

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**

**Central Islip Union Free School District**

**April 2006**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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

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

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

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

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

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

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

## District Profile

Superintendent: Fadhilika Atiba-Weza	Phone: (631)348-5001
<b>Organization 2004–05</b>	Grade Range
	Student Enrollment
	NA
	6315

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$18,388
<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
1,535	96%

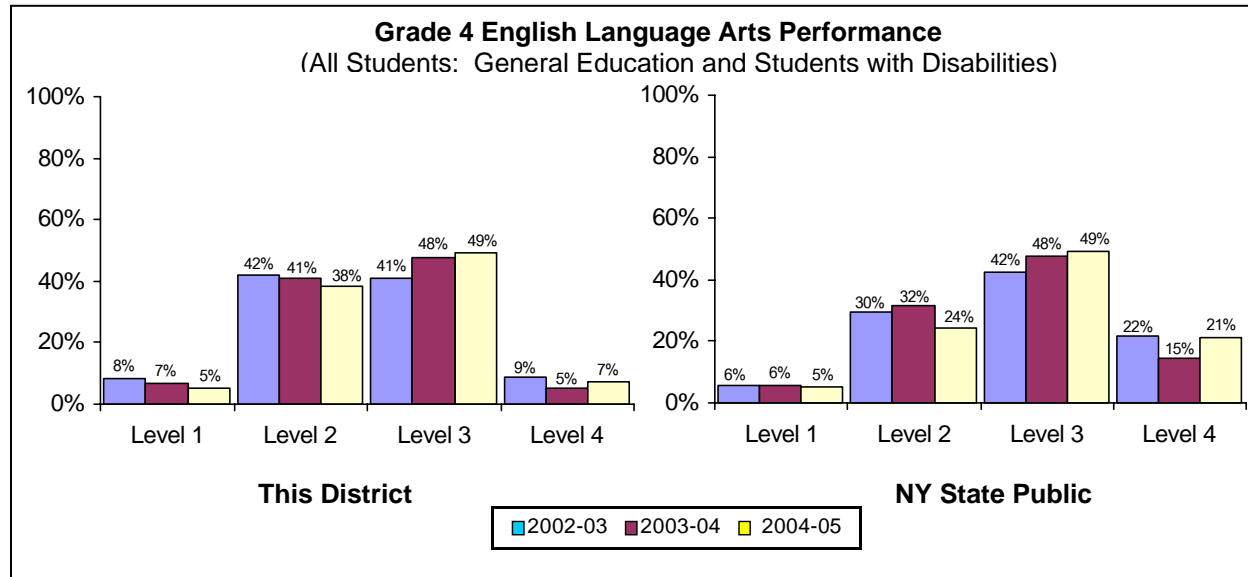
\*To meet the federal definition of “highly qualified,” public school teachers of core academic subjects must have at least a bachelor’s degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
515	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	35	180	175	37	427	644
Feb 2004	28	175	204	22	429	646
Feb 2005	19	135	173	25	352	647

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> .

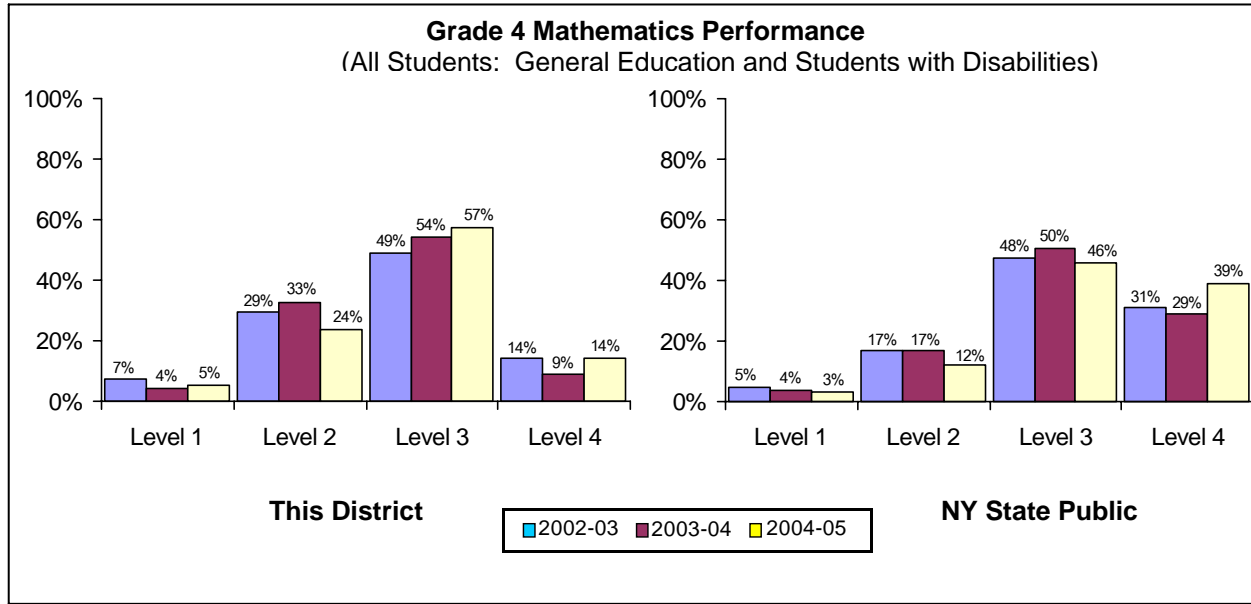
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	29	17	57	103

### 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	#	#	#	#	4

## Elementary Level Mathematics



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

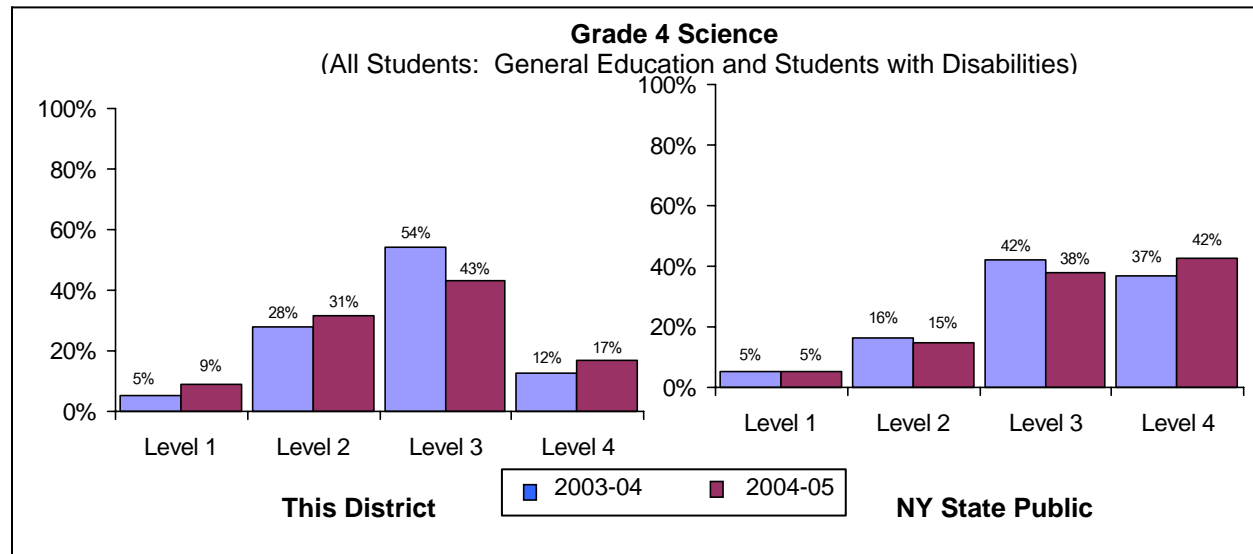
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	37	153	255	74	519	645
May 2004	23	170	283	46	522	644
May 2005	24	106	258	63	451	648

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

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

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

## 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>	28	145	284	65	522	69
<b>May 2005</b>	40	142	194	76	452	68

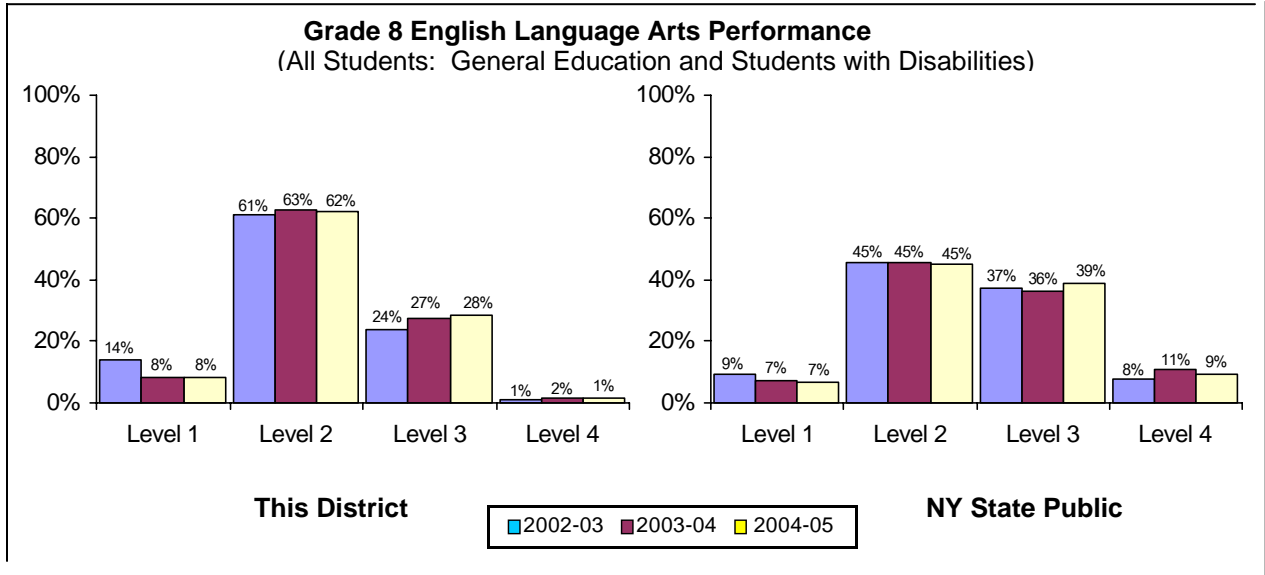
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

\*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	64	277	108	4	453	682
January 2004	38	290	127	8	463	687
January 2005	36	275	126	6	443	685

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

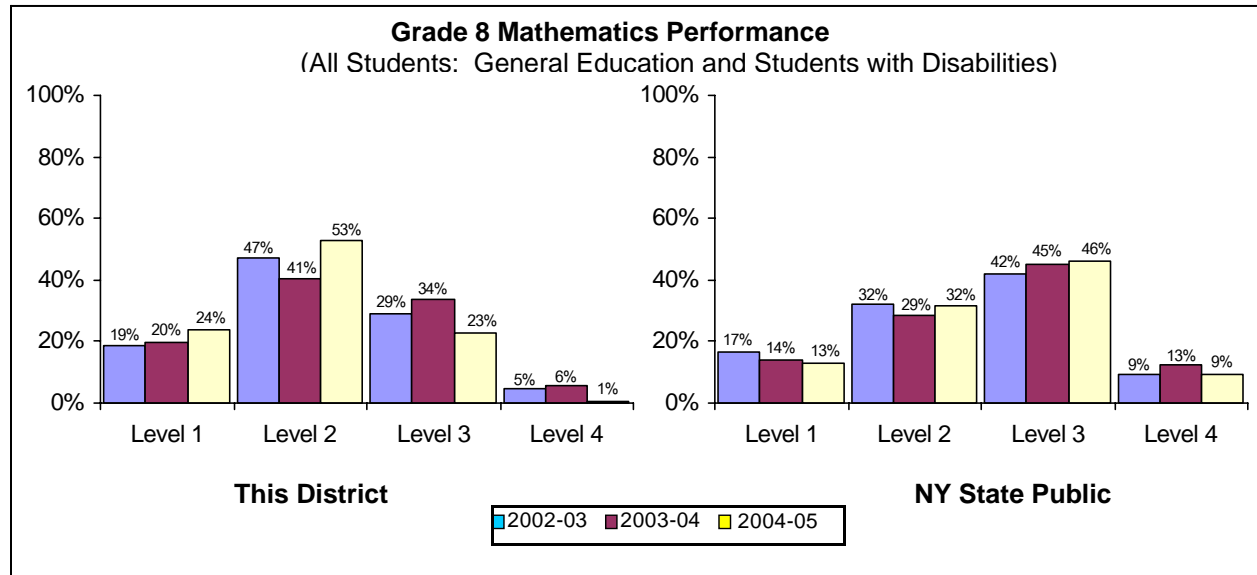
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	8	7	41	56

### 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	1	5	6



## Middle Level Mathematics



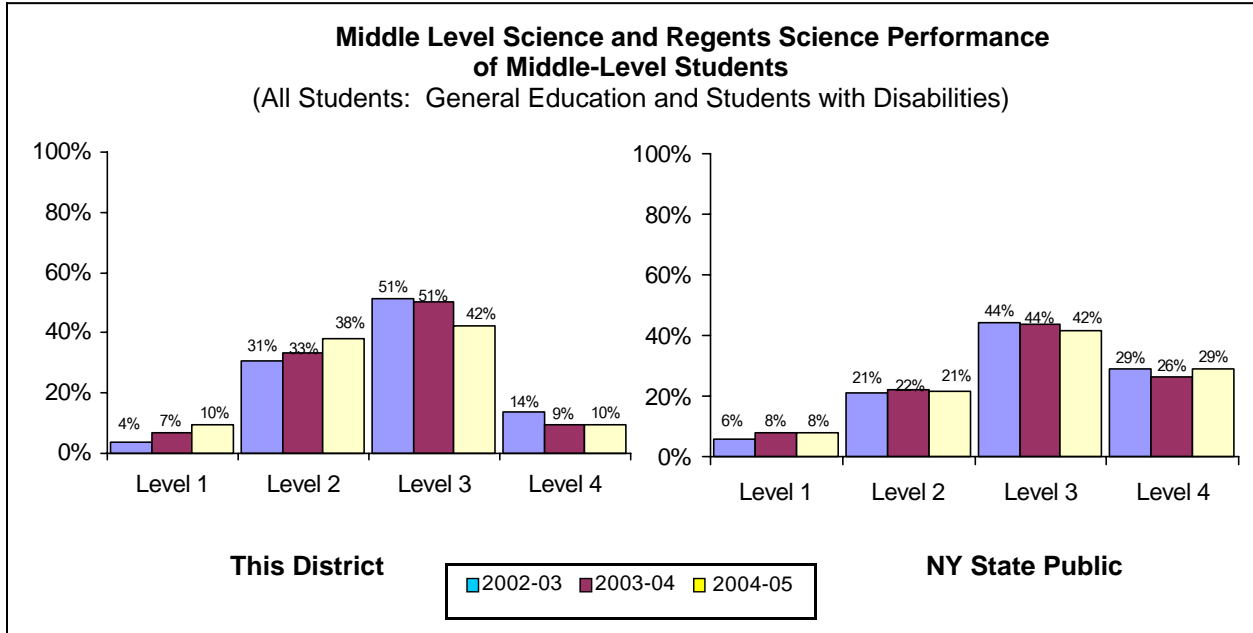
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	84	212	131	21	448	703
May 2004	104	212	177	29	522	704
May 2005	117	260	111	3	491	697

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

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2004-05	0	0	1	5	6

## 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	17	136	227	61	441	69
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	33	161	244	45	483	67
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	44	174	193	44	455	65
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.

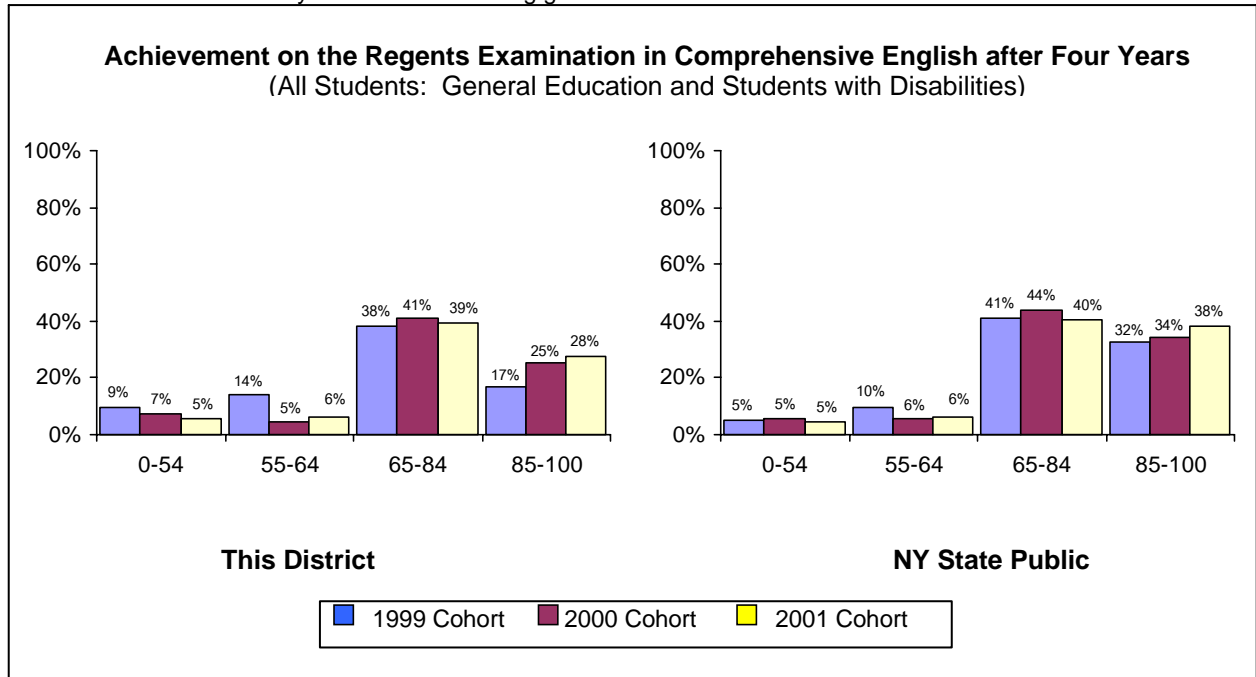
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	0	1	0	5	6

# High School English Achievement after Four Years of Instruction

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



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

English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1999 Cohort</b>	337	32	48	129	57	0
<b>2000 Cohort</b>	367	26	17	150	92	0
<b>2001 Cohort</b>	421	23	25	165	117	0

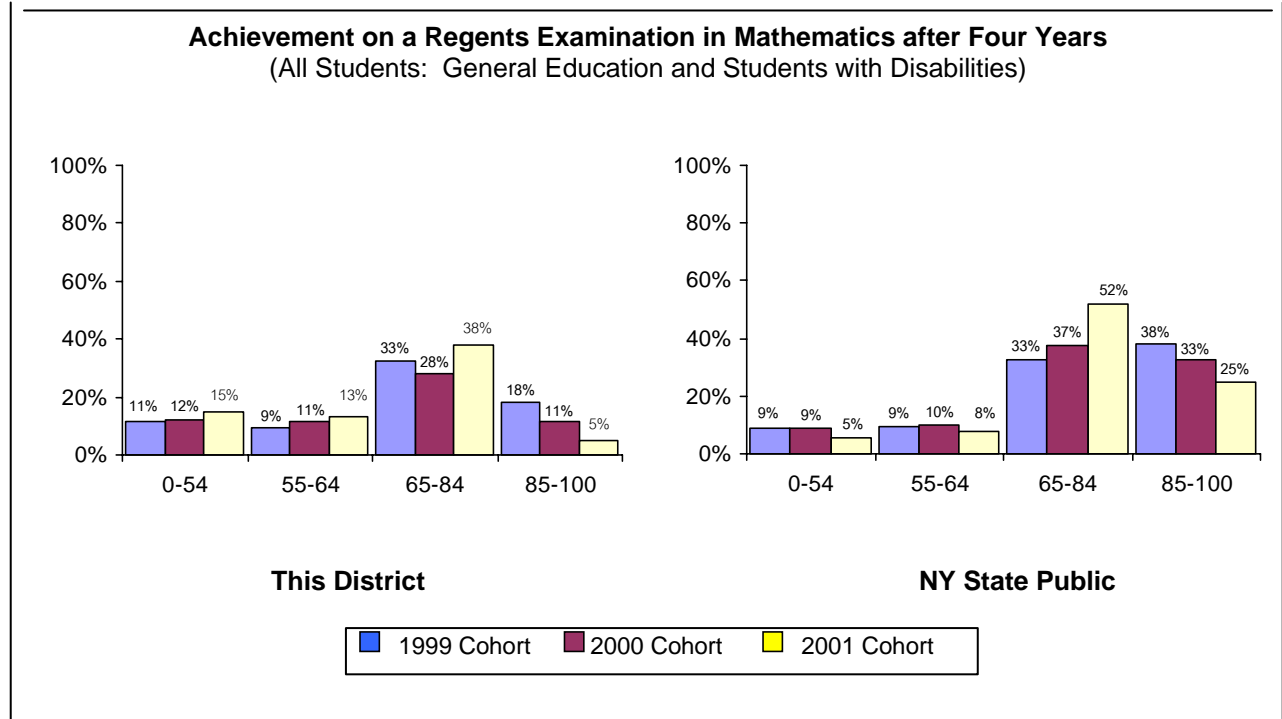
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	8	8
<b>2000 Cohort</b>	8	6
<b>2001 Cohort</b>	7	23

\*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>	337	38	31	110	61	0
<b>2000 Cohort</b>	367	45	42	103	42	0
<b>2001 Cohort</b>	421	62	55	159	20	0

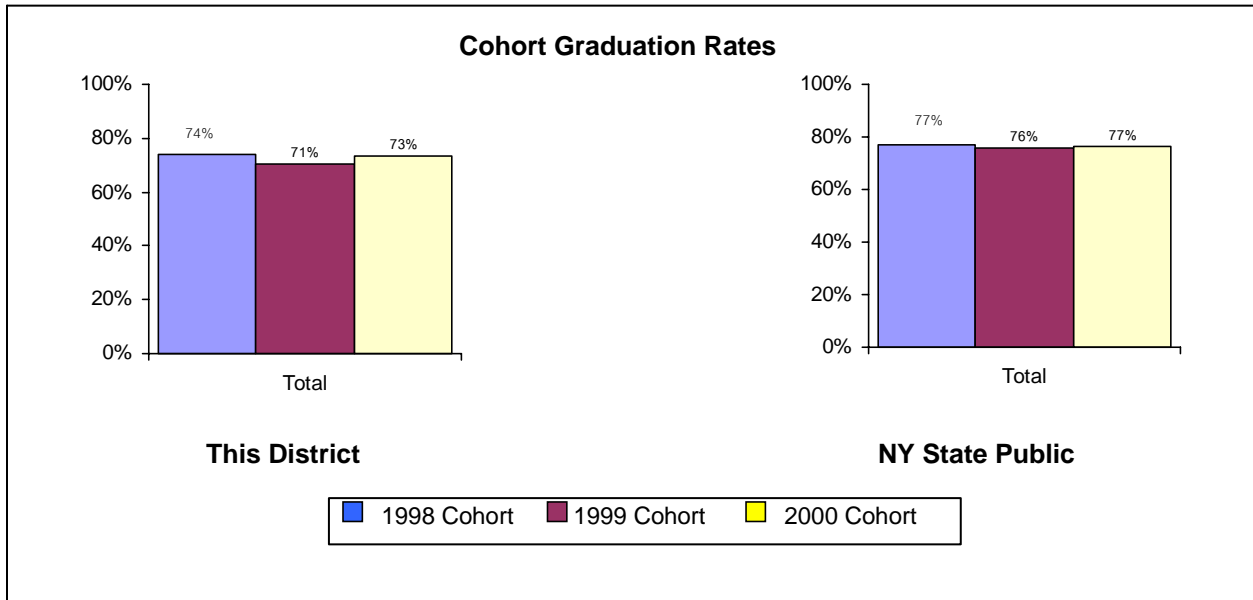
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>	13	8
<b>2000 Cohort</b>	19	5
<b>2001 Cohort</b>	35	11

\*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	367	1	368	273
1999 Cohort	320	6	326	230
2000 Cohort	331	0	331	243

\*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	6	100%	50%	0%
Black	178	89%	51%	6%	129	95%	47%	2%
Hispanic	169	97%	50%	5%	151	97%	62%	9%
Asian or Pacific Islander	19	s	s	s	15	100%	60%	20%
White	62	94%	58%	5%	51	84%	61%	12%
Total	429	93%	53%	5%	352	95%	56%	7%
Small Group Totals (s)	20	100%	75%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	378	98%	58%	6%	317	98%	60%	8%
Students with disabilities	51	59%	14%	2%	35	66%	20%	0%
Total	429	93%	53%	5%	352	95%	56%	7%
<b>Results by Gender</b>								
Female	224	97%	55%	8%	178	94%	62%	10%
Male	205	90%	50%	2%	174	95%	50%	4%
Total	429	93%	53%	5%	352	95%	56%	7%
<b>Results by English Proficiency Status</b>								
English proficient	429	93%	53%	5%	351	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	429	93%	53%	5%	352	95%	56%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	429	93%	53%	5%	236	94%	55%	6%
Not disadvantaged	0	0%	0%	0%	116	96%	59%	9%
Total	429	93%	53%	5%	352	95%	56%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	429	93%	53%	5%	352	95%	56%	7%
Total	429	93%	53%	5%	352	95%	56%	7%

## 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	1	s	s	s	6	100%	83%	0%
Black	176	93%	58%	6%	124	92%	66%	10%
Hispanic	262	97%	63%	7%	255	96%	71%	15%
Asian or Pacific Islander	19	s	s	s	17	100%	82%	18%
White	64	95%	70%	17%	49	92%	82%	22%
Total	522	96%	63%	9%	451	95%	71%	14%
Small Group Totals (s)	20	95%	90%	30%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	463	98%	67%	10%	414	98%	75%	15%
Students with disabilities	59	78%	32%	2%	37	62%	27%	3%
Total	522	96%	63%	9%	451	95%	71%	14%
<b>Results by Gender</b>								
Female	269	97%	62%	6%	234	94%	67%	13%
Male	253	94%	64%	11%	217	96%	76%	15%
Total	522	96%	63%	9%	451	95%	71%	14%
<b>Results by English Proficiency Status</b>								
English proficient	427	96%	66%	10%	345	96%	77%	18%
Limited English proficient	95	94%	52%	4%	106	91%	52%	2%
Total	522	96%	63%	9%	451	95%	71%	14%
<b>Results by Income Level</b>								
Economically disadvantaged	517	96%	63%	9%	331	94%	69%	13%
Not disadvantaged	5	100%	60%	20%	120	97%	77%	16%
Total	522	96%	63%	9%	451	95%	71%	14%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	522	96%	63%	9%	451	95%	71%	14%
Total	522	96%	63%	9%	451	95%	71%	14%



## 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	1	s	s	s	6	100%	83%	50%
Black	176	94%	68%	13%	126	94%	59%	12%
Hispanic	262	95%	61%	9%	255	89%	55%	14%
Asian or Pacific Islander	19	s	s	s	17	100%	76%	41%
White	64	95%	81%	19%	48	94%	77%	33%
Total	522	95%	67%	12%	452	91%	60%	17%
Small Group Totals (s)	20	95%	90%	35%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	463	96%	68%	13%	415	93%	62%	18%
Students with disabilities	59	86%	58%	5%	37	68%	35%	3%
Total	522	95%	67%	12%	452	91%	60%	17%
<b>Results by Gender</b>								
Female	269	95%	63%	10%	235	91%	56%	15%
Male	253	94%	71%	15%	217	91%	64%	19%
Total	522	95%	67%	12%	452	91%	60%	17%
<b>Results by English Proficiency Status</b>								
English proficient	427	96%	72%	15%	344	96%	69%	22%
Limited English proficient	95	89%	42%	3%	108	77%	31%	1%
Total	522	95%	67%	12%	452	91%	60%	17%
<b>Results by Income Level</b>								
Economically disadvantaged	517	95%	67%	12%	334	89%	57%	14%
Not disadvantaged	5	80%	60%	20%	118	97%	69%	24%
Total	522	95%	67%	12%	452	91%	60%	17%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	522	95%	67%	12%	452	91%	60%	17%
Total	522	95%	67%	12%	452	91%	60%	17%

**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	3	s	s	s	0	0%	0%	0%
Black	186	91%	23%	1%	169	90%	27%	1%
Hispanic	182	92%	26%	2%	199	92%	28%	2%
Asian or Pacific Islander	15	s	s	s	15	100%	40%	7%
White	77	92%	45%	3%	60	93%	42%	2%
Total	463	92%	29%	2%	443	92%	30%	1%
Small Group Totals (s)	18	94%	50%	6%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	395	97%	33%	2%	371	97%	35%	2%
Students with disabilities	68	59%	7%	0%	72	64%	6%	0%
Total	463	92%	29%	2%	443	92%	30%	1%
<b>Results by Gender</b>								
Female	219	95%	37%	2%	217	96%	36%	2%
Male	244	89%	22%	1%	226	88%	23%	1%
Total	463	92%	29%	2%	443	92%	30%	1%
<b>Results by English Proficiency Status</b>								
English proficient	462	s	s	s	443	92%	30%	1%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	463	92%	29%	2%	443	92%	30%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	460	s	s	s	252	89%	22%	0%
Not disadvantaged	3	s	s	s	191	96%	40%	3%
Total	463	92%	29%	2%	443	92%	30%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	463	92%	29%	2%	443	92%	30%	1%
Total	463	92%	29%	2%	443	92%	30%	1%

**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	2	s	s	s	0	0%	0%	0%
Black	180	76%	36%	6%	169	73%	18%	1%
Hispanic	244	80%	34%	1%	245	76%	22%	0%
Asian or Pacific Islander	15	s	s	s	18	83%	39%	0%
White	81	89%	60%	15%	59	81%	37%	2%
Total	522	80%	39%	6%	491	76%	23%	1%
Small Group Totals (s)	17	88%	59%	24%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	464	86%	44%	6%	421	84%	26%	1%
Students with disabilities	58	29%	7%	0%	70	31%	6%	0%
Total	522	80%	39%	6%	491	76%	23%	1%
<b>Results by Gender</b>								
Female	249	79%	40%	6%	243	79%	23%	1%
Male	273	81%	39%	5%	248	73%	24%	0%
Total	522	80%	39%	6%	491	76%	23%	1%
<b>Results by English Proficiency Status</b>								
English proficient	458	83%	43%	6%	434	78%	25%	1%
Limited English proficient	64	59%	16%	2%	57	65%	11%	0%
Total	522	80%	39%	6%	491	76%	23%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	509	80%	40%	6%	293	70%	20%	0%
Not disadvantaged	13	69%	8%	0%	198	85%	28%	1%
Total	522	80%	39%	6%	491	76%	23%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	522	80%	39%	6%	491	76%	23%	1%
Total	522	80%	39%	6%	491	76%	23%	1%

**Middle Level  
Science**

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	2	s	s	s	0	0%	0%	0%
Black	170	92%	55%	5%	157	89%	44%	6%
Hispanic	224	92%	57%	5%	227	89%	52%	8%
Asian or Pacific Islander	15	s	s	s	17	100%	59%	12%
White	72	99%	79%	26%	54	98%	74%	28%
Total	483	93%	60%	9%	455	90%	52%	10%
Small Group Totals (s)	17	100%	65%	35%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	427	96%	66%	10%	388	93%	58%	11%
Students with disabilities	56	70%	16%	4%	67	76%	18%	1%
Total	483	93%	60%	9%	455	90%	52%	10%
<b>Results by Gender</b>								
Female	229	91%	57%	9%	227	92%	53%	9%
Male	254	95%	63%	9%	228	89%	51%	10%
Total	483	93%	60%	9%	455	90%	52%	10%
<b>Results by English Proficiency Status</b>								
English proficient	428	94%	62%	11%	405	91%	54%	11%
Limited English proficient	55	89%	40%	0%	50	84%	38%	2%
Total	483	93%	60%	9%	455	90%	52%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	470	93%	61%	10%	263	89%	46%	8%
Not disadvantaged	13	85%	15%	0%	192	93%	60%	11%
Total	483	93%	60%	9%	455	90%	52%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	483	93%	60%	9%	455	90%	52%	10%
Total	483	93%	60%	9%	455	90%	52%	10%

## 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	1	s	s	s	s
Black	112	6	70	1	69%	160	10	105	3	74%
Hispanic	142	10	84	3	68%	183	12	116	1	70%
Asian or Pacific Islander	25	s	s	s	s	17	s	s	s	s
White	87	0	68	4	83%	60	3	44	3	83%
Total	367	17	242	8	73%	421	25	282	7	75%
Small Group Totals (s)	26	1	20	0	81%	18	0	17	0	94%
<b>Results by Disability Status</b>										
General-education students	294	15	202	2	74%	303	19	224	0	80%
Students with disabilities	73	2	40	6	66%	118	6	58	7	60%
Total	367	17	242	8	73%	421	25	282	7	75%
<b>Results by Gender</b>										
Female	169	9	112	4	74%	228	12	165	3	79%
Male	198	8	130	4	72%	193	13	117	4	69%
Total	367	17	242	8	73%	421	25	282	7	75%
<b>Results by English Proficiency Status</b>										
English proficient	344	14	232	8	74%	384	19	263	7	75%
Limited English proficient	23	3	10	0	57%	37	6	19	0	68%
Total	367	17	242	8	73%	421	25	282	7	75%
<b>Results by Income Level</b>										
Economically disadvantaged	101	4	70	4	77%	132	10	84	2	73%
Not disadvantaged	266	13	172	4	71%	289	15	198	5	75%
Total	367	17	242	8	73%	421	25	282	7	75%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	367	17	242	8	73%	421	25	282	7	75%
Total	367	17	242	8	73%	421	25	282	7	75%

**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	1	s	s	s	s
Black	112	14	35	8	51%	160	24	61	19	65%
Hispanic	142	18	46	6	49%	183	23	69	9	55%
Asian or Pacific Islander	25	s	s	s	s	17	s	s	s	s
White	87	8	47	4	68%	60	7	34	7	80%
Total	367	42	145	19	56%	421	55	179	35	64%
Small Group Totals (s)	26	2	17	1	77%	18	1	15	0	89%
<b>Results by Disability Status</b>										
General-education students	294	35	125	7	57%	303	37	149	2	62%
Students with disabilities	73	7	20	12	53%	118	18	30	33	69%
Total	367	42	145	19	56%	421	55	179	35	64%
<b>Results by Gender</b>										
Female	169	19	65	9	55%	228	35	97	22	68%
Male	198	23	80	10	57%	193	20	82	13	60%
Total	367	42	145	19	56%	421	55	179	35	64%
<b>Results by English Proficiency Status</b>										
English proficient	344	42	139	18	58%	384	48	171	35	66%
Limited English proficient	23	0	6	1	30%	37	7	8	0	41%
Total	367	42	145	19	56%	421	55	179	35	64%
<b>Results by Income Level</b>										
Economically disadvantaged	101	13	43	9	64%	132	23	48	18	67%
Not disadvantaged	266	29	102	10	53%	289	32	131	17	62%
Total	367	42	145	19	56%	421	55	179	35	64%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	367	42	145	19	56%	421	55	179	35	64%
Total	367	42	145	19	56%	421	55	179	35	64%

## 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	3	s	1	s
Black	124	68%	105	68%
Hispanic	126	64%	124	66%
Asian or Pacific Islander	11	s	25	s
White	62	85%	76	88%
Total	326	71%	331	73%
Small Group Totals (s)	14	86%	26	88%
<b>Results by Disability Status</b>				
General-education students	257	77%	270	75%
Students with disabilities	69	48%	61	67%
Total	326	71%	331	73%
<b>Results by Gender</b>				
Female	165	75%	150	79%
Male	161	66%	181	69%
Total	326	71%	331	73%
<b>Results by English Proficiency Status</b>				
English proficient	315	71%	302	76%
Limited English proficient	11	45%	29	41%
Total	326	71%	331	73%
<b>Results by Income Level</b>				
Economically disadvantaged	81	78%	99	75%
Not disadvantaged	245	68%	232	73%
Total	326	71%	331	73%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	326	71%	331	73%
Total	326	71%	331	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.