

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**

Syracuse City School District

March 2003

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 *District Accountability 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 *District Accountability 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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, LEP 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 2003*, available at your district or 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: Dr. Stephen C. Jones		Phone: (315)435-4161	
Organization 2001-02		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	22,075	1930	334

2000-01 School District Total Expenditure per Pupil	\$10,784
2000-01 NYS Public Schools Total Expenditure per Pupil	\$11,871

Student Demographics	1999-2000		2000-2001		2001-2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1,333	5.7%	1,306	5.7%	1,282	5.6%
Eligible for Free Lunch	12,801	56.2%	12,997	58.1%	13,036	59.1%

2001-02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
3,082	90%

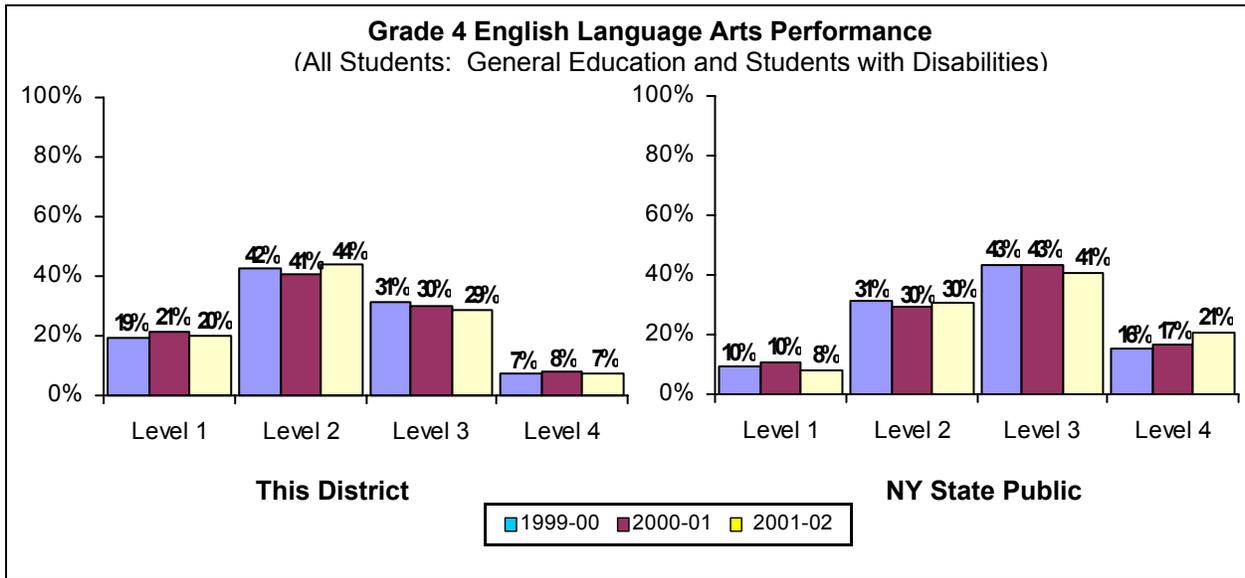
*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

2001-02 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent No Valid Teaching Certificate
1,883	3%

*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

Elementary Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2000	330	720	531	119	1700	634
Jan–Feb 2001	363	700	516	141	1720	634
Jan–Feb 2002	338	748	487	127	1700	634

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 .

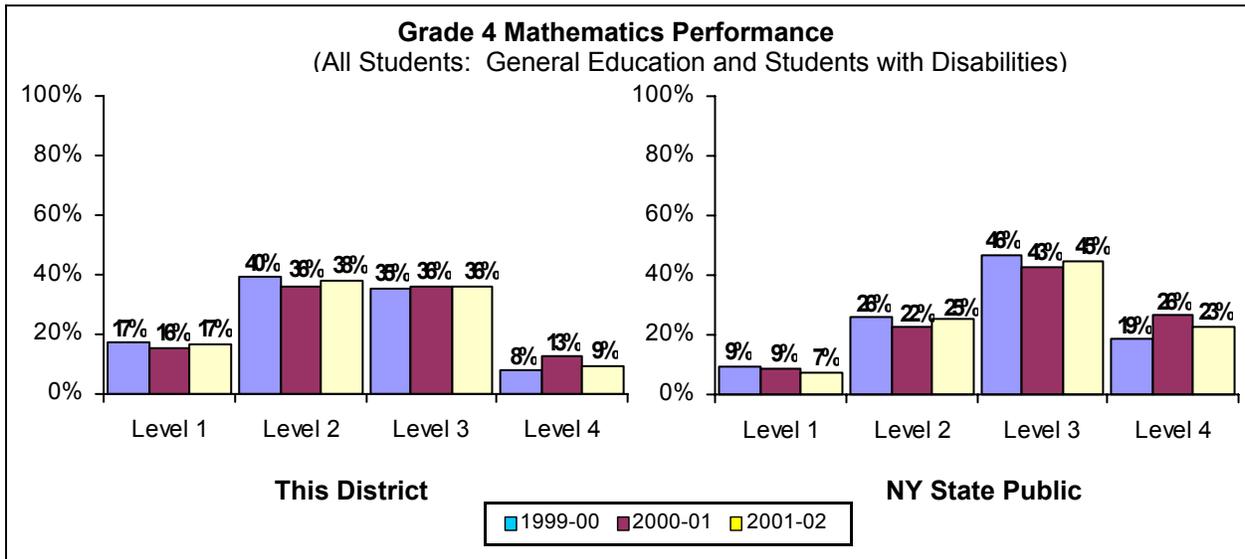
Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	102	71

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	22	1	9	12	0

Elementary Level Mathematics



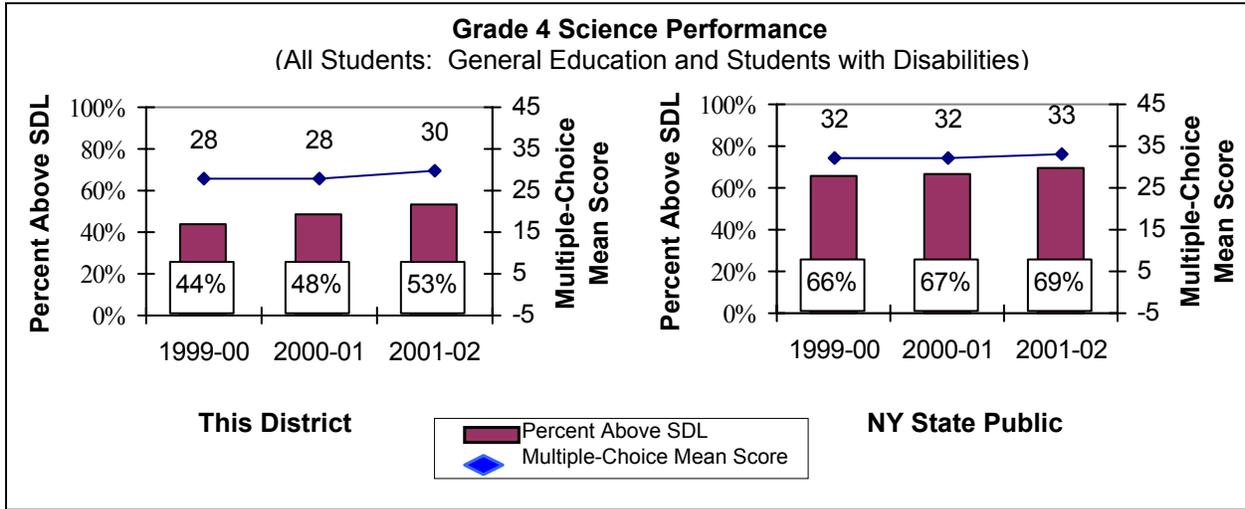
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	301	695	622	140	1758	632
May 2001	274	629	632	226	1761	637
May 2002	301	683	639	167	1790	632

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 Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	22	1	7	14	0

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	1777	778	28
May 2001	1767	854	28
May 2002	1650	873	30

Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
School Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

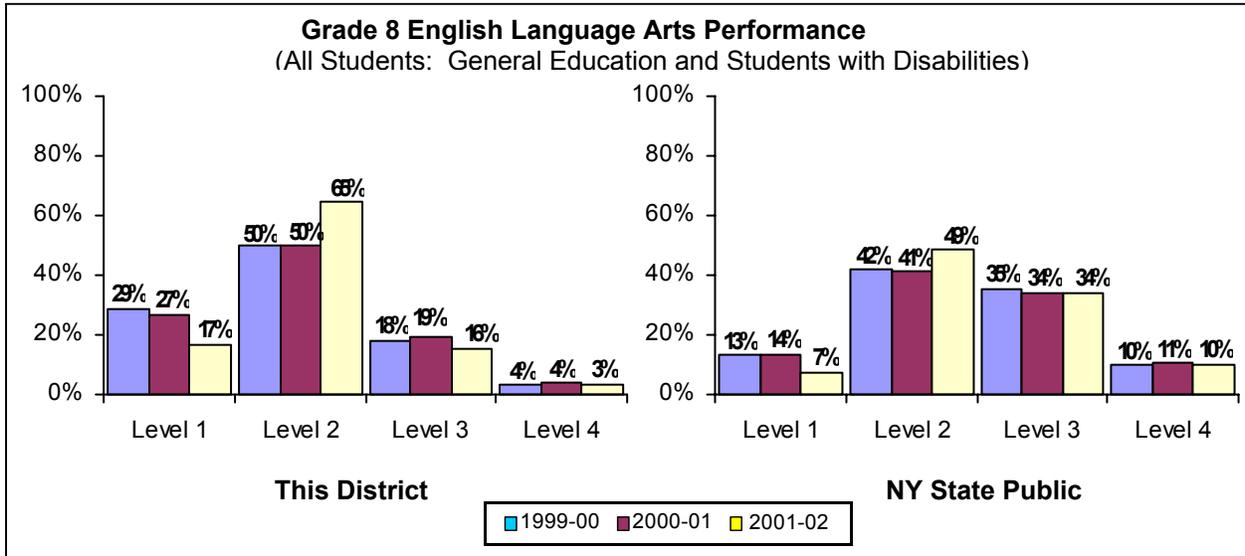
Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

All Students

	Number Tested	Mean Score
May 2000	1707	27
May 2001	1598	29
May 2002	1622	32

Middle Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2000	421	733	260	53	1467	679
May 2001	359	681	264	50	1354	681
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	244	950	228	46	1468	680

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 .

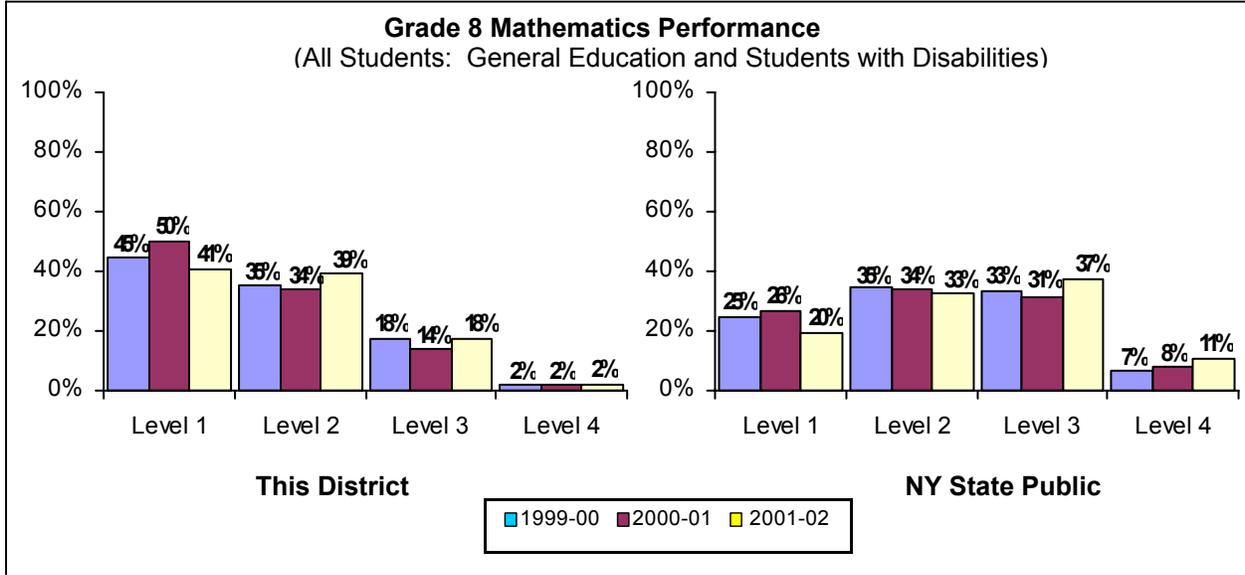
Performance of Limited English Proficient (LEP) Students

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	44	25

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	8	0	1	7	0

Middle Level Mathematics



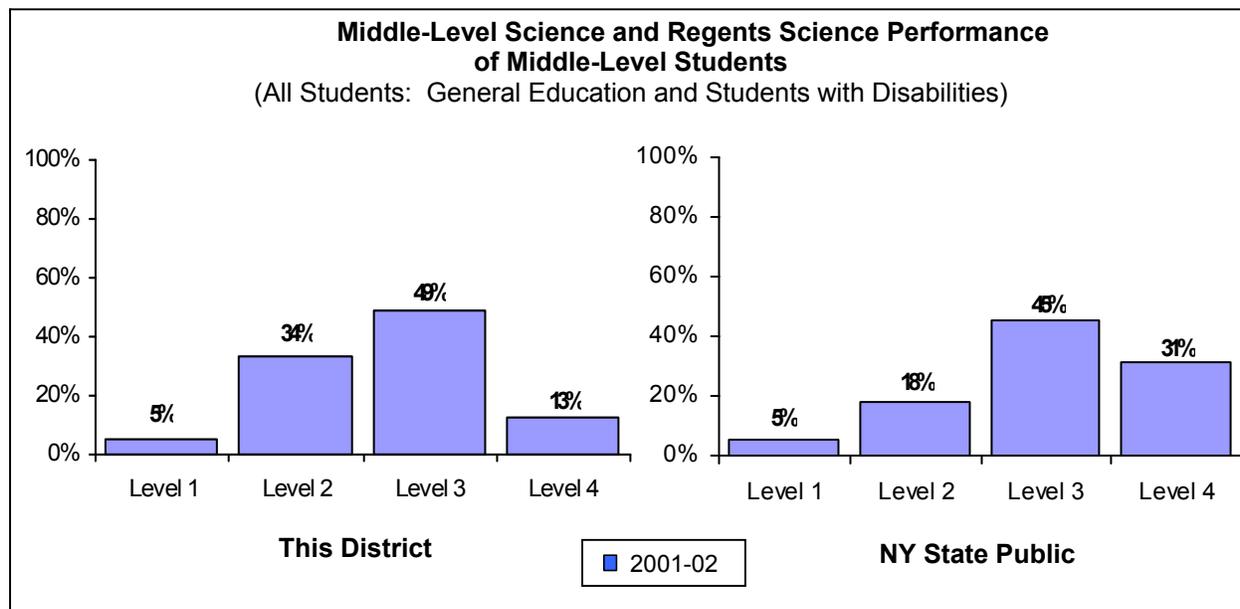
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	689	542	270	33	1534	685
May 2001	688	464	191	26	1369	680
May 2002	606	584	261	34	1485	687

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 Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	7	0	1	6	0

Middle Level Science



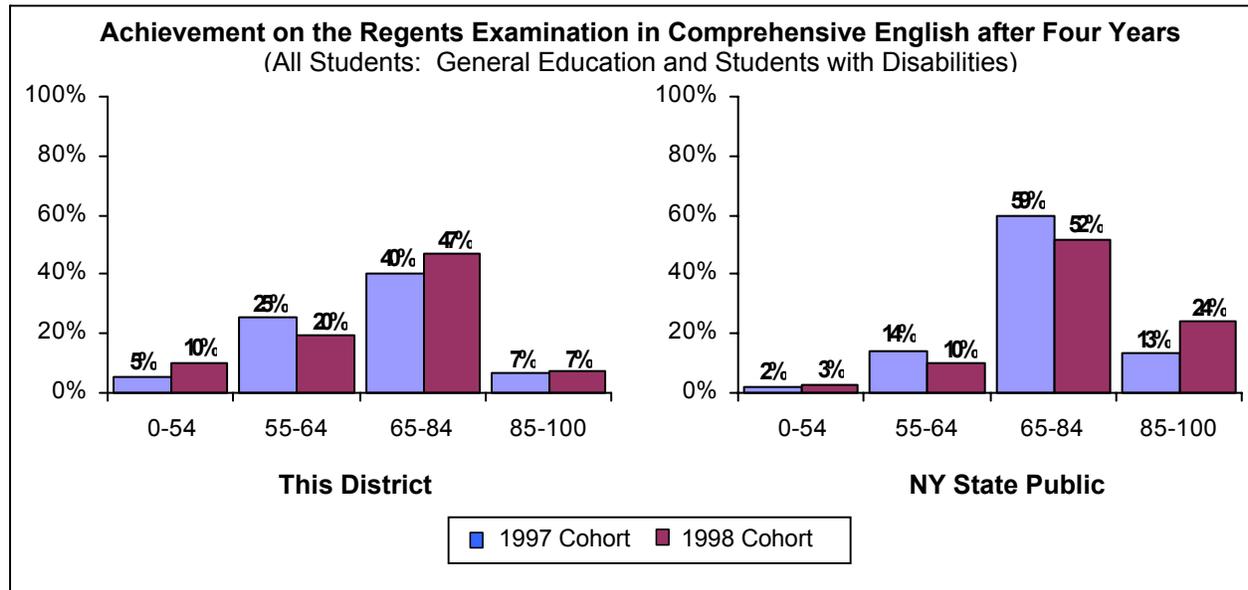
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	69	450	654	168	1341	68
	Regents Science	0	0	0	0	0	0

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.

High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education.

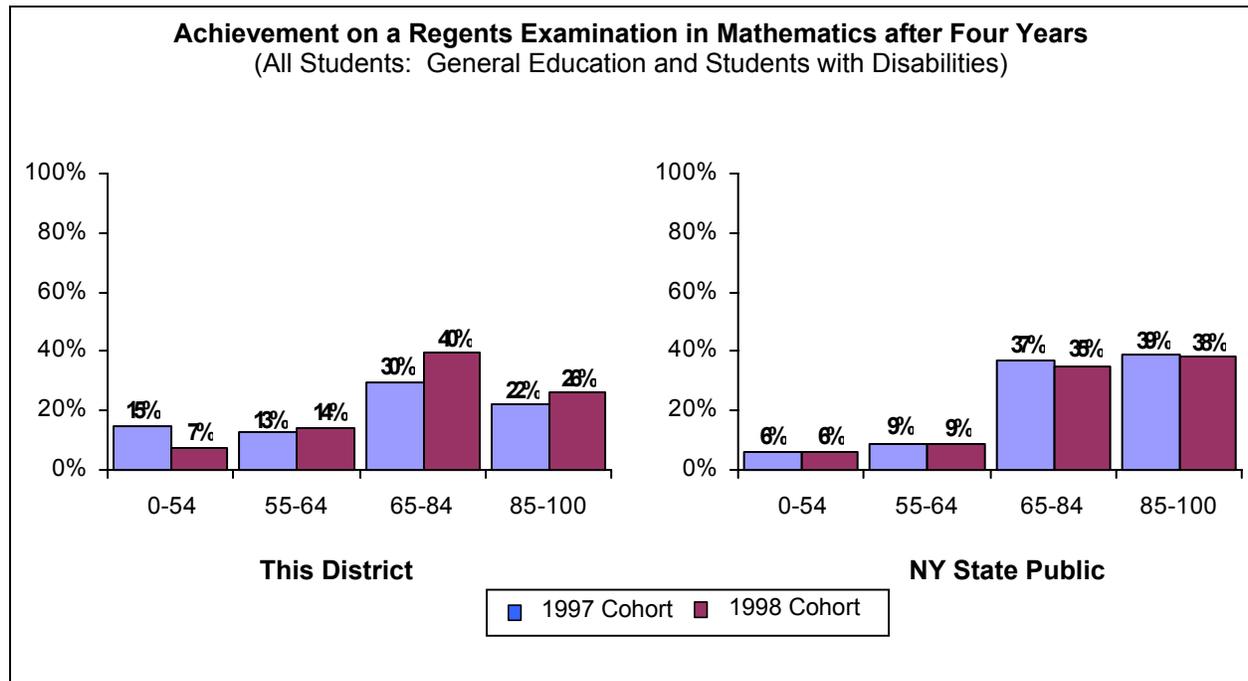


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	909	259	405	73	0	0
	Students w/ Disabilities	163	12	27	2	0	46
	All Students	1072	271	432	75	0	46
1998 Cohort	General Education	761	145	388	66	0	0
	Students w/ Disabilities	135	31	33	1	0	19
	All Students	896	176	421	67	0	19

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

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education.

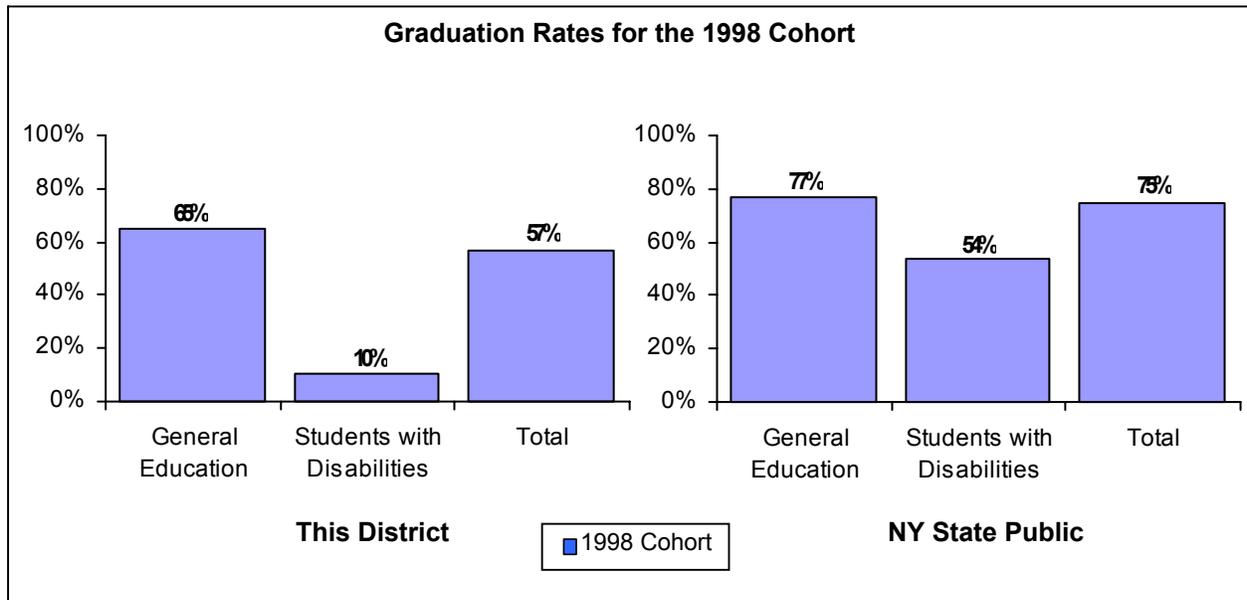


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	909	129	308	224	0	1
	Students w/ Disabilities	163	8	11	12	0	63
	All Students	1072	137	319	236	0	64
1998 Cohort	General Education	761	111	324	218	0	0
	Students w/ Disabilities	135	16	31	14	0	2
	All Students	896	127	355	232	0	2

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

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	Graduation Rate Cohort	Number of Graduates
General-education students	805	524
Students with disabilities	145	15
Total	950	539

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 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 and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps.

Elementary Level English Language Arts

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			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	22	82%	36%	0%	28	79%	21%	0%
Black	894	74%	26%	3%	867	74%	25%	5%
Hispanic	55	84%	33%	2%	72	85%	42%	6%
Asian or Pacific Islander	5	80%	60%	0%	14	100%	71%	21%
White	744	84%	53%	15%	719	87%	48%	11%
Total	1720	79%	38%	8%	1700	80%	36%	7%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1369	85%	44%	10%	1329	86%	42%	9%
Students with disabilities	351	54%	15%	1%	371	60%	16%	1%
Total	1720	79%	38%	8%	1700	80%	36%	7%
Results by Gender								
Female	880	81%	41%	9%	826	81%	39%	9%
Male	840	76%	35%	7%	874	79%	33%	6%
Total	1720	79%	38%	8%	1700	80%	36%	7%
Results by English Proficiency Status								
English proficient	1678	79%	38%	8%	1687	80%	36%	7%
Limited English proficient	42	88%	43%	10%	13	100%	69%	15%
Total	1720	79%	38%	8%	1700	80%	36%	7%
Results by Income Level								
Economically disadvantaged	1269	75%	30%	4%	1264	77%	30%	5%
Not disadvantaged	451	90%	62%	19%	436	89%	53%	16%
Total	1720	79%	38%	8%	1700	80%	36%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1720	79%	38%	8%	1700	80%	36%	7%
Total	1720	79%	38%	8%	1700	80%	36%	7%

Elementary Level Mathematics

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			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	22	95%	55%	18%	28	82%	39%	0%
Black	887	80%	36%	6%	887	78%	37%	6%
Hispanic	103	71%	33%	4%	124	82%	43%	7%
Asian or Pacific Islander	5	100%	80%	40%	15	100%	67%	20%
White	744	91%	65%	22%	736	89%	55%	14%
Total	1761	84%	49%	13%	1790	83%	45%	9%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1403	87%	53%	15%	1402	87%	49%	11%
Students with disabilities	358	74%	32%	6%	388	70%	32%	4%
Total	1761	84%	49%	13%	1790	83%	45%	9%
Results by Gender								
Female	901	84%	48%	11%	870	84%	44%	10%
Male	860	85%	50%	14%	920	82%	46%	9%
Total	1761	84%	49%	13%	1790	83%	45%	9%
Results by English Proficiency Status								
English proficient	1676	85%	49%	13%	1712	84%	45%	9%
Limited English proficient	85	78%	44%	12%	78	73%	37%	9%
Total	1761	84%	49%	13%	1790	83%	45%	9%
Results by Income Level								
Economically disadvantaged	1306	82%	41%	8%	1332	81%	40%	7%
Not disadvantaged	455	92%	70%	25%	458	88%	60%	17%
Total	1761	84%	49%	13%	1790	83%	45%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1761	84%	49%	13%	1790	83%	45%	9%
Total	1761	84%	49%	13%	1790	83%	45%	9%

Elementary Level Science Multiple-Choice

Student Subgroup	2000-01		2001-02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native			22	41%
Black			827	46%
Hispanic			115	24%
Asian or Pacific Islander			9	78%
White			677	66%
Total			1650	53%
Small Group Totals (s)			0	0%
Results by Disability Status				
General-education students	1403	53%	1287	57%
Students with disabilities	364	29%	363	37%
Total	1767	48%	1650	53%
Results by Gender				
Female			785	51%
Male			865	55%
Total			1650	53%
Results by English Proficiency Status				
English proficient			1581	54%
Limited English proficient			69	22%
Total			1650	53%
Results by Income Level				
Economically disadvantaged			1216	47%
Not disadvantaged			434	68%
Total			1650	53%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			1650	53%
Total			1650	53%

Middle Level English Language Arts

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			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	18	83%	22%	0%	17	88%	18%	12%
Black	597	65%	11%	1%	684	78%	9%	1%
Hispanic	60	52%	7%	2%	77	77%	8%	0%
Asian or Pacific Islander	25	96%	60%	12%	22	86%	14%	0%
White	654	82%	34%	6%	668	90%	30%	6%
Total	1354	73%	23%	4%	1468	83%	19%	3%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1097	80%	27%	5%	1158	90%	23%	4%
Students with disabilities	257	47%	5%	0%	310	58%	2%	0%
Total	1354	73%	23%	4%	1468	83%	19%	3%
Results by Gender								
Female	697	77%	27%	4%	744	87%	21%	4%
Male	657	70%	19%	3%	724	80%	16%	2%
Total	1354	73%	23%	4%	1468	83%	19%	3%
Results by English Proficiency Status								
English proficient	1321	74%	24%	4%	1461	83%	19%	3%
Limited English proficient	33	52%	9%	0%	7	86%	0%	0%
Total	1354	73%	23%	4%	1468	83%	19%	3%
Results by Income Level								
Economically disadvantaged	856	68%	14%	2%	964	80%	11%	1%
Not disadvantaged	498	84%	39%	7%	504	90%	33%	8%
Total	1354	73%	23%	4%	1468	83%	19%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1354	73%	23%	4%	1468	83%	19%	3%
Total	1354	73%	23%	4%	1468	83%	19%	3%

Middle Level Mathematics

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			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	16	75%	6%	6%	19	63%	26%	5%
Black	599	36%	5%	0%	681	45%	10%	1%
Hispanic	77	19%	6%	0%	89	34%	7%	0%
Asian or Pacific Islander	26	85%	58%	8%	22	82%	23%	5%
White	651	64%	26%	3%	674	76%	31%	4%
Total	1369	50%	16%	2%	1485	59%	20%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1103	53%	18%	2%	1166	64%	23%	3%
Students with disabilities	266	36%	6%	0%	319	43%	8%	0%
Total	1369	50%	16%	2%	1485	59%	20%	2%
Results by Gender								
Female	697	50%	14%	1%	753	58%	20%	2%
Male	672	49%	18%	2%	732	61%	20%	3%
Total	1369	50%	16%	2%	1485	59%	20%	2%
Results by English Proficiency Status								
English proficient	1324	51%	16%	2%	1445	60%	20%	2%
Limited English proficient	45	27%	9%	0%	40	25%	5%	3%
Total	1369	50%	16%	2%	1485	59%	20%	2%
Results by Income Level								
Economically disadvantaged	878	41%	8%	1%	983	52%	12%	1%
Not disadvantaged	491	66%	30%	4%	502	74%	35%	6%
Total	1369	50%	16%	2%	1485	59%	20%	2%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1369	50%	16%	2%	1485	59%	20%	2%
Total	1369	50%	16%	2%	1485	59%	20%	2%

**Middle Level
Science**

Student Subgroup	2001-02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	14	100%	79%	14%
Black	617	93%	50%	5%
Hispanic	71	89%	35%	6%
Asian or Pacific Islander	23	91%	57%	4%
White	616	97%	75%	21%
Total	1341	95%	61%	13%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	1069	97%	68%	15%
Students with disabilities	272	86%	36%	4%
Total	1341	95%	61%	13%
Results by Gender				
Female	695	95%	61%	11%
Male	646	95%	62%	14%
Total	1341	95%	61%	13%
Results by English Proficiency Status				
English proficient	1326	95%	62%	13%
Limited English proficient	15	80%	7%	0%
Total	1341	95%	61%	13%
Results by Income Level				
Economically disadvantaged	878	94%	53%	6%
Not disadvantaged	463	97%	77%	24%
Total	1341	95%	61%	13%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	1341	95%	61%	13%
Total	1341	95%	61%	13%

1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 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 Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 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						1	s	s	s	s
Black						356	98	124	9	65%
Hispanic						28	3	11	1	54%
Asian or Pacific Islander						4	s	s	s	s
White						507	74	350	9	85%
Total						896	176	488	19	76%
Small Group Totals (s)						5	1	3	0	80%
Results by Disability Status										
General-education students	909	259	478	0	81%	761	145	454	0	79%
Students with disabilities	163	12	29	46	53%	135	31	34	19	62%
Total	1072	271	507	46	77%	896	176	488	19	76%
Results by Gender										
Female						476	93	281	6	80%
Male						420	83	207	13	72%
Total						896	176	488	19	76%
Results by English Proficiency Status										
English proficient	1056	268	501	46	77%	861	172	481	19	78%
Limited English proficient	16	3	6	0	56%	35	4	7	0	31%
Total	1072	271	507	46	77%	896	176	488	19	76%
Results by Income Level										
Economically disadvantaged						300	73	143	8	75%
Not disadvantaged						596	103	345	11	77%
Total						896	176	488	19	76%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						896	176	488	19	76%
Total						896	176	488	19	76%

**Performance on the Mathematics Assessment Requirement
for Graduation after Four Years of High School**

Student Subgroup	1997 Cohort					1998 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						1	s	s	s	s
Black						356	78	180	1	73%
Hispanic						28	3	15	0	64%
Asian or Pacific Islander						4	s	s	s	s
White						507	44	390	1	86%
Total						896	127	587	2	80%
Small Group Totals (s)						5	2	2	0	80%
Results by Disability Status										
General-education students	909	129	532	1	73%	761	111	542	0	86%
Students with disabilities	163	8	23	63	58%	135	16	45	2	47%
Total	1072	137	555	64	71%	896	127	587	2	80%
Results by Gender										
Female						476	80	324	1	85%
Male						420	47	263	1	74%
Total						896	127	587	2	80%
Results by English Proficiency Status										
English proficient						861	125	567	2	81%
Limited English proficient						35	2	20	0	63%
Total						896	127	587	2	80%
Results by Income Level										
Economically disadvantaged						300	62	185	1	83%
Not disadvantaged						596	65	402	1	79%
Total						896	127	587	2	80%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						896	127	587	2	80%
Total						896	127	587	2	80%

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity		
American Indian/Alaskan Native	1	s
Black	378	49%
Hispanic	31	35%
Asian or Pacific Islander	4	s
White	536	63%
Total	950	57%
Small Group Totals (s)	5	60%
Results by Disability Status		
General-education students	805	65%
Students with disabilities	145	10%
Total	950	57%
Results by Gender		
Female	502	64%
Male	448	48%
Total	950	57%
Results by English Proficiency Status		
English proficient	912	58%
Limited English proficient	38	32%
Total	950	57%
Results by Income Level		
Economically disadvantaged	311	56%
Not disadvantaged	639	57%
Total	950	57%
Results by Migrant Status		
Migrant family	0	0%
Not migrant family	950	57%
Total	950	57%

Glossary

Cohort Data: A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. 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 at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students 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 were 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 40 students in a group are neither valid nor reliable. If a school does not have 40 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.