

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**

East Ramapo Central School District (Spring Valley)

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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: Mitchell Schwartz		Phone: (845)577-6011
Organization 2004–05	Grade Range	Student Enrollment
	NA	8566

2003–04 District-wide Total Expenditure per Pupil	\$18,766
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
1,918	96%

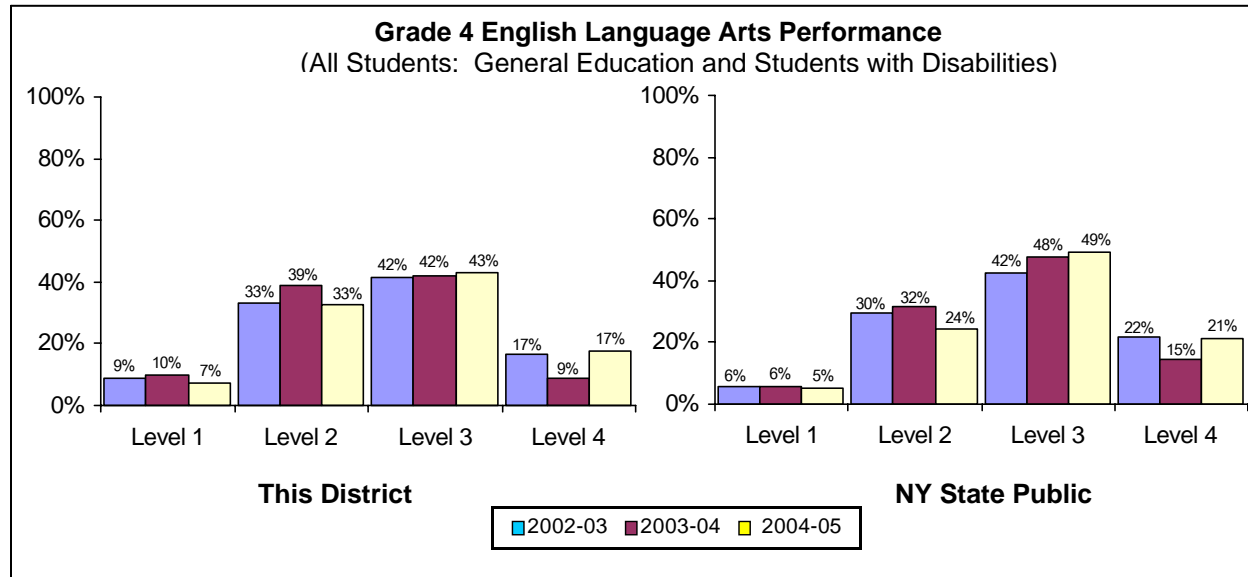
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
737	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	54	204	257	103	618	653
Feb 2004	60	231	251	54	596	646
Feb 2005	36	167	219	89	511	656

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 .

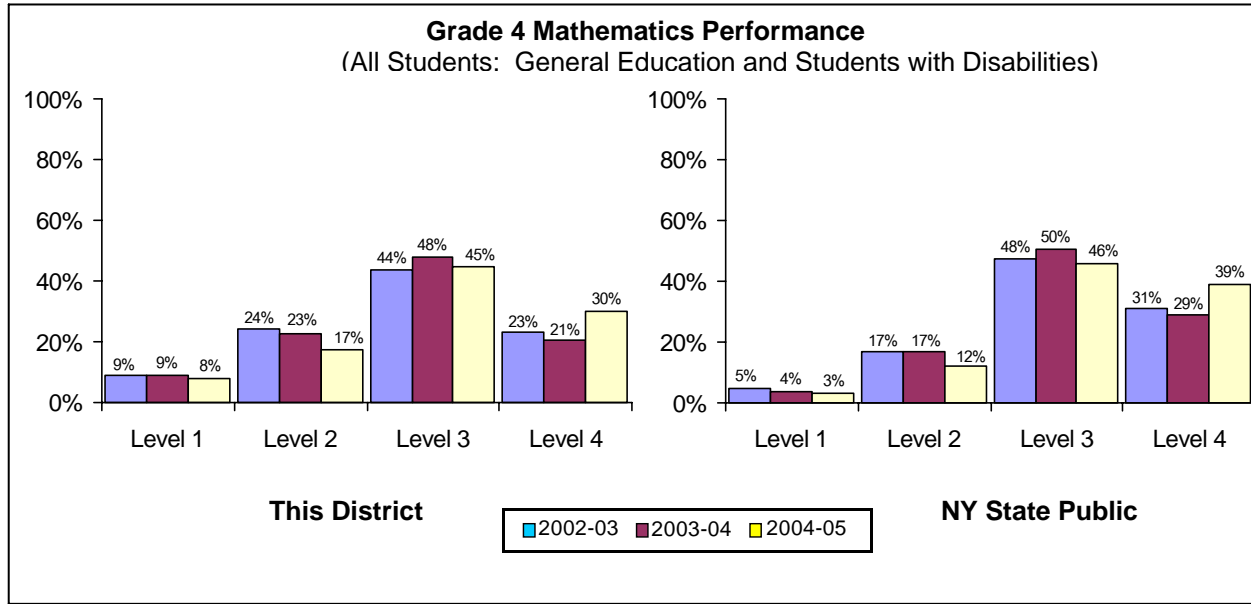
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	4	4	28	36

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	8	11

Elementary Level Mathematics



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

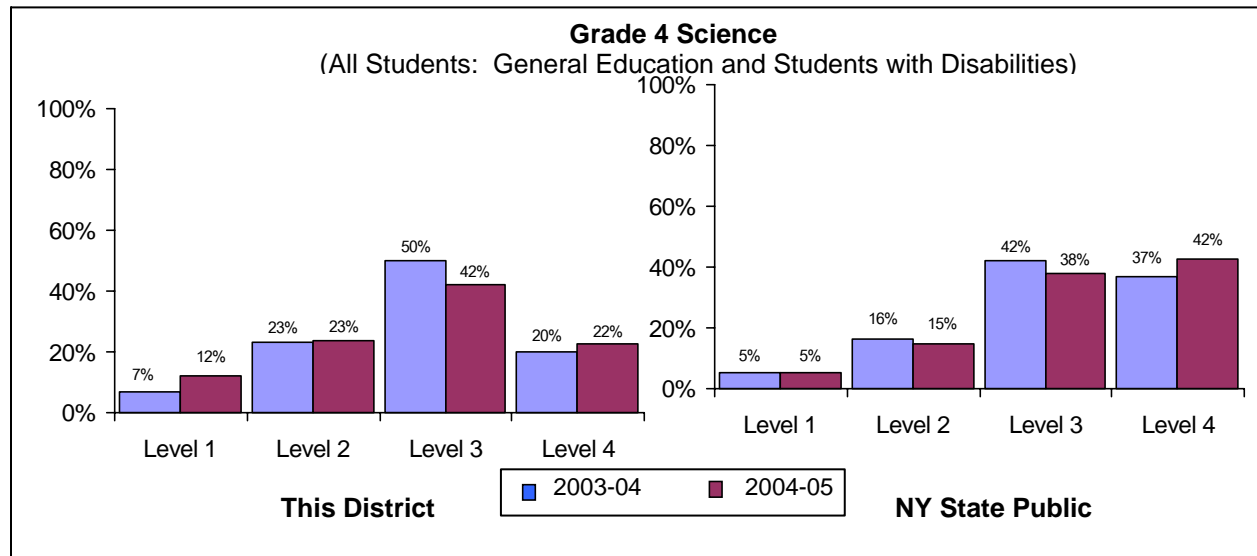
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	60	162	295	155	672	650
May 2004	56	145	309	133	643	651
May 2005	47	100	262	174	583	658

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	0	1	1	9	11

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	41	142	309	123	615	71
May 2005	68	131	234	125	558	69

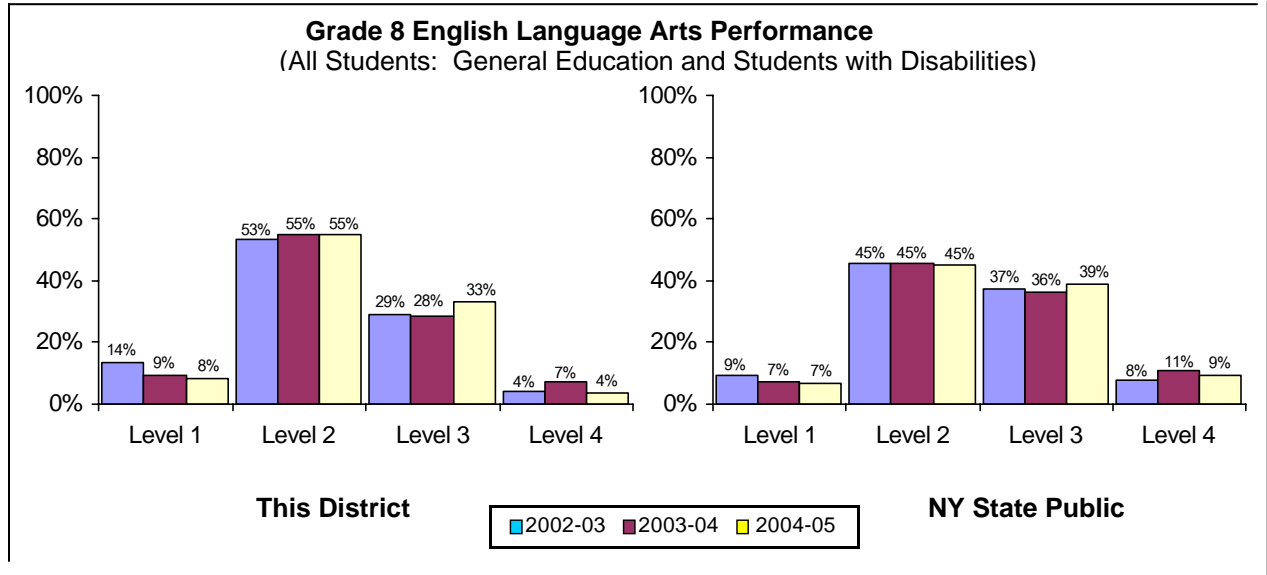
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	1	2	8	11

*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	94	368	200	29	691	686
January 2004	63	368	189	48	668	691
January 2005	49	333	200	23	605	689

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 .

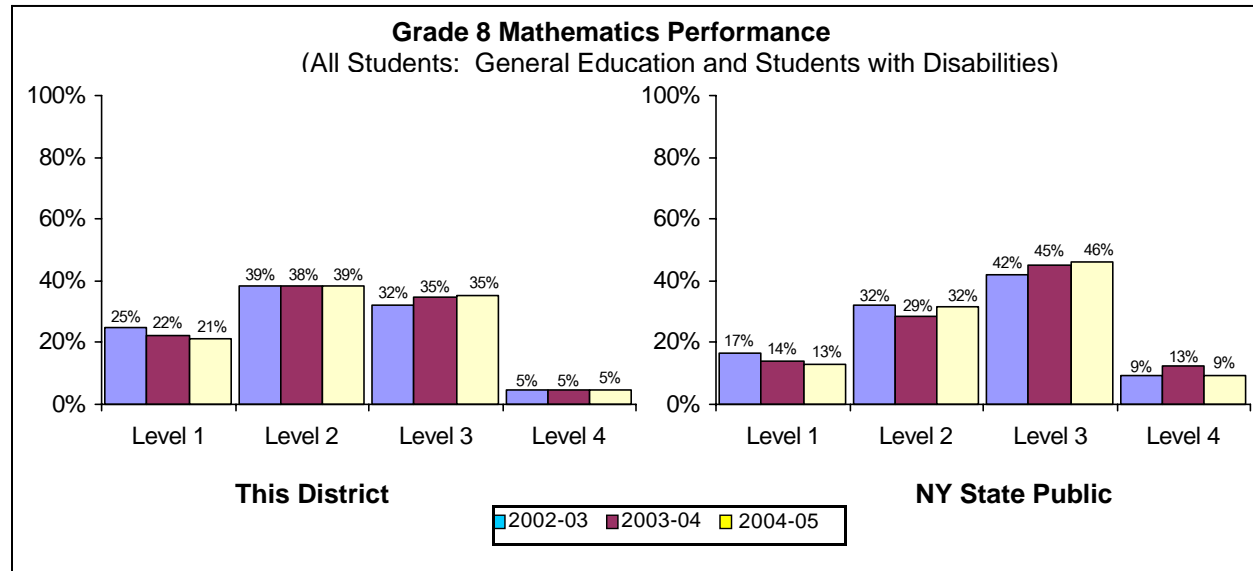
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	3	6	34	43

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	3	8	11

Middle Level Mathematics



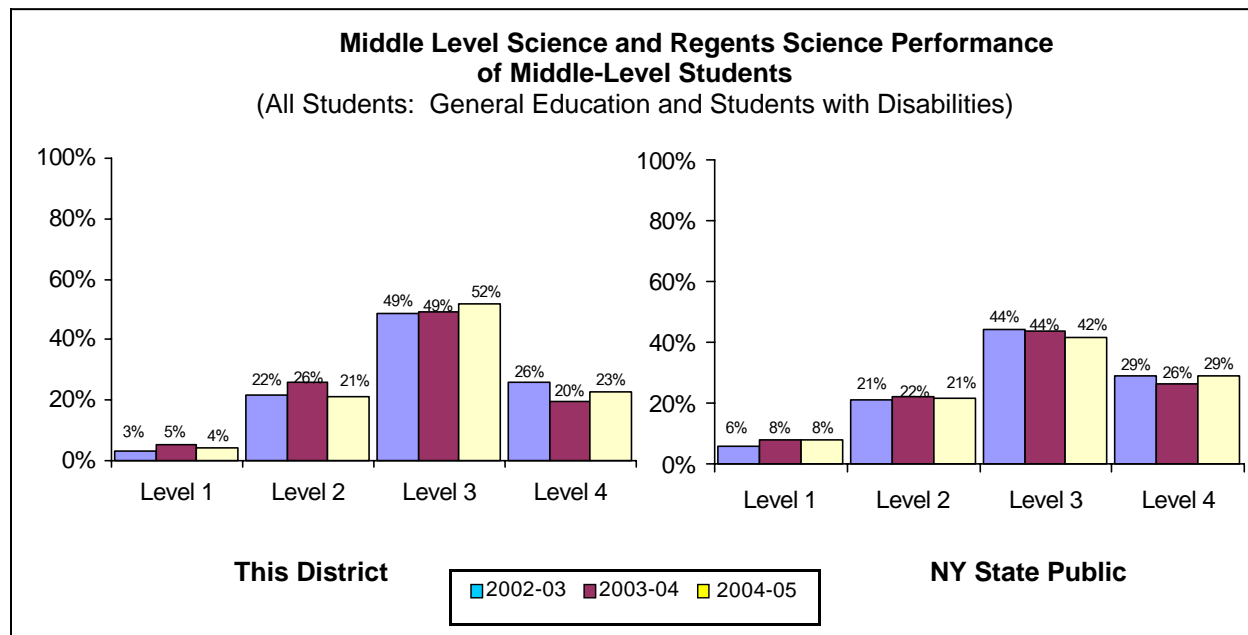
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	185	289	242	34	750	699
May 2004	158	273	250	34	715	701
May 2005	138	248	226	31	643	705

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	0	3	8	11

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	24	154	344	182	704	73
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	38	179	342	136	695	71
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	33	160	391	170	754	73
June 2005	Regents Science	0	0	0	0	0	0

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 <u>or</u> 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 <u>or</u> 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 <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

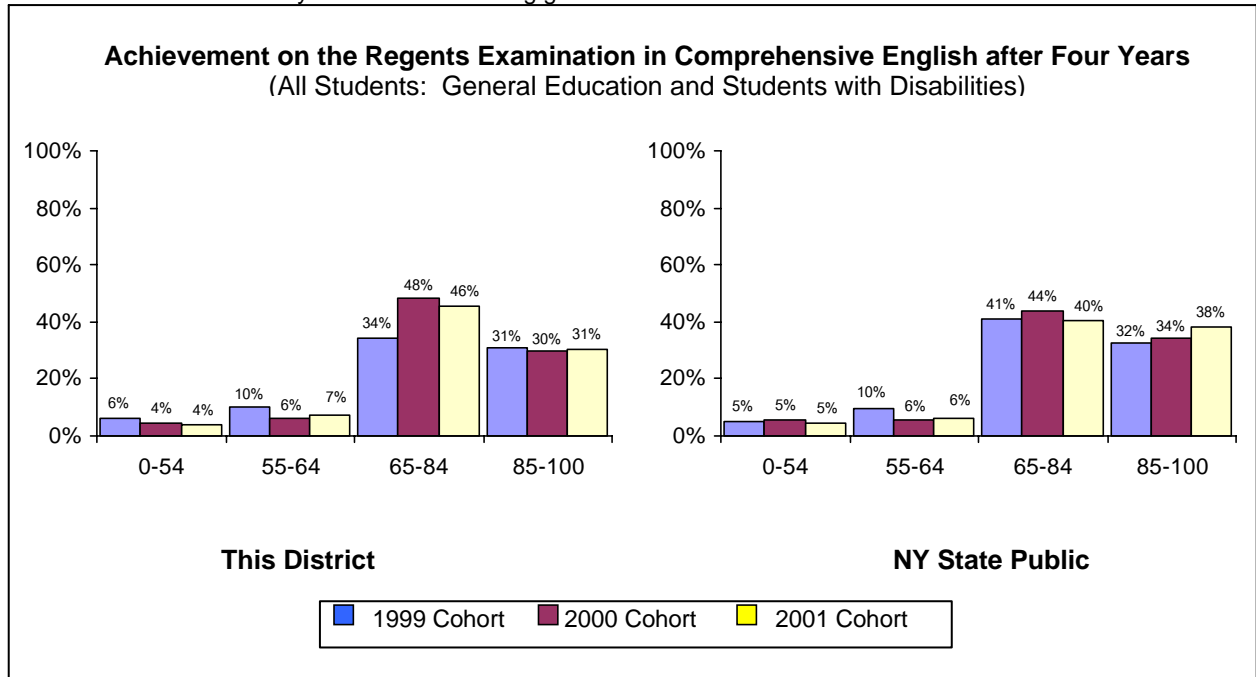
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	0	0	3	7	10

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.



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
1999 Cohort	706	45	73	241	217	0
2000 Cohort	624	27	40	302	187	0
2001 Cohort	622	25	46	284	190	0

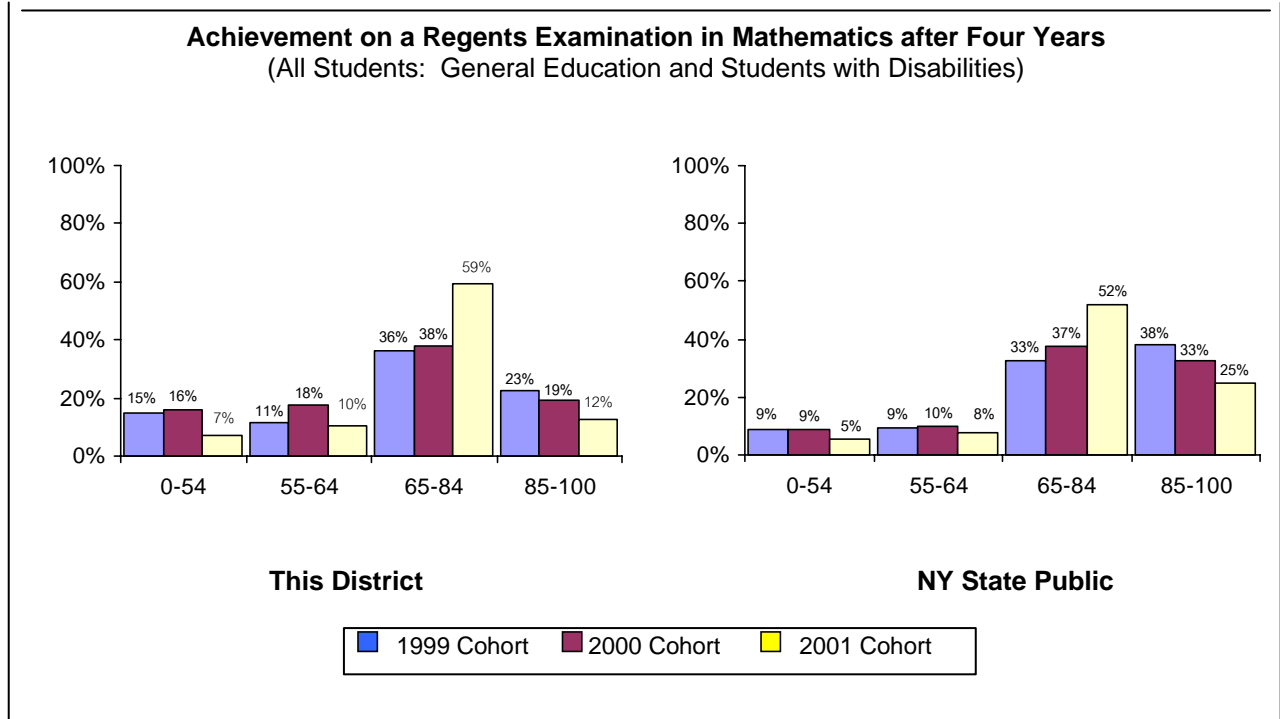
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	5	8
2000 Cohort	5	7
2001 Cohort	9	12

*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	706	104	80	255	160	0
2000 Cohort	624	100	110	238	119	0
2001 Cohort	622	45	64	370	77	0

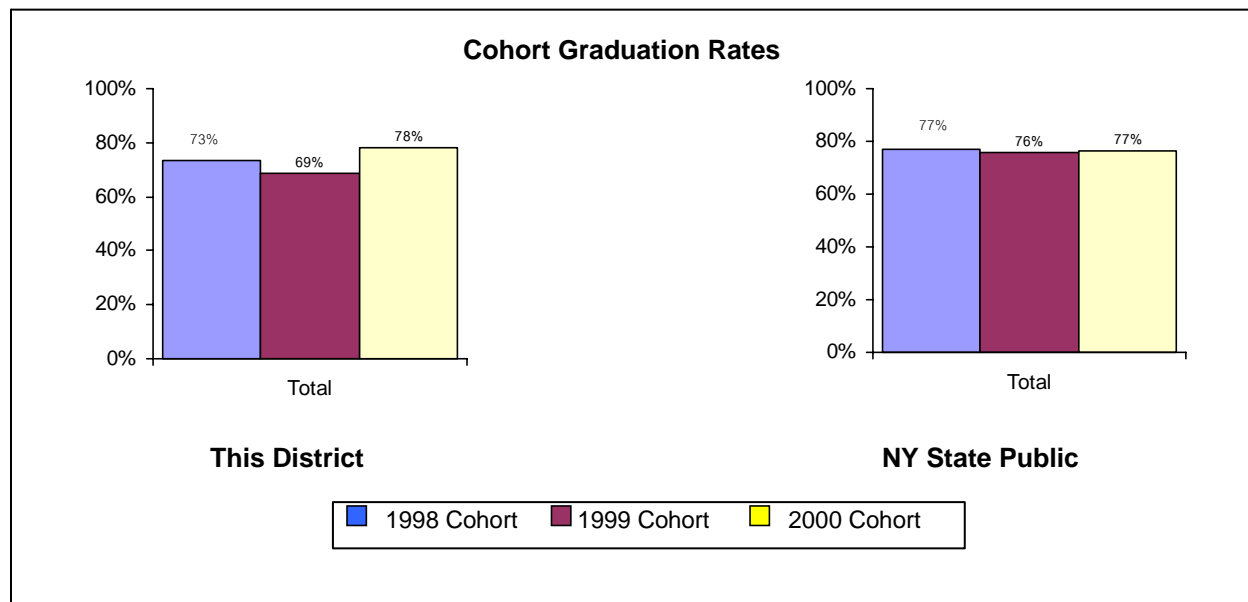
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	25	3
2000 Cohort	15	3
2001 Cohort	34	2

*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	643	13	656	482
1999 Cohort	683	35	718	494
2000 Cohort	630	35	665	520

*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	0	0%	0%	0%	2	s	s	s
Black	372	88%	47%	5%	329	92%	56%	13%
Hispanic	106	92%	46%	9%	74	95%	55%	9%
Asian or Pacific Islander	46	100%	87%	28%	47	s	s	s
White	72	93%	57%	18%	59	97%	71%	31%
Total	596	90%	51%	9%	511	93%	60%	17%
Small Group Totals (s)	0	0%	0%	0%	49	94%	84%	41%
Results by Disability Status								
General-education students	504	96%	60%	11%	424	98%	70%	21%
Students with disabilities	92	58%	5%	0%	87	70%	13%	1%
Total	596	90%	51%	9%	511	93%	60%	17%
Results by Gender								
Female	297	93%	58%	11%	255	98%	65%	21%
Male	299	87%	45%	7%	256	88%	55%	14%
Total	596	90%	51%	9%	511	93%	60%	17%
Results by English Proficiency Status								
English proficient	575	91%	53%	9%	467	93%	63%	18%
Limited English proficient	21	67%	5%	0%	44	89%	36%	7%
Total	596	90%	51%	9%	511	93%	60%	17%
Results by Income Level								
Economically disadvantaged	382	88%	42%	5%	285	90%	48%	9%
Not disadvantaged	214	93%	68%	17%	226	96%	75%	28%
Total	596	90%	51%	9%	511	93%	60%	17%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	596	90%	51%	9%	511	93%	60%	17%
Total	596	90%	51%	9%	511	93%	60%	17%

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	0	0%	0%	0%	2	s	s	s
Black	393	90%	66%	16%	367	90%	72%	26%
Hispanic	123	91%	70%	15%	95	93%	71%	22%
Asian or Pacific Islander	52	98%	85%	52%	51	s	s	s
White	75	92%	72%	35%	68	96%	84%	38%
Total	643	91%	69%	21%	583	92%	75%	30%
Small Group Totals (s)	0	0%	0%	0%	53	100%	91%	62%
Results by Disability Status								
General-education students	548	95%	78%	24%	489	97%	84%	35%
Students with disabilities	95	67%	18%	1%	94	68%	28%	2%
Total	643	91%	69%	21%	583	92%	75%	30%
Results by Gender								
Female	321	95%	71%	21%	287	95%	79%	31%
Male	322	88%	66%	21%	296	89%	71%	29%
Total	643	91%	69%	21%	583	92%	75%	30%
Results by English Proficiency Status								
English proficient	574	93%	73%	23%	502	94%	79%	34%
Limited English proficient	69	75%	36%	0%	81	81%	49%	5%
Total	643	91%	69%	21%	583	92%	75%	30%
Results by Income Level								
Economically disadvantaged	405	91%	64%	13%	326	89%	67%	20%
Not disadvantaged	238	92%	76%	34%	257	95%	85%	43%
Total	643	91%	69%	21%	583	92%	75%	30%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	643	91%	69%	21%	583	92%	75%	30%
Total	643	91%	69%	21%	583	92%	75%	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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	2	s	s	s
Black	377	93%	68%	16%	354	85%	57%	19%
Hispanic	120	92%	64%	17%	92	89%	70%	11%
Asian or Pacific Islander	47	98%	89%	36%	48	s	s	s
White	71	96%	77%	35%	62	95%	81%	40%
Total	615	93%	70%	20%	558	88%	64%	22%
Small Group Totals (s)	0	0%	0%	0%	50	96%	84%	42%
Results by Disability Status								
General-education students	528	96%	75%	22%	472	92%	72%	26%
Students with disabilities	87	78%	39%	6%	86	63%	22%	2%
Total	615	93%	70%	20%	558	88%	64%	22%
Results by Gender								
Female	304	95%	70%	20%	278	90%	66%	25%
Male	311	91%	70%	20%	280	85%	63%	20%
Total	615	93%	70%	20%	558	88%	64%	22%
Results by English Proficiency Status								
English proficient	547	95%	72%	22%	478	89%	68%	25%
Limited English proficient	68	79%	56%	7%	80	79%	45%	6%
Total	615	93%	70%	20%	558	88%	64%	22%
Results by Income Level								
Economically disadvantaged	389	94%	66%	14%	316	84%	54%	12%
Not disadvantaged	226	92%	77%	31%	242	93%	77%	36%
Total	615	93%	70%	20%	558	88%	64%	22%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	615	93%	70%	20%	558	88%	64%	22%
Total	615	93%	70%	20%	558	88%	64%	22%

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	0	0%	0%	0%	1	s	s	s
Black	407	87%	29%	5%	373	90%	28%	2%
Hispanic	75	97%	39%	8%	103	92%	37%	4%
Asian or Pacific Islander	58	98%	62%	16%	60	s	s	s
White	128	95%	44%	11%	68	97%	54%	3%
Total	668	91%	35%	7%	605	92%	37%	4%
Small Group Totals (s)	0	0%	0%	0%	61	100%	74%	13%
Results by Disability Status								
General-education students	549	96%	42%	9%	510	96%	43%	5%
Students with disabilities	119	65%	4%	0%	95	67%	2%	0%
Total	668	91%	35%	7%	605	92%	37%	4%
Results by Gender								
Female	302	92%	38%	10%	273	95%	42%	5%
Male	366	90%	34%	5%	332	89%	32%	3%
Total	668	91%	35%	7%	605	92%	37%	4%
Results by English Proficiency Status								
English proficient	651	91%	36%	7%	594	92%	37%	4%
Limited English proficient	17	65%	12%	0%	11	73%	9%	0%
Total	668	91%	35%	7%	605	92%	37%	4%
Results by Income Level								
Economically disadvantaged	332	87%	23%	4%	293	88%	25%	2%
Not disadvantaged	336	94%	48%	10%	312	95%	48%	6%
Total	668	91%	35%	7%	605	92%	37%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	668	91%	35%	7%	605	92%	37%	4%
Total	668	91%	35%	7%	605	92%	37%	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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	1	s	s	s
Black	436	73%	29%	2%	384	74%	33%	3%
Hispanic	83	81%	51%	4%	127	76%	30%	2%
Asian or Pacific Islander	66	88%	64%	14%	62	s	s	s
White	130	87%	55%	9%	69	91%	64%	12%
Total	715	78%	40%	5%	643	79%	40%	5%
Small Group Totals (s)	0	0%	0%	0%	63	95%	79%	16%
Results by Disability Status								
General-education students	598	83%	46%	6%	545	83%	45%	6%
Students with disabilities	117	52%	9%	0%	98	52%	11%	1%
Total	715	78%	40%	5%	643	79%	40%	5%
Results by Gender								
Female	322	78%	40%	7%	292	83%	42%	3%
Male	393	78%	39%	3%	351	75%	38%	6%
Total	715	78%	40%	5%	643	79%	40%	5%
Results by English Proficiency Status								
English proficient	650	82%	43%	5%	588	82%	43%	5%
Limited English proficient	65	37%	9%	0%	55	42%	11%	2%
Total	715	78%	40%	5%	643	79%	40%	5%
Results by Income Level								
Economically disadvantaged	360	69%	26%	3%	320	73%	28%	2%
Not disadvantaged	355	86%	53%	7%	323	84%	51%	7%
Total	715	78%	40%	5%	643	79%	40%	5%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	715	78%	40%	5%	643	79%	40%	5%
Total	715	78%	40%	5%	643	79%	40%	5%

**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	0	0%	0%	0%	1	s	s	s
Black	424	94%	62%	12%	437	95%	68%	15%
Hispanic	81	94%	70%	20%	141	94%	69%	16%
Asian or Pacific Islander	64	94%	81%	36%	84	s	s	s
White	126	98%	86%	36%	91	100%	92%	52%
Total	695	95%	69%	20%	754	96%	74%	23%
Small Group Totals (s)	0	0%	0%	0%	85	100%	95%	40%
Results by Disability Status								
General-education students	582	96%	73%	23%	671	96%	79%	25%
Students with disabilities	113	89%	48%	2%	83	89%	41%	5%
Total	695	95%	69%	20%	754	96%	74%	23%
Results by Gender								
Female	319	95%	64%	19%	369	95%	75%	19%
Male	376	94%	73%	20%	385	96%	74%	26%
Total	695	95%	69%	20%	754	96%	74%	23%
Results by English Proficiency Status								
English proficient	636	97%	73%	21%	705	97%	78%	24%
Limited English proficient	59	66%	27%	7%	49	71%	22%	2%
Total	695	95%	69%	20%	754	96%	74%	23%
Results by Income Level								
Economically disadvantaged	351	91%	58%	12%	352	92%	65%	13%
Not disadvantaged	344	98%	80%	28%	402	99%	82%	31%
Total	695	95%	69%	20%	754	96%	74%	23%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	695	95%	69%	20%	754	96%	74%	23%
Total	695	95%	69%	20%	754	96%	74%	23%

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	2	s	s	s	s	1	s	s	s	s
Black	349	28	262	3	84%	385	36	277	7	83%
Hispanic	68	s	s	s	s	58	s	s	s	s
Asian or Pacific Islander	76	5	67	0	95%	73	3	64	0	92%
White	129	3	113	2	91%	105	1	93	2	91%
Total	624	40	489	5	86%	622	46	474	9	85%
Small Group Totals (s)	70	4	47	0	73%	59	6	40	0	78%
Results by Disability Status										
General-education students	571	34	474	0	89%	532	36	444	0	90%
Students with disabilities	53	6	15	5	49%	90	10	30	9	54%
Total	624	40	489	5	86%	622	46	474	9	85%
Results by Gender										
Female	315	19	256	2	88%	301	12	248	4	88%
Male	309	21	233	3	83%	321	34	226	5	83%
Total	624	40	489	5	86%	622	46	474	9	85%
Results by English Proficiency Status										
English proficient	545	31	447	5	89%	556	34	444	9	88%
Limited English proficient	79	9	42	0	65%	66	12	30	0	64%
Total	624	40	489	5	86%	622	46	474	9	85%
Results by Income Level										
Economically disadvantaged	174	17	121	2	80%	223	23	157	4	83%
Not disadvantaged	450	23	368	3	88%	399	23	317	5	86%
Total	624	40	489	5	86%	622	46	474	9	85%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	624	40	489	5	86%	622	46	474	9	85%
Total	624	40	489	5	86%	622	46	474	9	85%

**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	2	s	s	s	s	1	s	s	s	s
Black	349	73	170	12	73%	385	52	253	28	86%
Hispanic	68	s	s	s	s	58	s	s	s	s
Asian or Pacific Islander	76	7	58	1	87%	73	1	66	2	95%
White	129	19	90	2	86%	105	3	93	3	94%
Total	624	110	357	15	77%	622	64	447	34	88%
Small Group Totals (s)	70	11	39	0	71%	59	8	35	1	75%
Results by Disability Status										
General-education students	571	100	352	0	79%	532	56	425	3	91%
Students with disabilities	53	10	5	15	57%	90	8	22	31	68%
Total	624	110	357	15	77%	622	64	447	34	88%
Results by Gender										
Female	315	53	188	3	77%	301	30	231	11	90%
Male	309	57	169	12	77%	321	34	216	23	85%
Total	624	110	357	15	77%	622	64	447	34	88%
Results by English Proficiency Status										
English proficient	545	95	324	15	80%	556	57	407	34	90%
Limited English proficient	79	15	33	0	61%	66	7	40	0	71%
Total	624	110	357	15	77%	622	64	447	34	88%
Results by Income Level										
Economically disadvantaged	174	46	76	6	74%	223	32	144	15	86%
Not disadvantaged	450	64	281	9	79%	399	32	303	19	89%
Total	624	110	357	15	77%	622	64	447	34	88%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	624	110	357	15	77%	622	64	447	34	88%
Total	624	110	357	15	77%	622	64	447	34	88%

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	1	s	2	s
Black	412	63%	376	77%
Hispanic	70	s	71	s
Asian or Pacific Islander	83	80%	78	86%
White	152	83%	138	83%
Total	718	69%	665	78%
Small Group Totals (s)	71	62%	73	67%
Results by Disability Status				
General-education students	659	71%	619	80%
Students with disabilities	59	49%	46	50%
Total	718	69%	665	78%
Results by Gender				
Female	337	77%	335	81%
Male	381	62%	330	76%
Total	718	69%	665	78%
Results by English Proficiency Status				
English proficient	620	74%	561	84%
Limited English proficient	98	35%	104	49%
Total	718	69%	665	78%
Results by Income Level				
Economically disadvantaged	182	66%	160	82%
Not disadvantaged	536	70%	505	77%
Total	718	69%	665	78%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	718	69%	665	78%
Total	718	69%	665	78%

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.