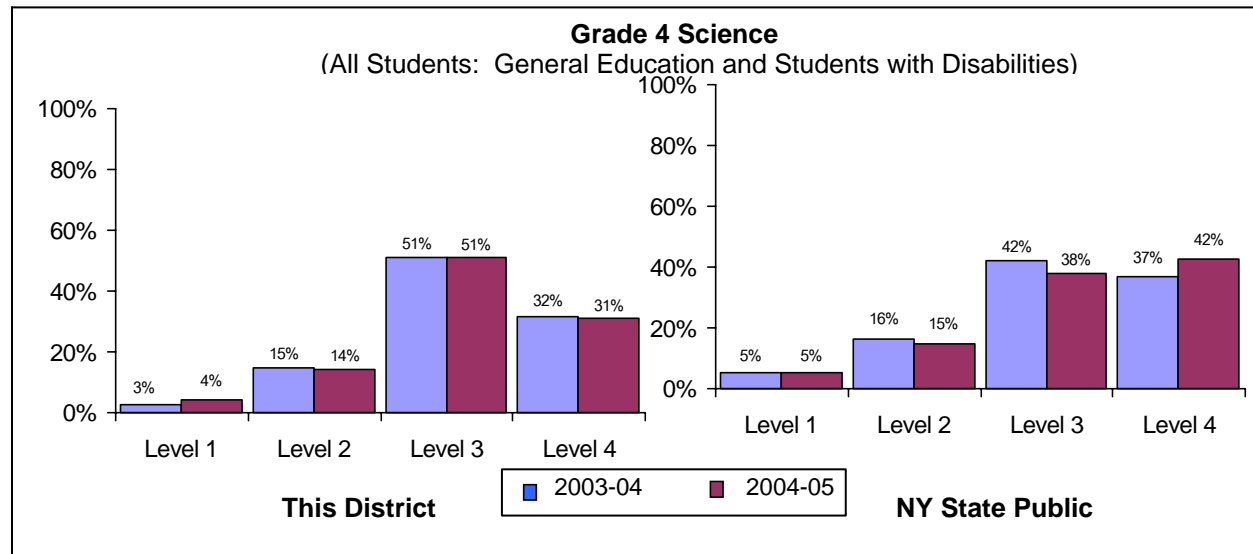
Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2003	12	102	356	225	695	663
May 2004	26	98	403	187	714	661
May 2005	29	68	364	199	660	662

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
2004-05	0	1	1	7	9

## 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	
<b>May 2004</b>	20	103	362	224	709	77
<b>May 2005</b>	27	92	336	203	658	76

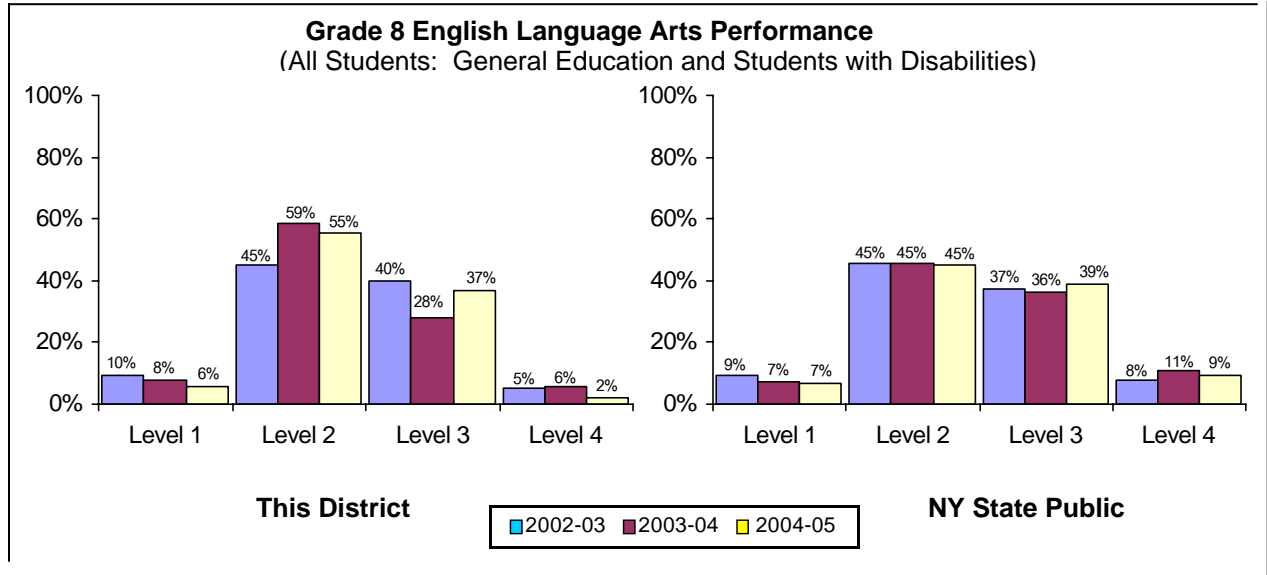
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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>	0	2	0	7	9

\*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	59	279	247	32	617	693
January 2004	45	351	168	34	598	691
January 2005	38	370	246	15	669	691

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

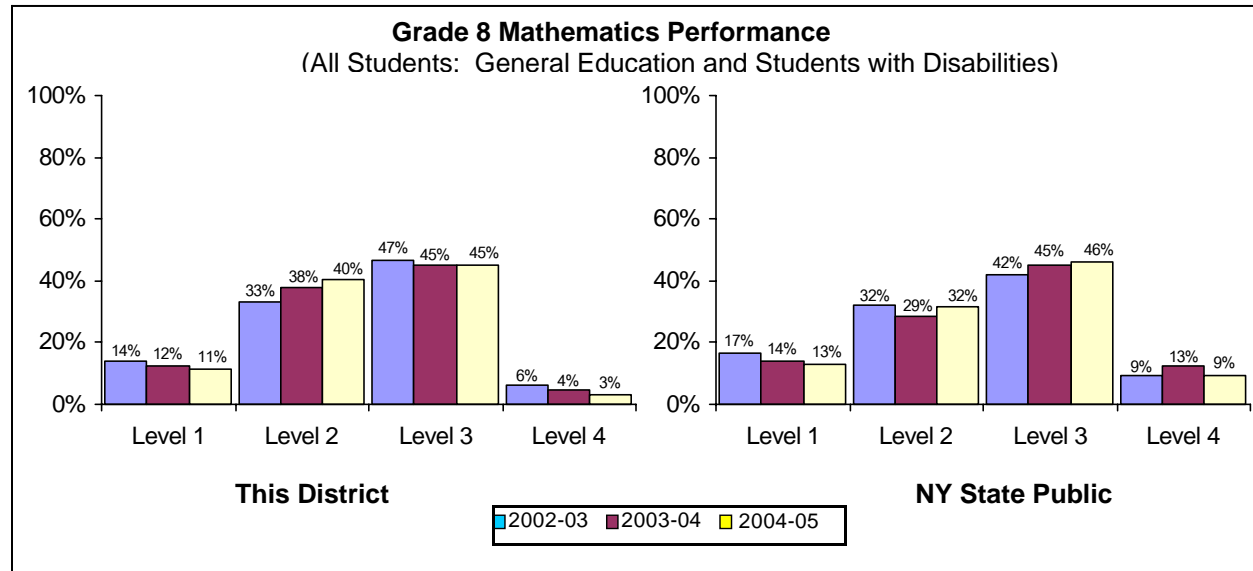
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	5	7	38	50

### 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	7	9



## Middle Level Mathematics



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

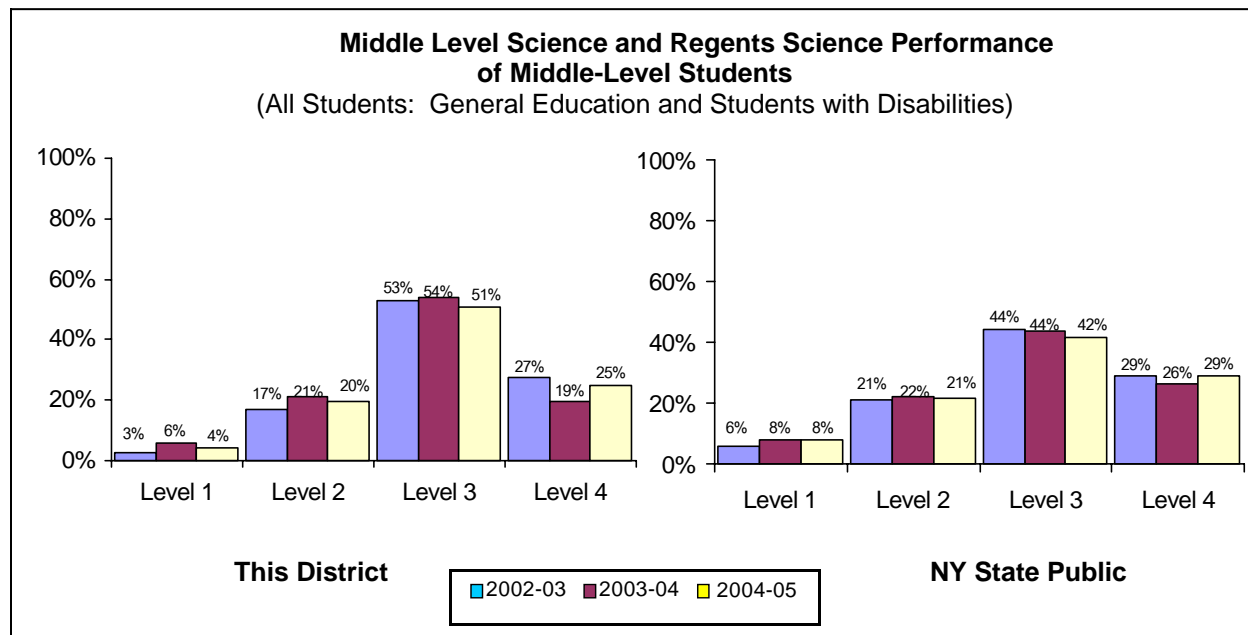
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
<b>May 2003</b>	96	224	316	43	679	715
<b>May 2004</b>	81	249	295	29	654	711
<b>May 2005</b>	82	287	321	24	714	712

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
<b>2004-05</b>	1	2	1	4	8

## 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	16	107	303	149	575	74
June 2003	Regents Science	0	0	32	23	55	82
January/	Middle-Level Science	41	148	334	98	621	70
June 2004	Regents Science	0	0	45	39	84	84
January/	Middle-Level Science	32	140	364	177	713	73
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.

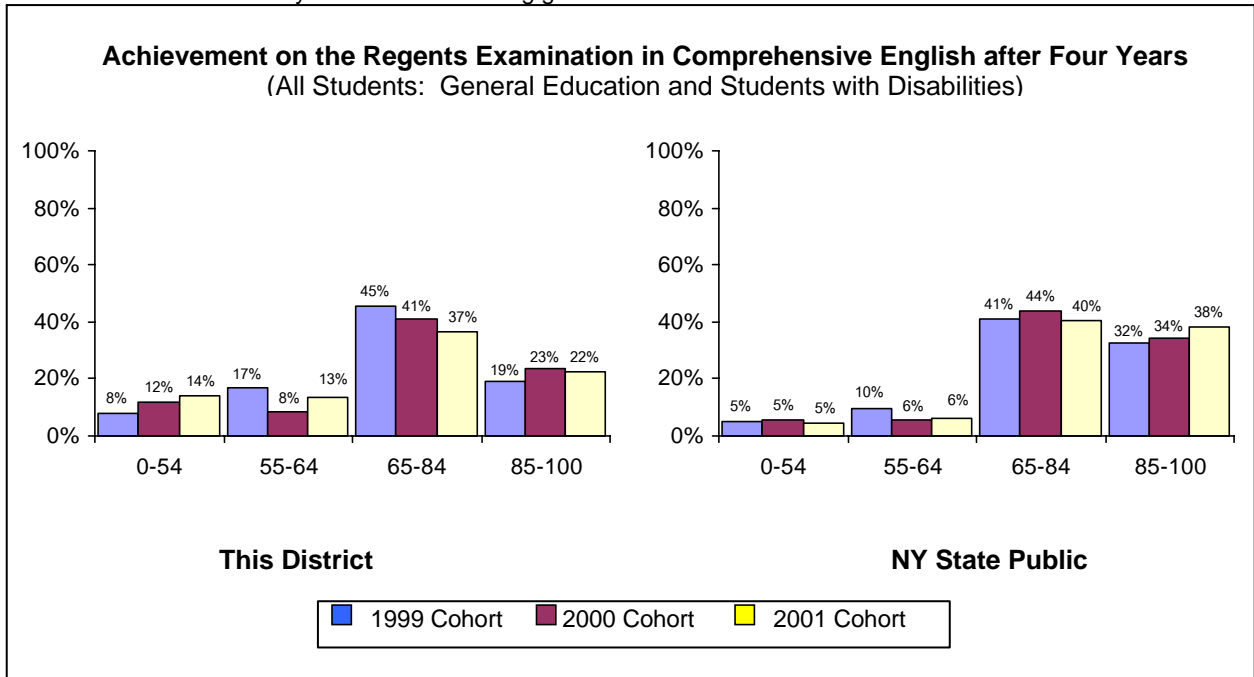
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
2004–05	1	2	1	4	8

# 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.



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>	467	37	79	212	90	0
<b>2000 Cohort</b>	508	59	43	207	119	0
<b>2001 Cohort</b>	526	73	71	193	117	0

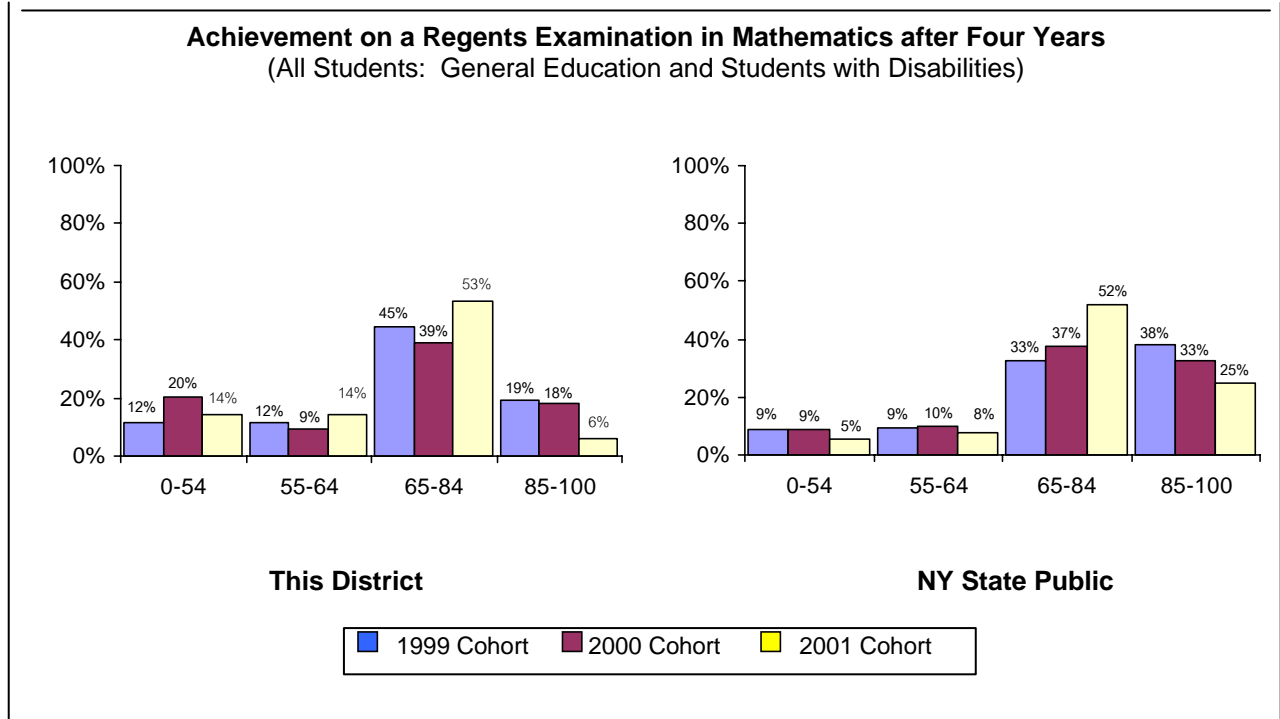
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	3	7
<b>2000 Cohort</b>	5	15
<b>2001 Cohort</b>	29	9

\*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>	467	55	54	208	90	0
<b>2000 Cohort</b>	508	104	47	198	93	0
<b>2001 Cohort</b>	526	74	75	280	32	0

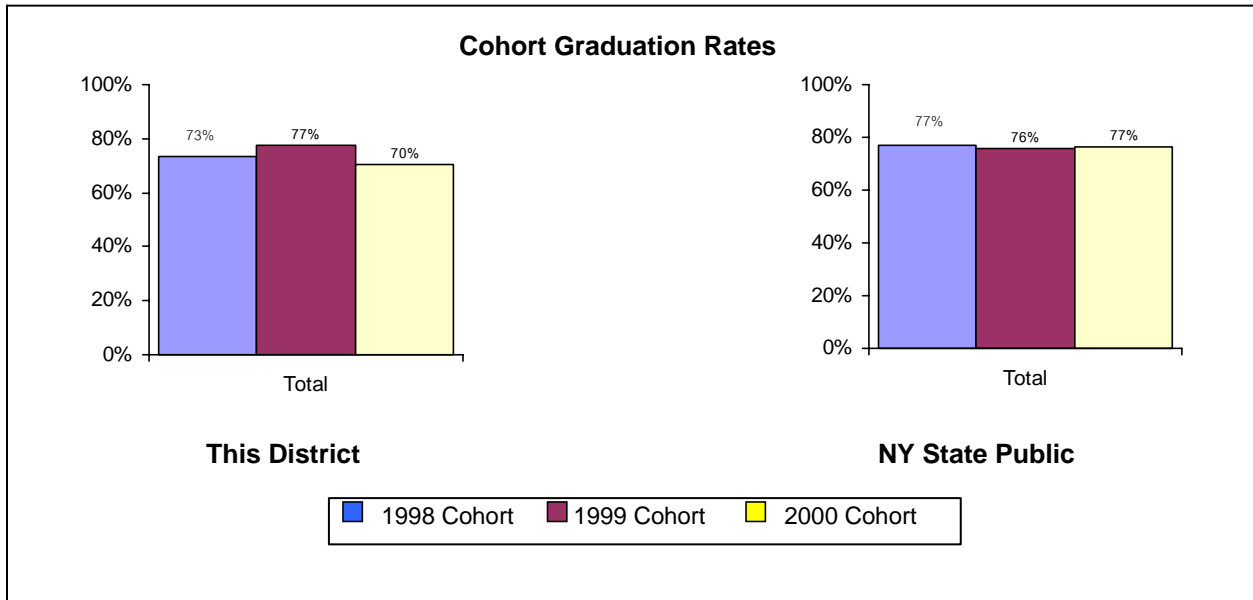
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>	8	4
<b>2000 Cohort</b>	18	6
<b>2001 Cohort</b>	33	6

\*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	395	30	425	312
1999 Cohort	462	32	494	382
2000 Cohort	500	40	540	379

\*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	1	s	s	s	2	s	s	s
Black	187	91%	40%	6%	178	93%	58%	8%
Hispanic	89	94%	62%	11%	76	88%	68%	11%
Asian or Pacific Islander	23	s	s	s	28	s	s	s
White	360	97%	73%	12%	302	97%	78%	17%
Total	660	95%	62%	10%	586	95%	70%	12%
Small Group Totals (s)	24	96%	71%	17%	30	93%	57%	3%
<b>Results by Disability Status</b>								
General-education students	553	99%	68%	12%	495	98%	76%	14%
Students with disabilities	107	77%	33%	2%	91	74%	38%	2%
Total	660	95%	62%	10%	586	95%	70%	12%
<b>Results by Gender</b>								
Female	339	95%	62%	11%	275	96%	74%	13%
Male	321	95%	62%	9%	311	94%	66%	12%
Total	660	95%	62%	10%	586	95%	70%	12%
<b>Results by English Proficiency Status</b>								
English proficient	659	s	s	s	572	95%	70%	13%
Limited English proficient	1	s	s	s	14	79%	43%	7%
Total	660	95%	62%	10%	586	95%	70%	12%
<b>Results by Income Level</b>								
Economically disadvantaged	379	93%	53%	4%	421	94%	66%	8%
Not disadvantaged	281	98%	75%	19%	165	96%	80%	24%
Total	660	95%	62%	10%	586	95%	70%	12%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	660	95%	62%	10%	585	s	s	s
Total	660	95%	62%	10%	586	95%	70%	12%

## 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	2	s	s	s	3	s	s	s
Black	188	94%	73%	17%	185	94%	78%	21%
Hispanic	96	94%	82%	26%	89	93%	79%	19%
Asian or Pacific Islander	29	s	s	s	39	s	s	s
White	399	98%	86%	30%	344	97%	91%	37%
Total	714	96%	83%	26%	660	96%	85%	30%
Small Group Totals (s)	31	97%	94%	35%	42	95%	86%	38%
<b>Results by Disability Status</b>								
General-education students	609	97%	85%	28%	551	97%	89%	32%
Students with disabilities	105	92%	67%	14%	109	89%	66%	19%
Total	714	96%	83%	26%	660	96%	85%	30%
<b>Results by Gender</b>								
Female	364	97%	82%	24%	302	95%	84%	30%
Male	350	95%	83%	29%	358	96%	86%	30%
Total	714	96%	83%	26%	660	96%	85%	30%
<b>Results by English Proficiency Status</b>								
English proficient	653	98%	86%	28%	576	97%	88%	32%
Limited English proficient	61	84%	48%	5%	84	85%	69%	15%
Total	714	96%	83%	26%	660	96%	85%	30%
<b>Results by Income Level</b>								
Economically disadvantaged	422	95%	80%	21%	483	95%	84%	26%
Not disadvantaged	292	99%	87%	33%	177	97%	89%	42%
Total	714	96%	83%	26%	660	96%	85%	30%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	714	96%	83%	26%	659	s	s	s
Total	714	96%	83%	26%	660	96%	85%	30%



## 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	2	s	s	s	3	s	s	s
Black	185	95%	72%	13%	184	93%	73%	21%
Hispanic	94	95%	79%	32%	88	95%	83%	23%
Asian or Pacific Islander	29	s	s	s	40	s	s	s
White	399	98%	89%	39%	343	97%	87%	40%
Total	709	97%	83%	32%	658	96%	82%	31%
Small Group Totals (s)	31	100%	77%	45%	43	98%	74%	14%
<b>Results by Disability Status</b>								
General-education students	606	97%	83%	34%	550	97%	85%	31%
Students with disabilities	103	96%	80%	19%	108	91%	66%	30%
Total	709	97%	83%	32%	658	96%	82%	31%
<b>Results by Gender</b>								
Female	361	98%	82%	28%	302	95%	80%	29%
Male	348	97%	83%	35%	356	96%	83%	33%
Total	709	97%	83%	32%	658	96%	82%	31%
<b>Results by English Proficiency Status</b>								
English proficient	648	99%	86%	34%	574	97%	85%	34%
Limited English proficient	61	82%	46%	7%	84	86%	58%	10%
Total	709	97%	83%	32%	658	96%	82%	31%
<b>Results by Income Level</b>								
Economically disadvantaged	418	96%	78%	23%	480	95%	80%	25%
Not disadvantaged	291	99%	89%	44%	178	97%	88%	46%
Total	709	97%	83%	32%	658	96%	82%	31%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	709	97%	83%	32%	657	s	s	s
Total	709	97%	83%	32%	658	96%	82%	31%

**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	1	s	s	s	2	s	s	s
Black	167	90%	25%	2%	209	91%	29%	0%
Hispanic	94	85%	24%	3%	86	91%	27%	0%
Asian or Pacific Islander	18	s	s	s	29	s	s	s
White	318	96%	42%	8%	343	97%	49%	4%
Total	598	92%	34%	6%	669	94%	39%	2%
Small Group Totals (s)	19	89%	26%	0%	31	94%	29%	0%
<b>Results by Disability Status</b>								
General-education students	474	96%	42%	7%	536	97%	47%	3%
Students with disabilities	124	78%	4%	1%	133	82%	7%	0%
Total	598	92%	34%	6%	669	94%	39%	2%
<b>Results by Gender</b>								
Female	304	94%	40%	8%	332	98%	41%	2%
Male	294	91%	27%	3%	337	91%	37%	2%
Total	598	92%	34%	6%	669	94%	39%	2%
<b>Results by English Proficiency Status</b>								
English proficient	587	93%	34%	6%	649	94%	40%	2%
Limited English proficient	11	91%	0%	0%	20	95%	5%	0%
Total	598	92%	34%	6%	669	94%	39%	2%
<b>Results by Income Level</b>								
Economically disadvantaged	300	91%	25%	3%	486	93%	30%	1%
Not disadvantaged	298	94%	42%	8%	183	98%	62%	7%
Total	598	92%	34%	6%	669	94%	39%	2%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	597	s	s	s	669	94%	39%	2%
Total	598	92%	34%	6%	669	94%	39%	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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	2	s	s	s
Black	177	76%	33%	3%	215	84%	36%	0%
Hispanic	97	90%	44%	0%	91	84%	38%	1%
Asian or Pacific Islander	24	s	s	s	32	s	s	s
White	355	93%	60%	6%	374	92%	57%	5%
Total	654	88%	50%	4%	714	89%	48%	3%
Small Group Totals (s)	25	80%	44%	8%	34	94%	53%	9%
<b>Results by Disability Status</b>								
General-education students	526	91%	55%	6%	577	91%	51%	4%
Students with disabilities	128	73%	27%	0%	137	78%	39%	0%
Total	654	88%	50%	4%	714	89%	48%	3%
<b>Results by Gender</b>								
Female	322	90%	51%	6%	352	91%	49%	3%
Male	332	85%	48%	3%	362	86%	47%	4%
Total	654	88%	50%	4%	714	89%	48%	3%
<b>Results by English Proficiency Status</b>								
English proficient	593	89%	51%	5%	645	90%	51%	4%
Limited English proficient	61	77%	33%	0%	69	72%	23%	1%
Total	654	88%	50%	4%	714	89%	48%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	340	84%	44%	3%	522	87%	42%	2%
Not disadvantaged	314	91%	55%	6%	192	93%	65%	7%
Total	654	88%	50%	4%	714	89%	48%	3%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	653	s	s	s	714	89%	48%	3%
Total	654	88%	50%	4%	714	89%	48%	3%

**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	1	s	s	s	1	s	s	s
Black	155	90%	54%	3%	207	93%	65%	12%
Hispanic	86	93%	58%	5%	93	97%	69%	23%
Asian or Pacific Islander	24	s	s	s	34	s	s	s
White	355	95%	80%	25%	378	97%	83%	32%
Total	621	93%	70%	16%	713	96%	76%	25%
Small Group Totals (s)	25	92%	60%	4%	35	97%	80%	31%
<b>Results by Disability Status</b>								
General-education students	502	95%	72%	19%	588	96%	79%	28%
Students with disabilities	119	87%	58%	4%	125	92%	62%	8%
Total	621	93%	70%	16%	713	96%	76%	25%
<b>Results by Gender</b>								
Female	284	95%	69%	12%	372	96%	78%	22%
Male	337	92%	70%	19%	341	95%	73%	28%
Total	621	93%	70%	16%	713	96%	76%	25%
<b>Results by English Proficiency Status</b>								
English proficient	560	94%	73%	17%	645	97%	78%	27%
Limited English proficient	61	84%	43%	2%	68	79%	51%	6%
Total	621	93%	70%	16%	713	96%	76%	25%
<b>Results by Income Level</b>								
Economically disadvantaged	300	91%	60%	6%	505	94%	72%	20%
Not disadvantaged	321	96%	78%	25%	208	98%	86%	36%
Total	621	93%	70%	16%	713	96%	76%	25%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	620	s	s	s	713	96%	76%	25%
Total	621	93%	70%	16%	713	96%	76%	25%

## 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	1	s	s	s	s	0	0	0	0	0%
Black	93	8	55	1	69%	89	7	48	5	67%
Hispanic	39	5	20	0	64%	56	9	21	4	61%
Asian or Pacific Islander	23	s	s	s	s	20	5	11	1	85%
White	352	26	235	4	75%	361	50	230	19	83%
Total	508	43	326	5	74%	526	71	310	29	78%
Small Group Totals (s)	24	4	16	0	83%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	444	42	322	0	82%	431	63	302	1	85%
Students with disabilities	64	1	4	5	16%	95	8	8	28	46%
Total	508	43	326	5	74%	526	71	310	29	78%
<b>Results by Gender</b>										
Female	242	17	164	1	75%	268	25	180	11	81%
Male	266	26	162	4	72%	258	46	130	18	75%
Total	508	43	326	5	74%	526	71	310	29	78%
<b>Results by English Proficiency Status</b>										
English proficient	415	23	299	4	79%	465	56	295	28	82%
Limited English proficient	93	20	27	1	52%	61	15	15	1	51%
Total	508	43	326	5	74%	526	71	310	29	78%
<b>Results by Income Level</b>										
Economically disadvantaged	231	26	120	4	65%	225	43	105	14	72%
Not disadvantaged	277	17	206	1	81%	301	28	205	15	82%
Total	508	43	326	5	74%	526	71	310	29	78%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	508	43	326	5	74%	526	71	310	29	78%
Total	508	43	326	5	74%	526	71	310	29	78%

**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	1	s	s	s	s	0	0	0	0	0%
Black	93	15	41	5	66%	89	9	49	7	73%
Hispanic	39	5	18	1	62%	56	8	22	6	64%
Asian or Pacific Islander	23	s	s	s	s	20	3	13	1	85%
White	352	22	214	12	70%	361	55	228	19	84%
Total	508	47	291	18	70%	526	75	312	33	80%
Small Group Totals (s)	24	5	18	0	96%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	444	45	285	0	74%	431	66	305	3	87%
Students with disabilities	64	2	6	18	41%	95	9	7	30	48%
Total	508	47	291	18	70%	526	75	312	33	80%
<b>Results by Gender</b>										
Female	242	19	152	8	74%	268	42	165	12	82%
Male	266	28	139	10	67%	258	33	147	21	78%
Total	508	47	291	18	70%	526	75	312	33	80%
<b>Results by English Proficiency Status</b>										
English proficient	415	35	263	18	76%	465	59	290	33	82%
Limited English proficient	93	12	28	0	43%	61	16	22	0	62%
Total	508	47	291	18	70%	526	75	312	33	80%
<b>Results by Income Level</b>										
Economically disadvantaged	231	26	105	9	61%	225	44	115	13	76%
Not disadvantaged	277	21	186	9	78%	301	31	197	20	82%
Total	508	47	291	18	70%	526	75	312	33	80%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	508	47	291	18	70%	526	75	312	33	80%
Total	508	47	291	18	70%	526	75	312	33	80%

## 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	1	s	1	s
Black	97	75%	98	66%
Hispanic	42	55%	43	65%
Asian or Pacific Islander	21	s	24	s
White	333	81%	374	71%
Total	494	77%	540	70%
Small Group Totals (s)	22	73%	25	88%
<b>Results by Disability Status</b>				
General-education students	422	81%	480	74%
Students with disabilities	72	58%	60	38%
Total	494	77%	540	70%
<b>Results by Gender</b>				
Female	244	84%	250	75%
Male	250	71%	290	66%
Total	494	77%	540	70%
<b>Results by English Proficiency Status</b>				
English proficient	443	78%	450	72%
Limited English proficient	51	73%	90	60%
Total	494	77%	540	70%
<b>Results by Income Level</b>				
Economically disadvantaged	168	71%	245	64%
Not disadvantaged	326	80%	295	75%
Total	494	77%	540	70%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	494	77%	540	70%
Total	494	77%	540	70%

## 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.