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

Kenmore-Tonawanda Union Free School District

February 2005

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: February 2005*, 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: Steven A. Achramovitch		Phone: (716)874-8400
Organization 2003–04	Grade Range	Student Enrollment
	NA	8799

2002–03 District-wide Total Expenditure per Pupil	$11,228
2002–03 NYS Public Schools Total Expenditure per Pupil	$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,996	99%

*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.

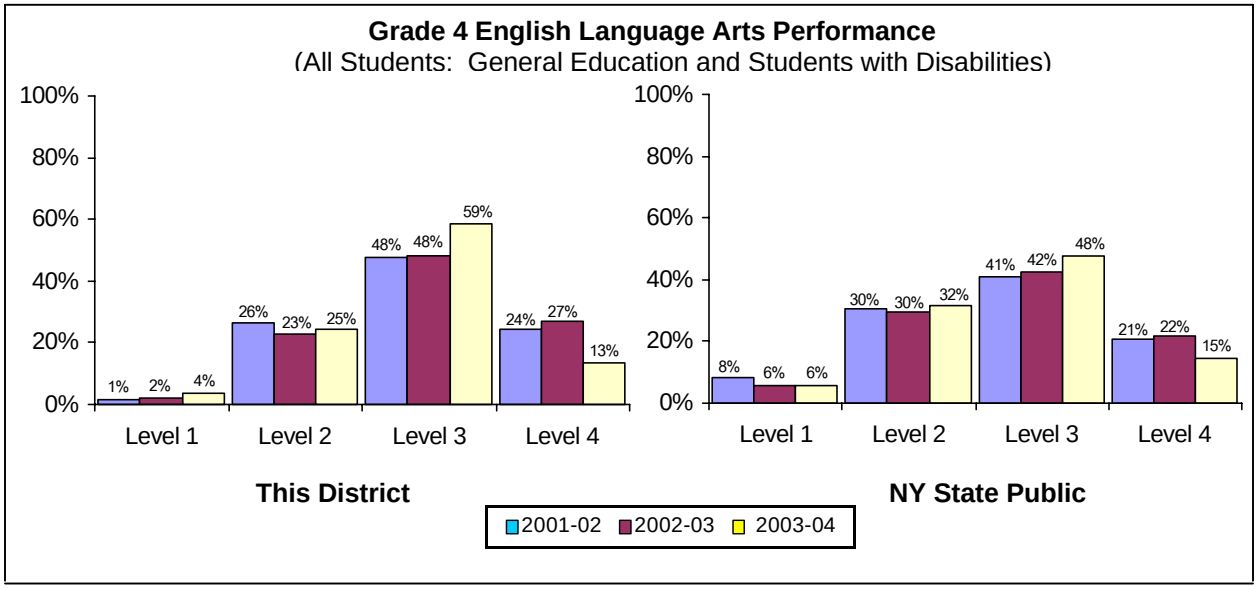
2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
713	0%

*Includes teachers with a modified temporary license.

Elementary Level

English Language Arts



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	
Jan–Feb 2002	9	176	321	164	670	670
Feb 2003	14	139	294	166	613	669
Feb 2004	24	161	385	87	657	660

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

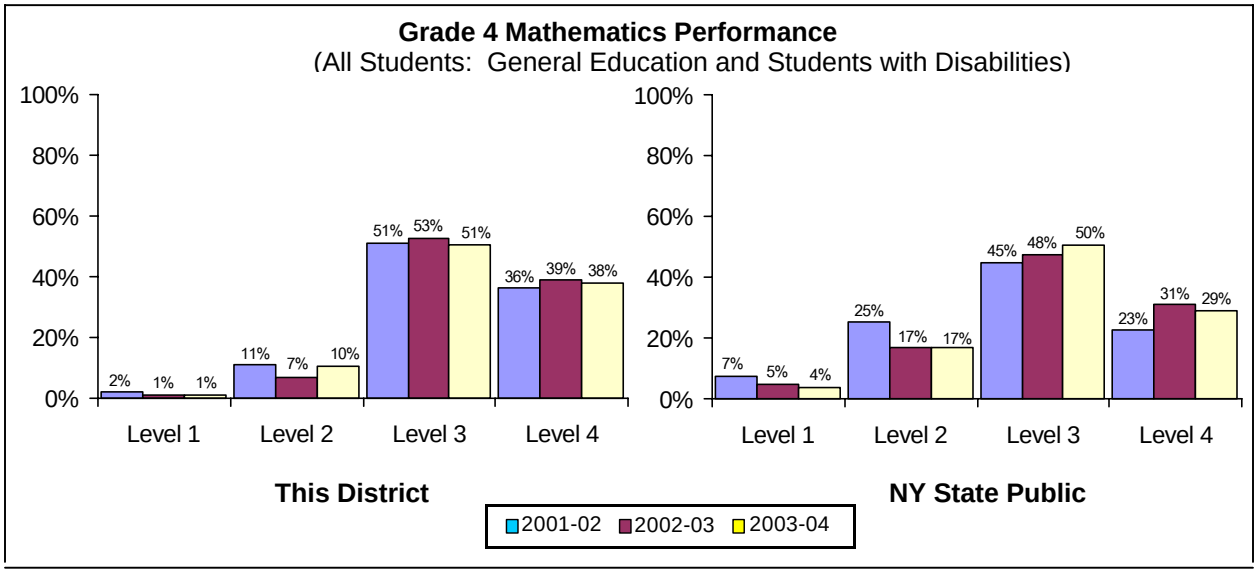
Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	3	2	5

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
2003–04	0	0	0	5	5

Elementary Level

Mathematics



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 2002	14	73	342	243	672	666
May 2003	8	43	323	239	613	671
May 2004	7	69	337	252	665	670

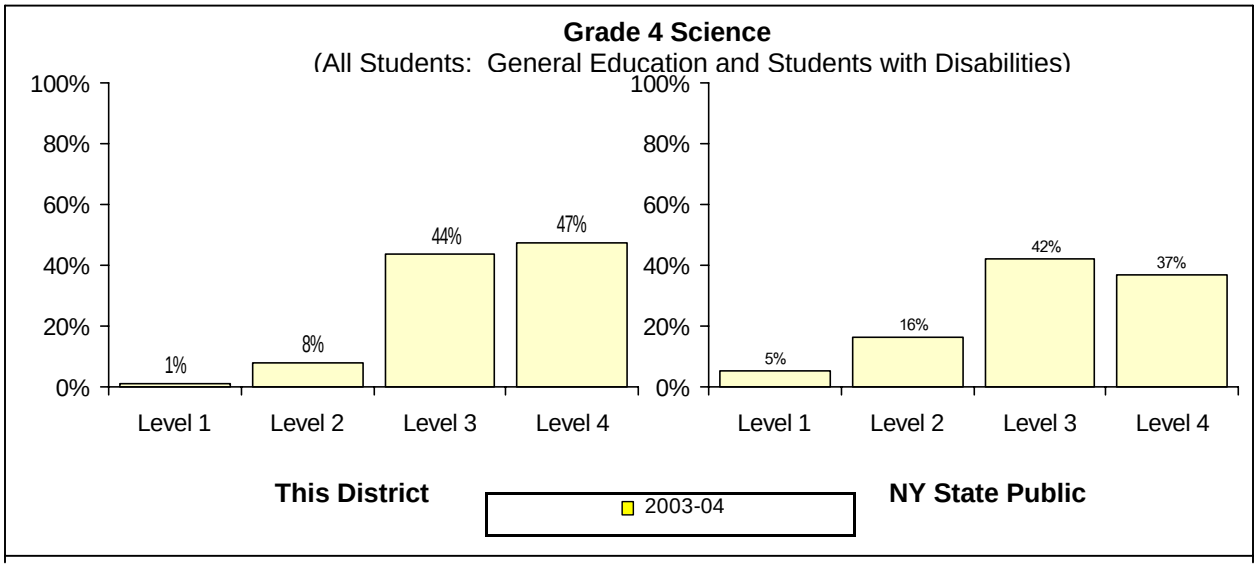
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the 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
2003–04	0	0	0	5	5

Elementary Level

Science*



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	7	52	288	313	660	81

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**.

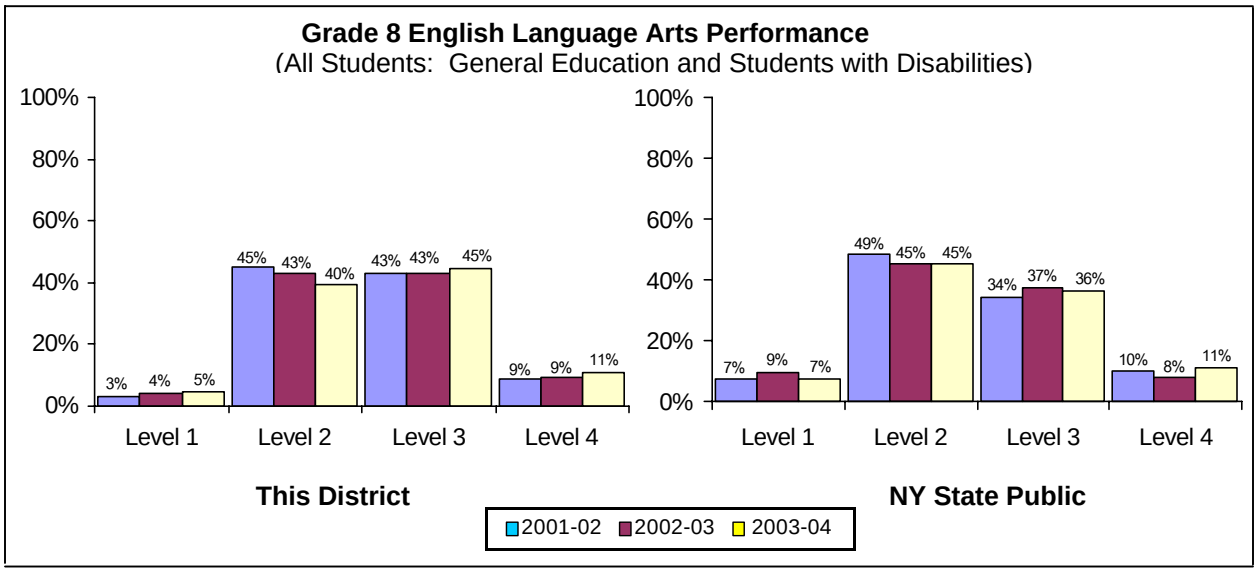
Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	#	#	#	#	3

*Only one year of data is 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 1 527–659	Level 2 660–698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	23	321	306	64	714	702
	Level 1 527–657	Level 2 658–696	Level 3 697–736	Level 4 737–830	Total Tested	
January 2003	30	311	310	68	719	700
January 2004	34	281	316	78	709	704

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

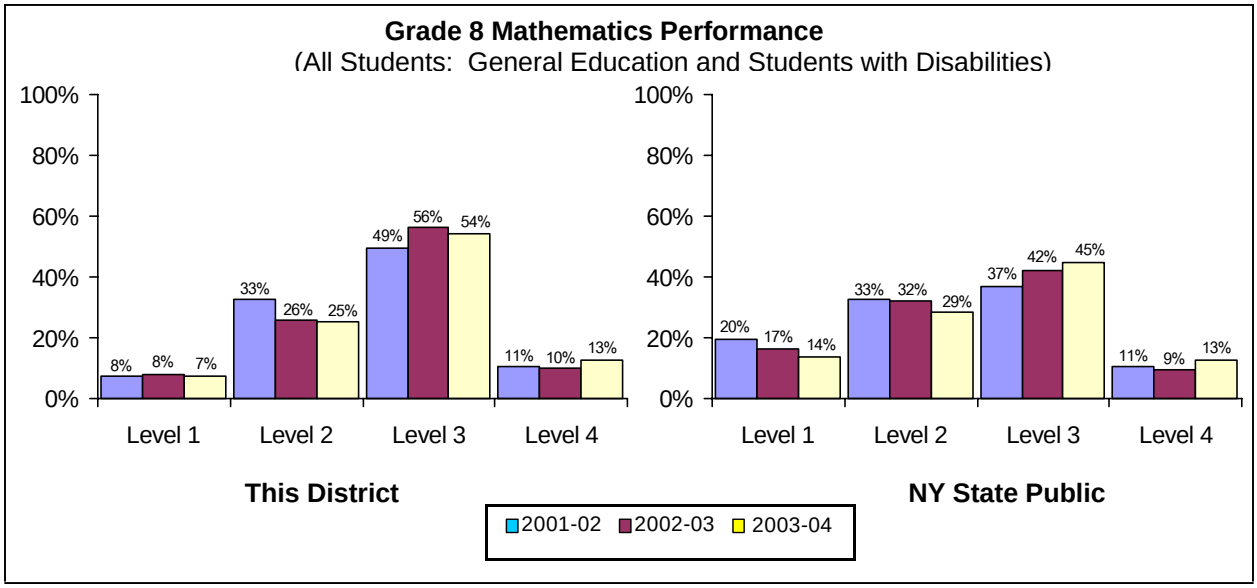
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	#	#	#	#	1

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
2003–04	#	#	#	#	2

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 2002	53	229	346	74	702	722
May 2003	58	185	405	72	720	724
May 2004	52	179	385	91	707	725

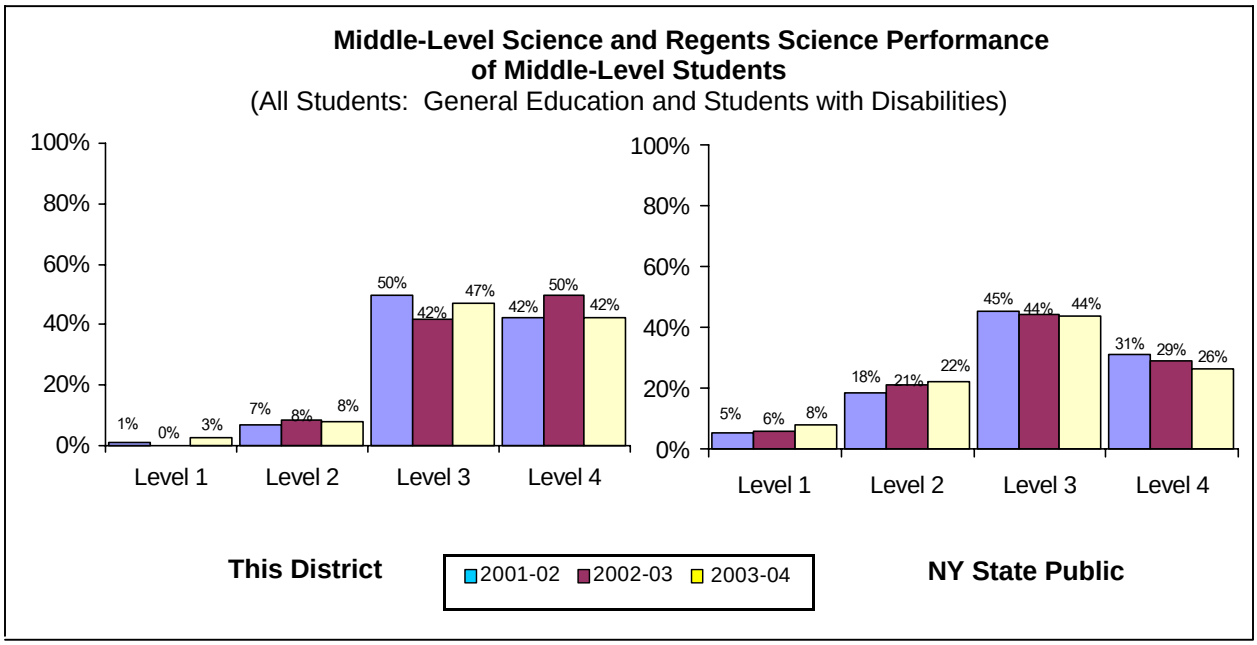
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents 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
2003–04	#	#	#	#	2

Middle Level

Science



Performance at This District		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	6	48	350	298	702	81
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	1	59	296	352	708	82
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	18	57	333	299	707	80
	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 ***or*** 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 ***or*** 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 ***or*** score 55–64 on a Regents science examination.
Level 1	These students have **serious academic deficiencies** as evidenced in the middle-level science test ***or*** score 0–54 on a Regents science examination.

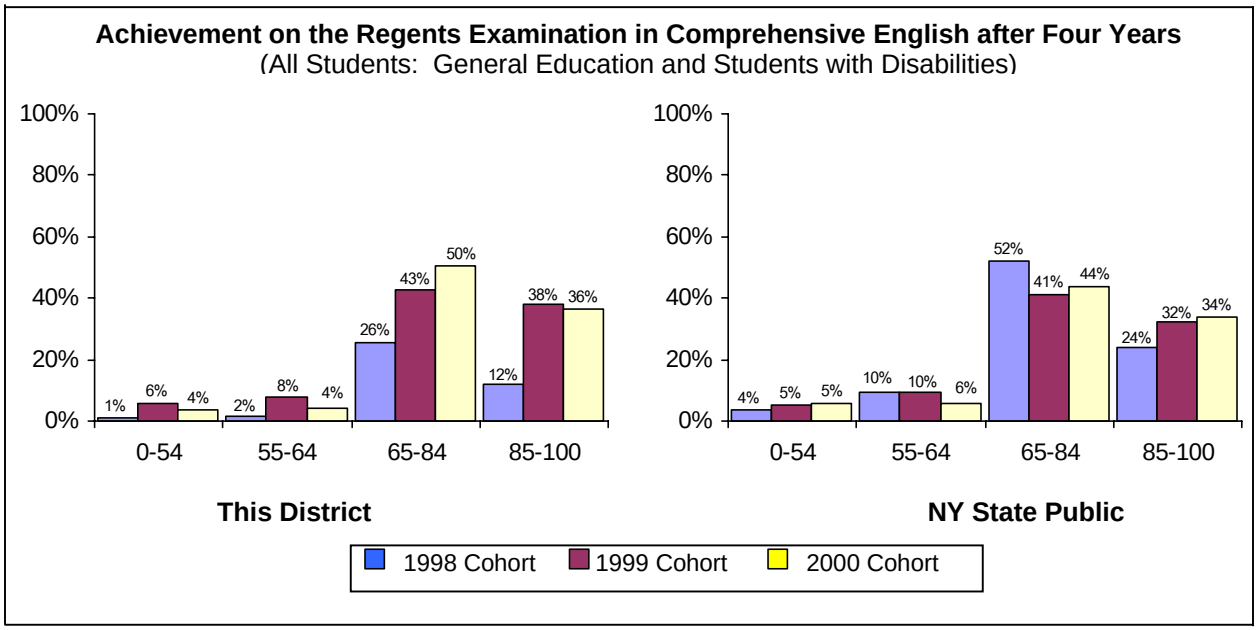
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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
2003–04	#	#	#	#	1

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 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. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



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
1998 Cohort	666	7	10	171	80	0
1999 Cohort	699	39	53	298	265	0
2000 Cohort	726	26	29	365	264	0

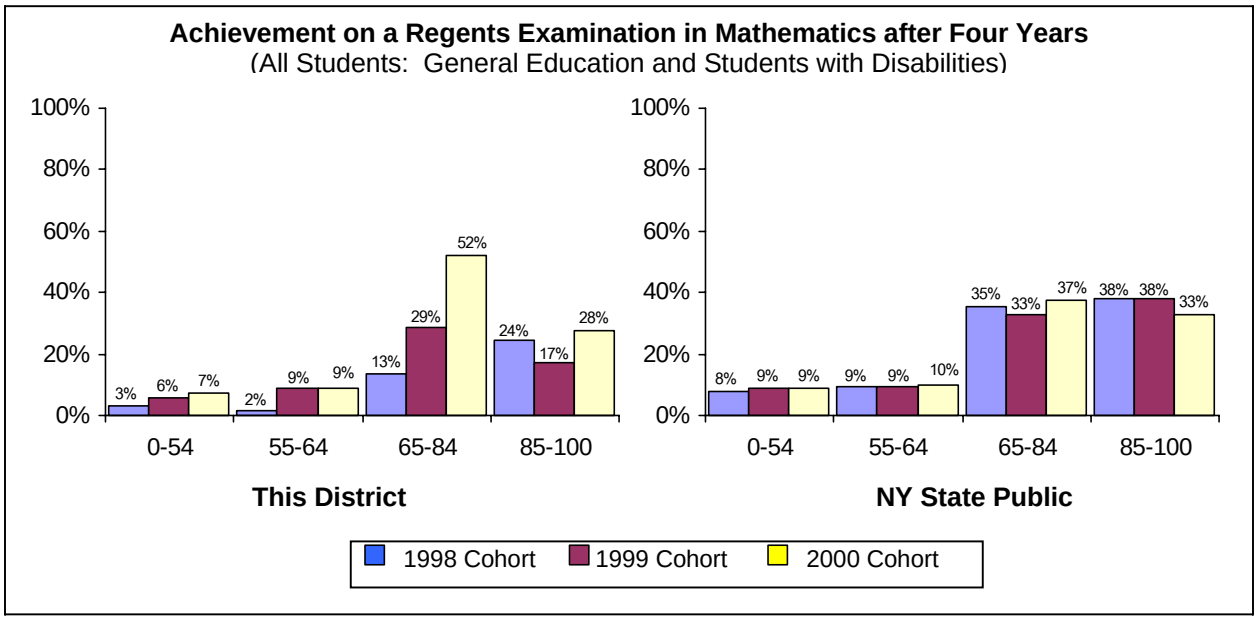
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1998 Cohort	9	7
1999 Cohort	21	12
2000 Cohort	2	8

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0–54 counts in the graph above.

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 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. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



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
1998 Cohort	666	22	11	89	162	0
1999 Cohort	699	41	63	201	120	0
2000 Cohort	726	53	65	377	200	0

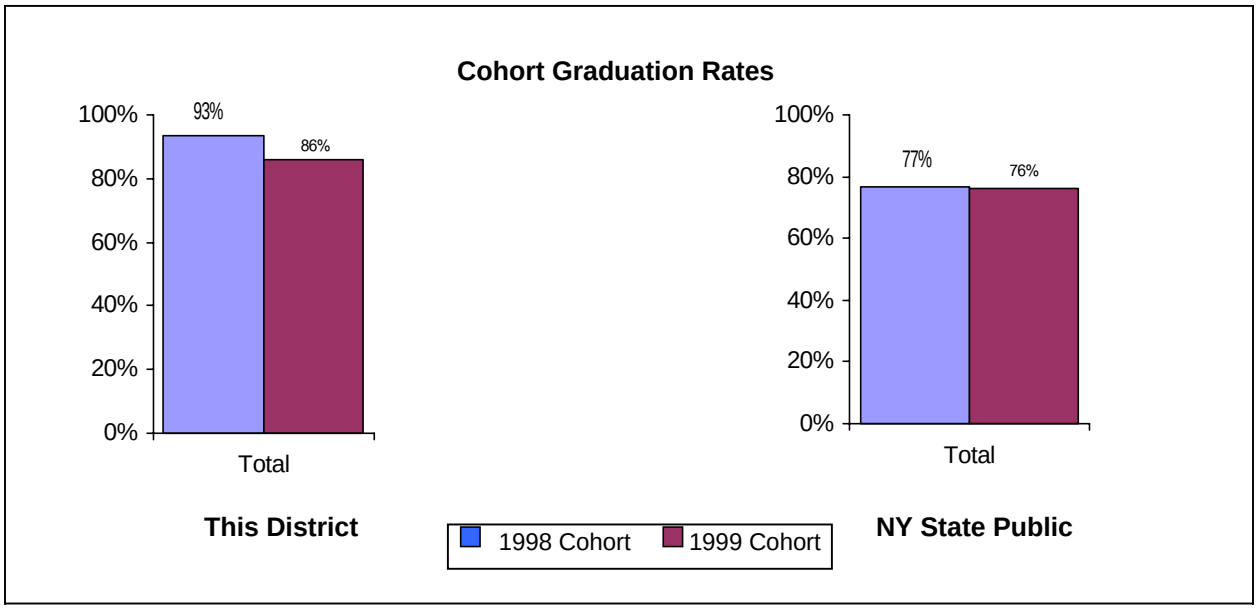
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1998 Cohort	4	0
1999 Cohort	7	0
2000 Cohort	7	0

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0–54 counts in the graph above.

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 and 1999 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	**Transfers to GED (b)**	**Graduation Rate Cohort Members (a+b)**	**Number Graduated**
1998 Cohort	654	20	674	630
1999 Cohort	688	56	744	640

*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 school 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 2003–04 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	2002–03				2003–04			
	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	1	s	s	s	0	0%	0%	0%
Black	23	91%	39%	4%	24	88%	38%	0%
Hispanic	7	s	s	s	14	100%	64%	0%
Asian or Pacific Islander	1	s	s	s	5	100%	80%	40%
White	581	98%	76%	28%	614	97%	73%	14%
Total	613	98%	75%	27%	657	96%	72%	13%
Small Group Totals **(s)**	9	100%	78%	11%	0	0%	0%	0%
Results by Disability Status								
General-education students	531	100%	81%	31%	542	99%	79%	16%
Students with disabilities	82	85%	37%	5%	115	83%	37%	1%
Total	613	98%	75%	27%	657	96%	72%	13%
Results by Gender								
Female	305	98%	80%	29%	309	98%	78%	20%
Male	308	97%	70%	25%	348	95%	66%	7%
Total	613	98%	75%	27%	657	96%	72%	13%
Results by English Proficiency Status								
English proficient	613	98%	75%	27%	657	96%	72%	13%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	613	98%	75%	27%	657	96%	72%	13%
Results by Income Level								
Economically disadvantaged	151	97%	63%	17%	198	94%	56%	6%
Not disadvantaged	462	98%	79%	31%	459	97%	79%	16%
Total	613	98%	75%	27%	657	96%	72%	13%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	613	98%	75%	27%	657	96%	72%	13%
Total	613	98%	75%	27%	657	96%	72%	13%

Elementary Level

Mathematics

Student Subgroup	2002–03				2003–04			
	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	1	s	s	s	1	s	s	s
Black	23	91%	65%	17%	25	96%	68%	4%
Hispanic	9	s	s	s	14	100%	71%	21%
Asian or Pacific Islander	1	s	s	s	5	s	s	s
White	579	99%	93%	40%	620	99%	90%	40%
Total	613	99%	92%	39%	665	99%	89%	38%
Small Group Totals **(s)**	11	100%	82%	27%	6	100%	83%	33%
Results by Disability Status								
General-education students	530	100%	95%	43%	545	100%	93%	43%
Students with disabilities	83	92%	71%	14%	120	94%	68%	15%
Total	613	99%	92%	39%	665	99%	89%	38%
Results by Gender								
Female	303	98%	91%	36%	316	99%	91%	39%
Male	310	99%	93%	42%	349	99%	86%	37%
Total	613	99%	92%	39%	665	99%	89%	38%
Results by English Proficiency Status								
English proficient	611	s	s	s	660	99%	89%	38%
Limited English proficient	2	s	s	s	5	100%	20%	0%
Total	613	99%	92%	39%	665	99%	89%	38%
Results by Income Level								
Economically disadvantaged	153	98%	87%	27%	205	99%	80%	25%
Not disadvantaged	460	99%	93%	43%	460	99%	93%	44%
Total	613	99%	92%	39%	665	99%	89%	38%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	613	99%	92%	39%	665	99%	89%	38%
Total	613	99%	92%	39%	665	99%	89%	38%

Elementary Level

Science*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	s	s
Black	25	96%	64%	8%
Hispanic	14	100%	79%	36%
Asian or Pacific Islander	5	s	s	s
White	615	99%	93%	49%
Total	660	99%	91%	47%
Small Group Totals **(s)**	6	83%	50%	50%
Results by Disability Status				
General-education students	542	100%	94%	53%
Students with disabilities	118	96%	79%	22%
Total	660	99%	91%	47%
Results by Gender				
Female	315	99%	91%	47%
Male	345	99%	91%	48%
Total	660	99%	91%	47%
Results by English Proficiency Status				
English proficient	655	99%	92%	48%
Limited English proficient	5	80%	0%	0%
Total	660	99%	91%	47%
Results by Income Level				
Economically disadvantaged	204	98%	85%	30%
Not disadvantaged	456	99%	94%	55%
Total	660	99%	91%	47%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	660	99%	91%	47%
Total	660	99%	91%	47%

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

Middle Level

English Language Arts

Student Subgroup	2002–03				2003–04			
	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	3	s	s	s	4	s	s	s
Black	11	91%	36%	0%	25	84%	56%	0%
Hispanic	12	75%	17%	0%	11	100%	55%	0%
Asian or Pacific Islander	4	s	s	s	8	s	s	s
White	689	96%	53%	10%	661	96%	56%	12%
Total	719	96%	53%	9%	709	95%	56%	11%
Small Group Totals **(s)**	7	86%	57%	29%	12	75%	50%	8%
Results by Disability Status								
General-education students	595	99%	61%	11%	564	99%	67%	14%
Students with disabilities	124	79%	11%	1%	145	80%	12%	1%
Total	719	96%	53%	9%	709	95%	56%	11%
Results by Gender								
Female	347	97%	60%	14%	352	97%	62%	14%
Male	372	94%	46%	6%	357	93%	50%	8%
Total	719	96%	53%	9%	709	95%	56%	11%
Results by English Proficiency Status								
English proficient	718	s	s	s	704	95%	56%	11%
Limited English proficient	1	s	s	s	5	60%	20%	0%
Total	719	96%	53%	9%	709	95%	56%	11%
Results by Income Level								
Economically disadvantaged	148	91%	34%	5%	188	91%	43%	5%
Not disadvantaged	571	97%	57%	11%	521	97%	60%	13%
Total	719	96%	53%	9%	709	95%	56%	11%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	719	96%	53%	9%	709	95%	56%	11%
Total	719	96%	53%	9%	709	95%	56%	11%

Middle Level

Mathematics

Student Subgroup	2002–03				2003–04			
	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	3	s	s	s	4	s	s	s
Black	12	75%	58%	0%	25	76%	36%	0%
Hispanic	12	83%	25%	0%	8	s	s	s
Asian or Pacific Islander	4	s	s	s	9	78%	67%	11%
White	689	93%	67%	10%	661	94%	69%	13%
Total	720	92%	66%	10%	707	93%	67%	13%
Small Group Totals **(s)**	7	71%	71%	29%	12	83%	58%	8%
Results by Disability Status								
General-education students	596	98%	75%	12%	562	99%	77%	16%
Students with disabilities	124	63%	23%	2%	145	69%	31%	0%
Total	720	92%	66%	10%	707	93%	67%	13%
Results by Gender								
Female	348	93%	66%	9%	349	93%	68%	14%
Male	372	91%	67%	10%	358	92%	67%	11%
Total	720	92%	66%	10%	707	93%	67%	13%
Results by English Proficiency Status								
English proficient	720	92%	66%	10%	702	93%	68%	13%
Limited English proficient	0	0%	0%	0%	5	80%	40%	0%
Total	720	92%	66%	10%	707	93%	67%	13%
Results by Income Level								
Economically disadvantaged	148	85%	47%	7%	185	88%	50%	4%
Not disadvantaged	572	94%	71%	11%	522	94%	73%	16%
Total	720	92%	66%	10%	707	93%	67%	13%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	720	92%	66%	10%	707	93%	67%	13%
Total	720	92%	66%	10%	707	93%	67%	13%

Middle Level

Science

Student Subgroup	2002–03				2003–04			
	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	3	s	s	s	3	s	s	s
Black	10	100%	90%	30%	26	85%	58%	12%
Hispanic	12	100%	92%	25%	9	s	s	s
Asian or Pacific Islander	4	s	s	s	9	89%	89%	44%
White	679	100%	92%	50%	660	98%	91%	44%
Total	708	100%	92%	50%	707	97%	89%	42%
Small Group Totals **(s)**	7	86%	71%	57%	12	100%	83%	25%
Results by Disability Status								
General-education students	591	100%	96%	56%	564	100%	96%	51%
Students with disabilities	117	99%	69%	18%	143	88%	63%	8%
Total	708	100%	92%	50%	707	97%	89%	42%
Results by Gender								
Female	342	100%	92%	48%	350	97%	89%	41%
Male	366	100%	92%	51%	357	98%	90%	44%
Total	708	100%	92%	50%	707	97%	89%	42%
Results by English Proficiency Status								
English proficient	708	100%	92%	50%	702	97%	89%	43%
Limited English proficient	0	0%	0%	0%	5	100%	80%	0%
Total	708	100%	92%	50%	707	97%	89%	42%
Results by Income Level								
Economically disadvantaged	142	100%	85%	35%	184	96%	81%	30%
Not disadvantaged	566	100%	93%	54%	523	98%	92%	47%
Total	708	100%	92%	50%	707	97%	89%	42%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	708	100%	92%	50%	707	97%	89%	42%
Total	708	100%	92%	50%	707	97%	89%	42%

1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 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 Accomodation 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	1999 Cohort					2000 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	0	0	0	0	0%
Black	13	1	8	1	77%	12	1	8	1	83%
Hispanic	3	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	7	s	s	s	s	7	s	s	s	s
White	675	45	546	20	91%	705	26	614	1	91%
Total	699	47	563	21	90%	726	29	629	2	91%
Small Group Totals **(s)**	11	1	9	0	91%	9	2	7	0	100%
Results by Disability Status										
General-education students	625	39	539	2	93%	626	23	570	0	95%
Students with disabilities	74	8	24	19	69%	100	6	59	2	67%
Total	699	47	563	21	90%	726	29	629	2	91%
Results by Gender										
Female	352	24	297	8	93%	381	17	336	0	93%
Male	347	23	266	13	87%	345	12	293	2	89%
Total	699	47	563	21	90%	726	29	629	2	91%
Results by English Proficiency Status										
English proficient	699	47	563	21	90%	726	29	629	2	91%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	699	47	563	21	90%	726	29	629	2	91%
Results by Income Level										
Economically disadvantaged	114	11	82	8	89%	70	4	56	1	87%
Not disadvantaged	585	36	481	13	91%	656	25	573	1	91%
Total	699	47	563	21	90%	726	29	629	2	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	699	47	563	21	90%	726	29	629	2	91%
Total	699	47	563	21	90%	726	29	629	2	91%

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

Student Subgroup	1999 Cohort					2000 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	0	0	0	0	0%
Black	13	2	5	0	54%	12	1	9	0	83%
Hispanic	3	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	7	s	s	s	s	7	s	s	s	s
White	675	58	312	7	56%	705	64	561	7	90%
Total	699	63	321	7	56%	726	65	577	7	89%
Small Group Totals **(s)**	11	3	4	0	64%	9	0	7	0	78%
Results by Disability Status										
General-education students	625	57	311	0	59%	626	53	534	0	94%
Students with disabilities	74	6	10	7	31%	100	12	43	7	62%
Total	699	63	321	7	56%	726	65	577	7	89%
Results by Gender										
Female	352	39	166	2	59%	381	28	313	6	91%
Male	347	24	155	5	53%	345	37	264	1	88%
Total	699	63	321	7	56%	726	65	577	7	89%
Results by English Proficiency Status										
English proficient	699	63	321	7	56%	726	65	577	7	89%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	699	63	321	7	56%	726	65	577	7	89%
Results by Income Level										
Economically disadvantaged	114	14	56	1	62%	70	5	51	1	81%
Not disadvantaged	585	49	265	6	55%	656	60	526	6	90%
Total	699	63	321	7	56%	726	65	577	7	89%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	699	63	321	7	56%	726	65	577	7	89%
Total	699	63	321	7	56%	726	65	577	7	89%

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.

	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
Student Subgroup	**Graduation Rate Cohort**	**Graduation Rate**	**Graduation Rate Cohort**	**Graduation Rate**
Results by Race/Ethnicity				
American Indian/Alaskan Native	2	s	1	s
Black	2	s	18	61%
Hispanic	1	s	2	s
Asian or Pacific Islander	4	s	7	s
White	665	94%	716	86%
Total	674	93%	744	86%
Small Group Totals **(s)**	9	67%	10	100%
Results by Disability Status				
General-education students	604	95%	668	87%
Students with disabilities	70	80%	76	79%
Total	674	93%	744	86%
Results by Gender				
Female	364	95%	367	90%
Male	310	92%	377	82%
Total	674	93%	744	86%
Results by English Proficiency Status				
English proficient	674	93%	744	86%
Limited English proficient	0	0%	0	0%
Total	674	93%	744	86%
Results by Income Level				
Economically disadvantaged	29	93%	109	86%
Not disadvantaged	645	93%	635	86%
Total	674	93%	744	86%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	674	93%	744	86%
Total	674	93%	744	86%

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 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) 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. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. 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 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.