

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
Brentwood Union Free School District**

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: Les A. Black		Phone: (631)434-2325
Organization 2004–05	Grade Range	Student Enrollment
	NA	17034

2003–04 District-wide Total Expenditure per Pupil	\$12,863
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
2,914	97%

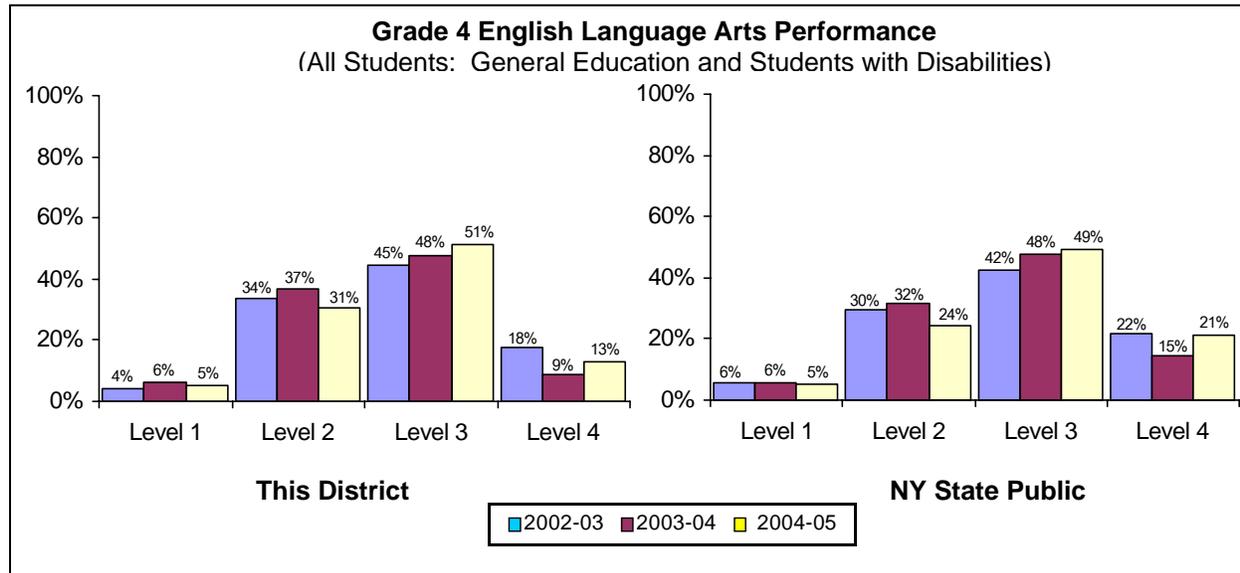
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,132	0%

*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	49	384	510	201	1144	657
Feb 2004	76	439	568	103	1186	648
Feb 2005	49	298	496	127	970	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 .

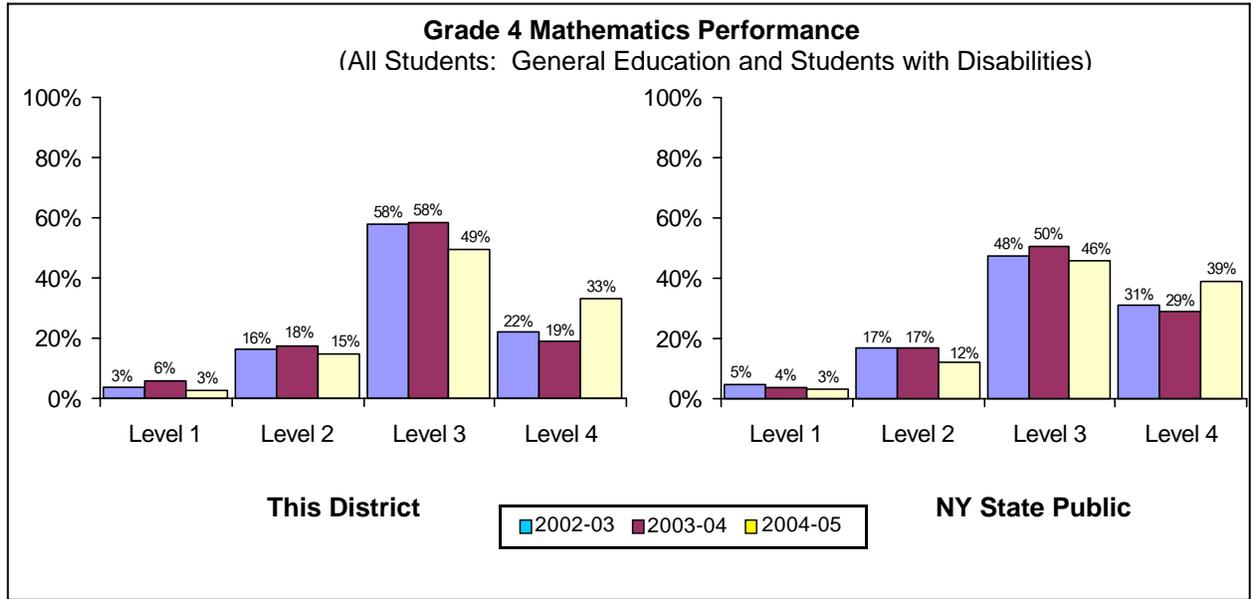
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	57	51	180	288

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	1	2	1	8	12

Elementary Level Mathematics



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

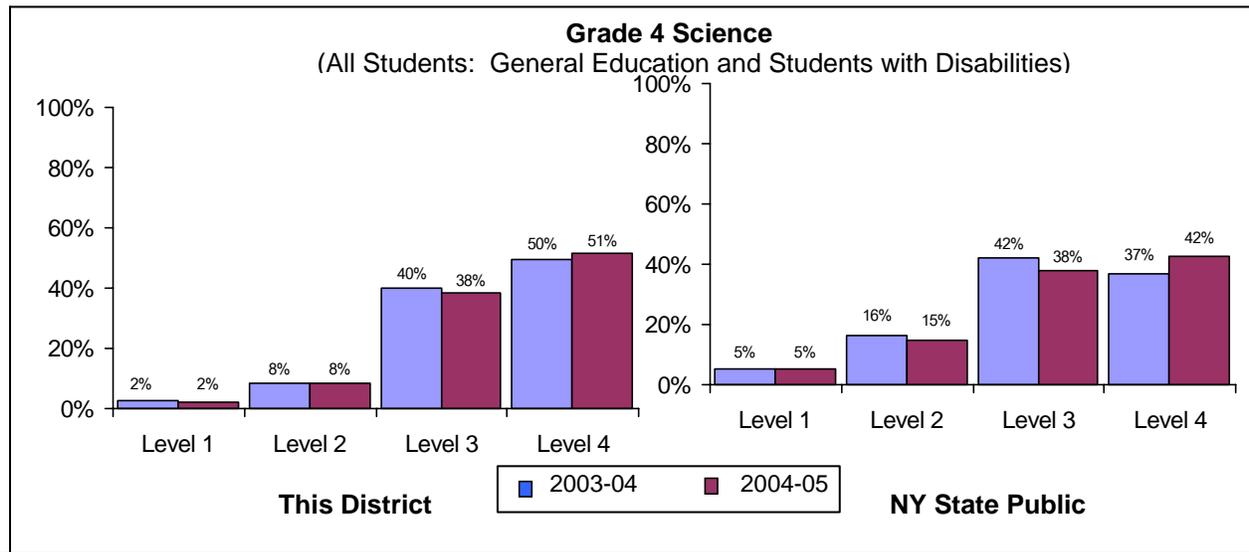
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	44	208	731	283	1266	657
May 2004	74	233	775	249	1331	653
May 2005	35	182	615	413	1245	665

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	2	3	6	12

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	30	101	489	609	1229	81
May 2005	26	98	456	613	1193	82

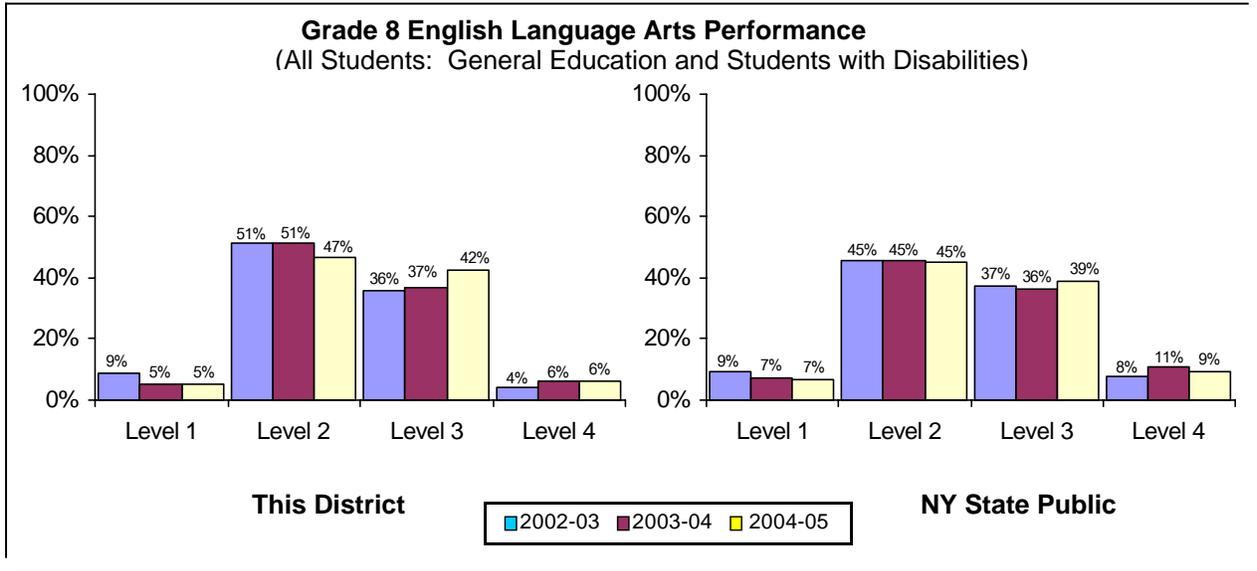
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	2	3	5	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



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	101	587	407	47	1142	690
January 2004	62	591	426	72	1151	695
January 2005	58	539	489	70	1156	696

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 .

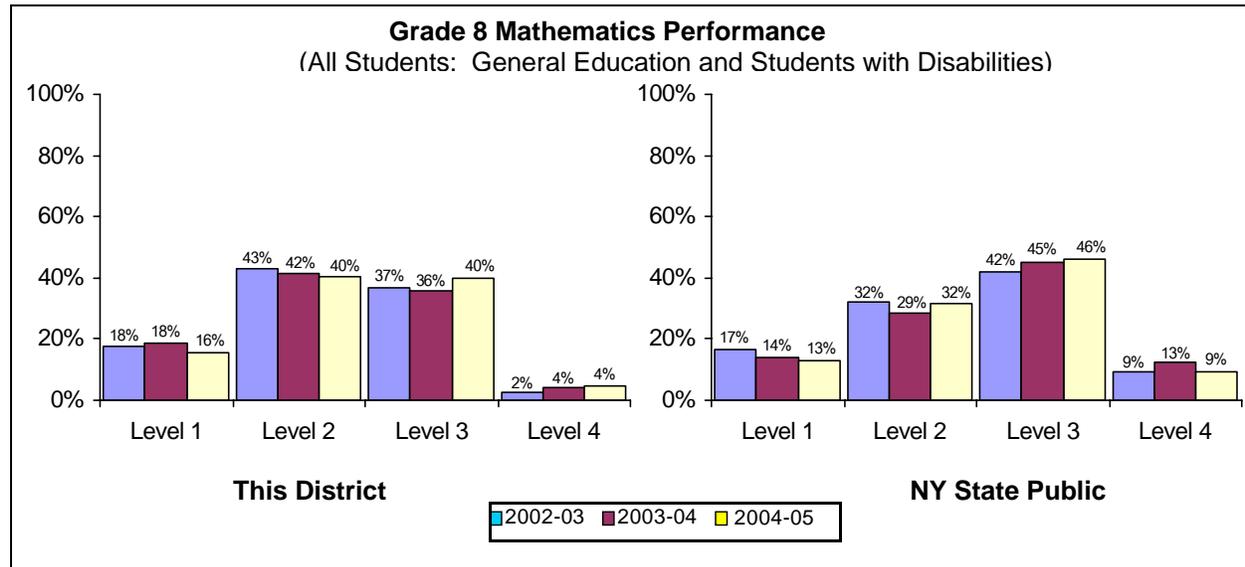
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	27	29	107	163

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	3	2	6	11

Middle Level Mathematics



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

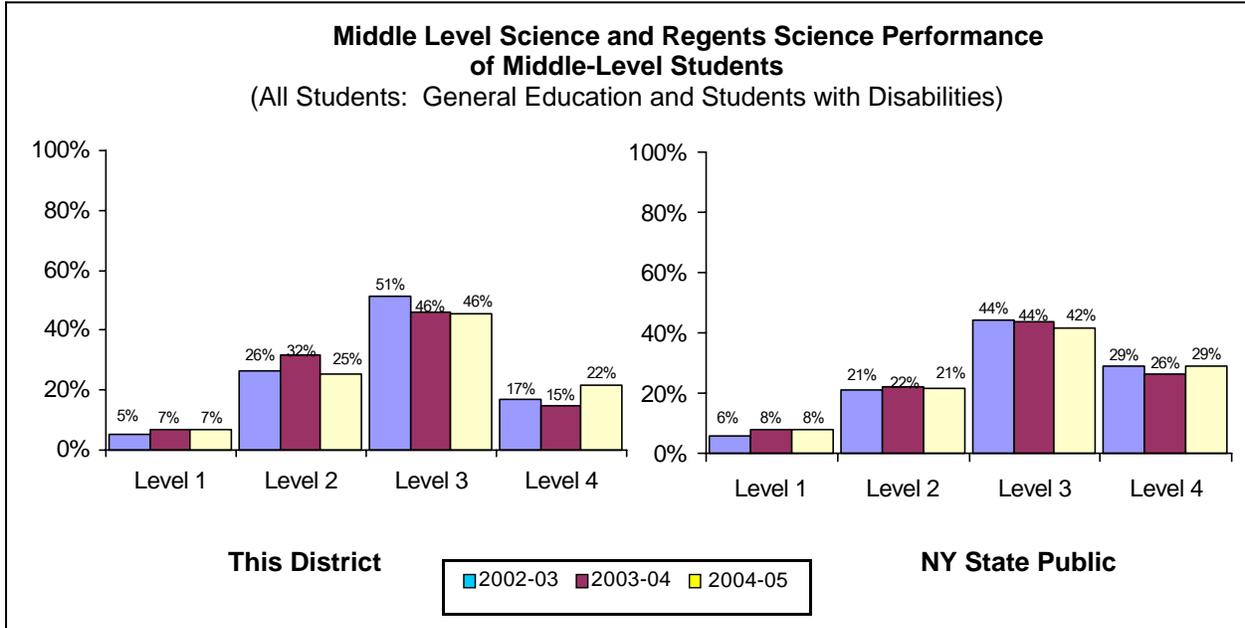
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	223	538	461	30	1252	704
May 2004	236	535	458	54	1283	705
May 2005	206	526	519	58	1309	710

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	3	3	6	12

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	62	311	604	201	1178	71
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	87	391	567	185	1230	68
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	86	318	571	273	1248	71
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.

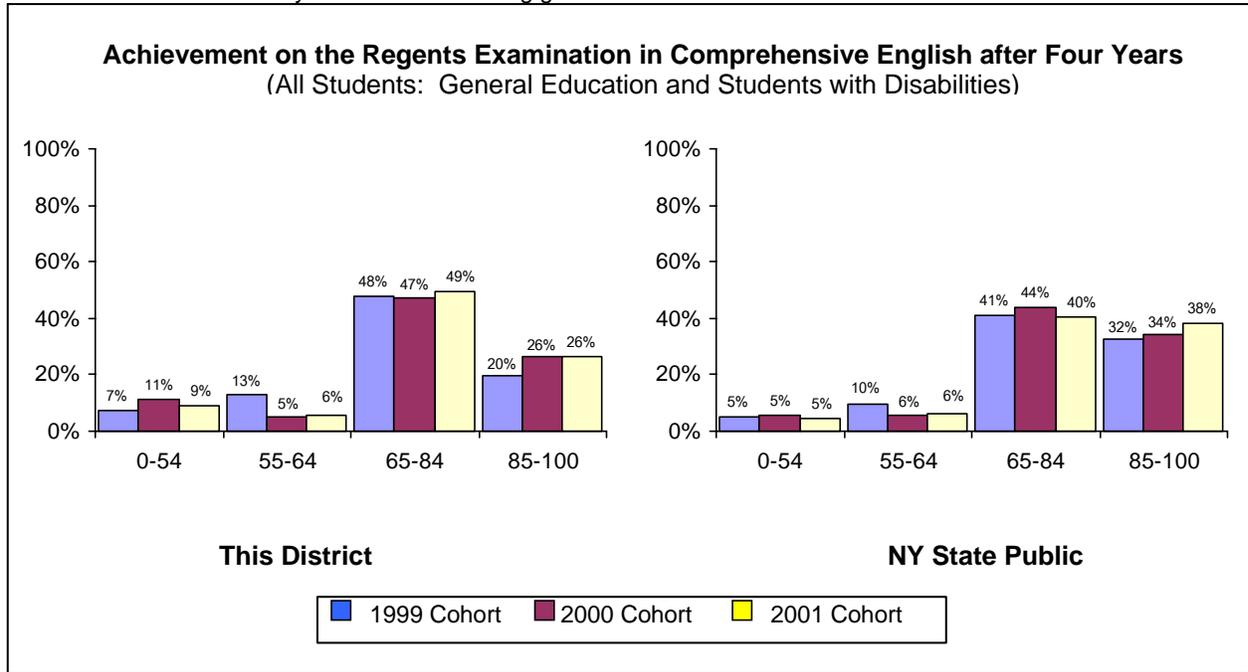
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	5	3	5	13

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	912	65	116	435	180	0
2000 Cohort	857	94	42	405	227	0
2001 Cohort	892	82	52	439	234	0

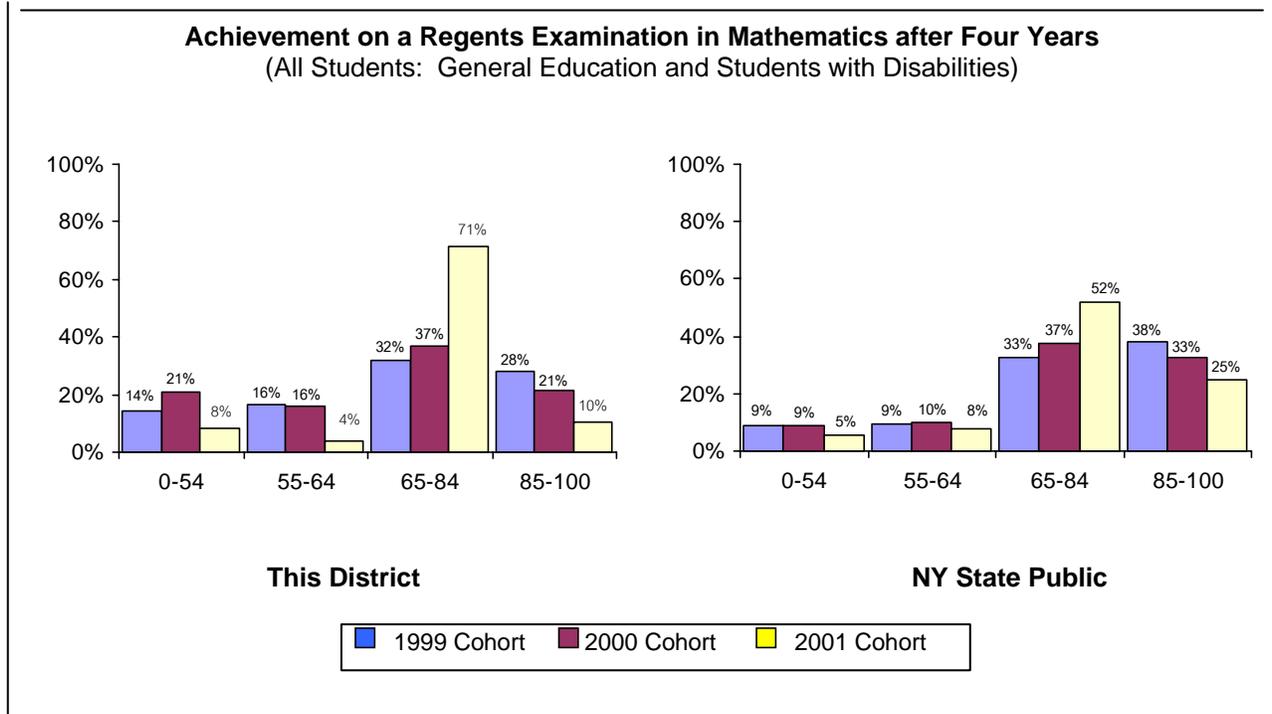
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	16	21
2000 Cohort	16	30
2001 Cohort	14	25

*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	912	132	149	291	254	0
2000 Cohort	857	179	137	317	182	0
2001 Cohort	892	73	33	635	93	0

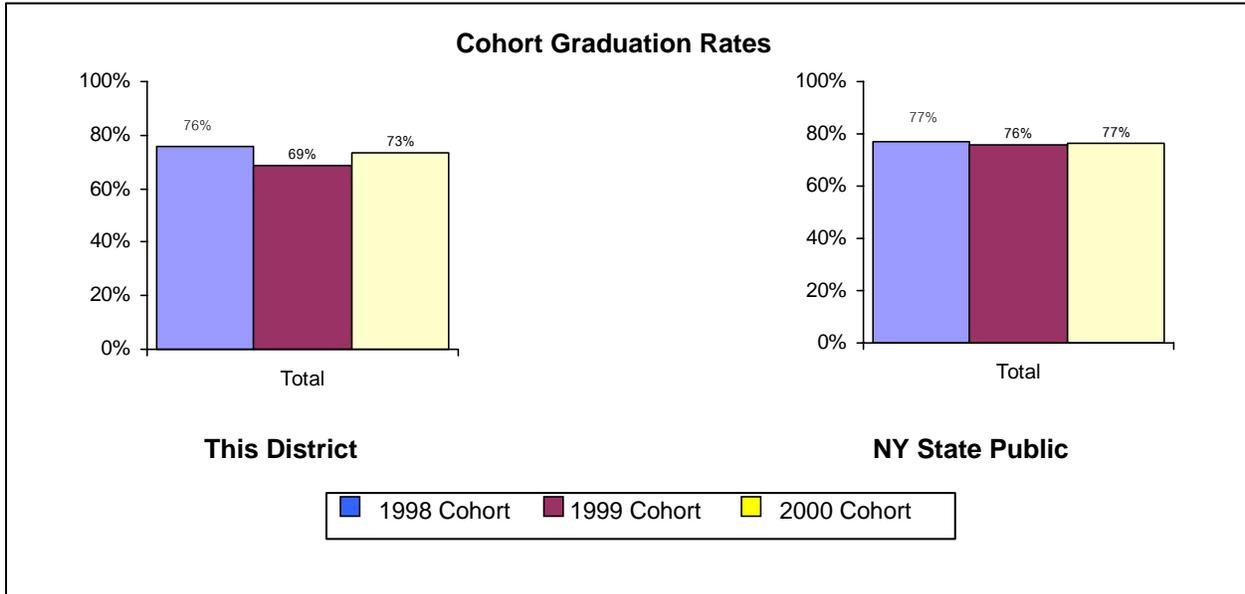
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	33	7
2000 Cohort	71	3
2001 Cohort	48	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	756	19	775	586
1999 Cohort	889	23	912	628
2000 Cohort	834	32	866	635

*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	279	94%	56%	9%	199	94%	61%	17%
Hispanic	708	93%	52%	7%	578	95%	63%	11%
Asian or Pacific Islander	16	94%	75%	25%	22	s	s	s
White	183	95%	72%	11%	169	96%	70%	16%
Total	1186	94%	57%	9%	970	95%	64%	13%
Small Group Totals (s)	0	0%	0%	0%	24	96%	83%	21%
Results by Disability Status								
General-education students	1005	99%	64%	10%	819	99%	71%	15%
Students with disabilities	181	64%	15%	0%	151	74%	26%	1%
Total	1186	94%	57%	9%	970	95%	64%	13%
Results by Gender								
Female	592	96%	59%	11%	461	95%	68%	15%
Male	594	91%	54%	7%	509	94%	61%	11%
Total	1186	94%	57%	9%	970	95%	64%	13%
Results by English Proficiency Status								
English proficient	1172	94%	57%	9%	968	s	s	s
Limited English proficient	14	71%	29%	0%	2	s	s	s
Total	1186	94%	57%	9%	970	95%	64%	13%
Results by Income Level								
Economically disadvantaged	754	92%	52%	7%	582	94%	63%	11%
Not disadvantaged	432	96%	64%	11%	388	96%	66%	16%
Total	1186	94%	57%	9%	970	95%	64%	13%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1186	94%	57%	9%	970	95%	64%	13%
Total	1186	94%	57%	9%	970	95%	64%	13%

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	285	93%	73%	18%	199	94%	81%	32%
Hispanic	842	95%	76%	17%	847	98%	81%	30%
Asian or Pacific Islander	19	89%	79%	37%	30	s	s	s
White	185	96%	87%	26%	167	98%	90%	48%
Total	1331	94%	77%	19%	1245	97%	83%	33%
Small Group Totals (s)	0	0%	0%	0%	32	100%	94%	44%
Results by Disability Status								
General-education students	1142	98%	84%	21%	1069	99%	88%	38%
Students with disabilities	189	73%	37%	4%	176	86%	52%	5%
Total	1331	94%	77%	19%	1245	97%	83%	33%
Results by Gender								
Female	660	96%	77%	17%	607	97%	83%	30%
Male	671	93%	76%	20%	638	97%	82%	36%
Total	1331	94%	77%	19%	1245	97%	83%	33%
Results by English Proficiency Status								
English proficient	1174	95%	80%	20%	966	98%	87%	39%
Limited English proficient	157	88%	57%	8%	279	96%	66%	14%
Total	1331	94%	77%	19%	1245	97%	83%	33%
Results by Income Level								
Economically disadvantaged	872	93%	74%	16%	794	97%	81%	32%
Not disadvantaged	459	97%	82%	24%	451	98%	85%	35%
Total	1331	94%	77%	19%	1245	97%	83%	33%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1331	94%	77%	19%	1245	97%	83%	33%
Total	1331	94%	77%	19%	1245	97%	83%	33%

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	269	97%	89%	48%	190	97%	90%	53%
Hispanic	771	97%	88%	46%	816	98%	88%	48%
Asian or Pacific Islander	17	100%	94%	76%	29	s	s	s
White	172	99%	95%	68%	156	99%	99%	65%
Total	1229	98%	89%	50%	1193	98%	90%	51%
Small Group Totals (s)	0	0%	0%	0%	31	100%	87%	61%
Results by Disability Status								
General-education students	1140	98%	90%	51%	1060	98%	91%	55%
Students with disabilities	89	93%	78%	35%	133	93%	77%	22%
Total	1229	98%	89%	50%	1193	98%	90%	51%
Results by Gender								
Female	622	98%	90%	45%	586	98%	89%	48%
Male	607	97%	89%	54%	607	98%	90%	54%
Total	1229	98%	89%	50%	1193	98%	90%	51%
Results by English Proficiency Status								
English proficient	1081	99%	93%	54%	923	99%	94%	60%
Limited English proficient	148	88%	62%	20%	270	95%	73%	21%
Total	1229	98%	89%	50%	1193	98%	90%	51%
Results by Income Level								
Economically disadvantaged	796	97%	87%	45%	759	97%	88%	50%
Not disadvantaged	433	99%	93%	58%	434	99%	93%	54%
Total	1229	98%	89%	50%	1193	98%	90%	51%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1229	98%	89%	50%	1193	98%	90%	51%
Total	1229	98%	89%	50%	1193	98%	90%	51%

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	2	s	s	s	0	0%	0%	0%
Black	300	96%	43%	7%	280	93%	46%	4%
Hispanic	635	94%	38%	4%	662	95%	46%	5%
Asian or Pacific Islander	22	s	s	s	21	100%	81%	24%
White	192	94%	59%	11%	193	97%	56%	9%
Total	1151	95%	43%	6%	1156	95%	48%	6%
Small Group Totals (s)	24	96%	63%	8%	0	0%	0%	0%
Results by Disability Status								
General-education students	948	99%	51%	8%	967	100%	56%	7%
Students with disabilities	203	73%	8%	0%	189	71%	9%	0%
Total	1151	95%	43%	6%	1156	95%	48%	6%
Results by Gender								
Female	566	96%	50%	8%	540	97%	56%	8%
Male	585	93%	37%	4%	616	94%	42%	4%
Total	1151	95%	43%	6%	1156	95%	48%	6%
Results by English Proficiency Status								
English proficient	1140	95%	44%	6%	1154	s	s	s
Limited English proficient	11	82%	9%	0%	2	s	s	s
Total	1151	95%	43%	6%	1156	95%	48%	6%
Results by Income Level								
Economically disadvantaged	485	93%	37%	2%	623	96%	45%	4%
Not disadvantaged	666	96%	48%	9%	533	94%	52%	8%
Total	1151	95%	43%	6%	1156	95%	48%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1151	95%	43%	6%	1156	95%	48%	6%
Total	1151	95%	43%	6%	1156	95%	48%	6%

**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	2	s	s	s	0	0%	0%	0%
Black	303	79%	34%	4%	280	81%	40%	4%
Hispanic	758	81%	37%	3%	815	84%	42%	3%
Asian or Pacific Islander	25	s	s	s	23	91%	83%	17%
White	195	88%	56%	8%	191	91%	54%	8%
Total	1283	82%	40%	4%	1309	84%	44%	4%
Small Group Totals (s)	27	89%	67%	22%	0	0%	0%	0%
Results by Disability Status								
General-education students	1072	88%	46%	5%	1118	89%	49%	5%
Students with disabilities	211	47%	11%	1%	191	54%	14%	1%
Total	1283	82%	40%	4%	1309	84%	44%	4%
Results by Gender								
Female	621	83%	43%	5%	616	88%	49%	5%
Male	662	80%	37%	3%	693	81%	40%	4%
Total	1283	82%	40%	4%	1309	84%	44%	4%
Results by English Proficiency Status								
English proficient	1137	84%	43%	5%	1143	87%	48%	5%
Limited English proficient	146	64%	18%	1%	166	64%	19%	0%
Total	1283	82%	40%	4%	1309	84%	44%	4%
Results by Income Level								
Economically disadvantaged	567	79%	35%	1%	747	85%	42%	5%
Not disadvantaged	716	84%	44%	7%	562	83%	47%	4%
Total	1283	82%	40%	4%	1309	84%	44%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1283	82%	40%	4%	1309	84%	44%	4%
Total	1283	82%	40%	4%	1309	84%	44%	4%

**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	2	s	s	s	0	0%	0%	0%
Black	288	92%	58%	15%	267	92%	65%	24%
Hispanic	729	92%	57%	10%	772	93%	64%	19%
Asian or Pacific Islander	24	s	s	s	23	96%	83%	35%
White	187	97%	78%	30%	186	96%	84%	31%
Total	1230	93%	61%	15%	1248	93%	68%	22%
Small Group Totals (s)	26	96%	77%	38%	0	0%	0%	0%
Results by Disability Status								
General-education students	1032	96%	68%	18%	1071	96%	75%	25%
Students with disabilities	198	78%	28%	1%	177	76%	25%	4%
Total	1230	93%	61%	15%	1248	93%	68%	22%
Results by Gender								
Female	595	94%	62%	15%	591	95%	68%	22%
Male	635	92%	61%	15%	657	92%	67%	22%
Total	1230	93%	61%	15%	1248	93%	68%	22%
Results by English Proficiency Status								
English proficient	1095	95%	65%	17%	1099	96%	73%	25%
Limited English proficient	135	80%	28%	3%	149	75%	26%	1%
Total	1230	93%	61%	15%	1248	93%	68%	22%
Results by Income Level								
Economically disadvantaged	534	92%	57%	9%	716	92%	64%	19%
Not disadvantaged	696	94%	65%	20%	532	94%	73%	26%
Total	1230	93%	61%	15%	1248	93%	68%	22%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1230	93%	61%	15%	1248	93%	68%	22%
Total	1230	93%	61%	15%	1248	93%	68%	22%

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	0	0	0	0	0%	1	s	s	s	s
Black	181	8	143	4	86%	225	10	180	4	86%
Hispanic	491	30	341	7	77%	525	37	374	8	80%
Asian or Pacific Islander	19	2	15	0	89%	13	s	s	s	s
White	166	2	133	5	84%	128	5	107	2	89%
Total	857	42	632	16	81%	892	52	673	14	83%
Small Group Totals (s)	0	0	0	0	0%	14	0	12	0	86%
Results by Disability Status										
General-education students	760	34	612	6	86%	825	48	659	10	87%
Students with disabilities	97	8	20	10	39%	67	4	14	4	33%
Total	857	42	632	16	81%	892	52	673	14	83%
Results by Gender										
Female	410	21	325	6	86%	455	27	362	4	86%
Male	447	21	307	10	76%	437	25	311	10	79%
Total	857	42	632	16	81%	892	52	673	14	83%
Results by English Proficiency Status										
English proficient	794	33	613	16	83%	793	32	637	14	86%
Limited English proficient	63	9	19	0	44%	99	20	36	0	57%
Total	857	42	632	16	81%	892	52	673	14	83%
Results by Income Level										
Economically disadvantaged	258	18	181	4	79%	321	23	244	8	86%
Not disadvantaged	599	24	451	12	81%	571	29	429	6	81%
Total	857	42	632	16	81%	892	52	673	14	83%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	857	42	632	16	81%	892	52	673	14	83%
Total	857	42	632	16	81%	892	52	673	14	83%

**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	0	0	0	0	0%	1	s	s	s	s
Black	181	36	96	22	85%	225	8	184	11	90%
Hispanic	491	88	266	34	79%	525	23	418	30	90%
Asian or Pacific Islander	19	1	16	1	95%	13	s	s	s	s
White	166	12	121	14	89%	128	2	112	7	95%
Total	857	137	499	71	82%	892	33	728	48	91%
Small Group Totals (s)	0	0	0	0	0%	14	0	14	0	100%
Results by Disability Status										
General-education students	760	131	486	15	83%	825	27	722	21	93%
Students with disabilities	97	6	13	56	77%	67	6	6	27	58%
Total	857	137	499	71	82%	892	33	728	48	91%
Results by Gender										
Female	410	75	255	17	85%	455	9	393	21	93%
Male	447	62	244	54	81%	437	24	335	27	88%
Total	857	137	499	71	82%	892	33	728	48	91%
Results by English Proficiency Status										
English proficient	794	123	481	71	85%	793	23	661	47	92%
Limited English proficient	63	14	18	0	51%	99	10	67	1	79%
Total	857	137	499	71	82%	892	33	728	48	91%
Results by Income Level										
Economically disadvantaged	258	35	148	28	82%	321	12	268	22	94%
Not disadvantaged	599	102	351	43	83%	571	21	460	26	89%
Total	857	137	499	71	82%	892	33	728	48	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	857	137	499	71	82%	892	33	728	48	91%
Total	857	137	499	71	82%	892	33	728	48	91%

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	0	0%
Black	224	70%	182	73%
Hispanic	463	62%	498	70%
Asian or Pacific Islander	32	s	19	89%
White	192	80%	167	81%
Total	912	69%	866	73%
Small Group Totals (s)	33	88%	0	0%
Results by Disability Status				
General-education students	829	69%	768	76%
Students with disabilities	83	70%	98	56%
Total	912	69%	866	73%
Results by Gender				
Female	460	75%	416	77%
Male	452	62%	450	70%
Total	912	69%	866	73%
Results by English Proficiency Status				
English proficient	855	72%	803	76%
Limited English proficient	57	28%	63	41%
Total	912	69%	866	73%
Results by Income Level				
Economically disadvantaged	249	83%	225	85%
Not disadvantaged	663	64%	641	69%
Total	912	69%	866	73%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	912	69%	866	73%
Total	912	69%	866	73%

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.