

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  
Hempstead Union Free School District**

**February 2005**

# 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: February 2005*, 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: Susan Thompson		Phone: (516)292-7001
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	6873

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$15,530
<b>2002–03 NYS Public Schools Total Expenditure per Pupil</b>	\$13,085

### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,056	98%

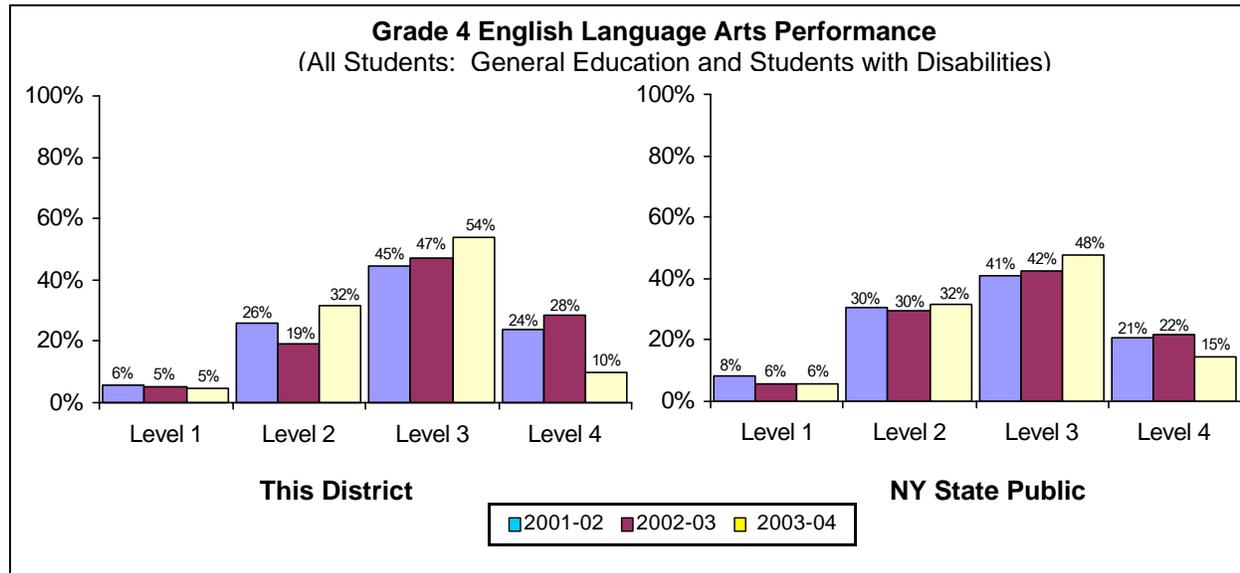
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
477	1%

\*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	29	132	226	120	507	664
Feb 2003	26	96	235	141	498	666
Feb 2004	23	150	257	46	476	654

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> .

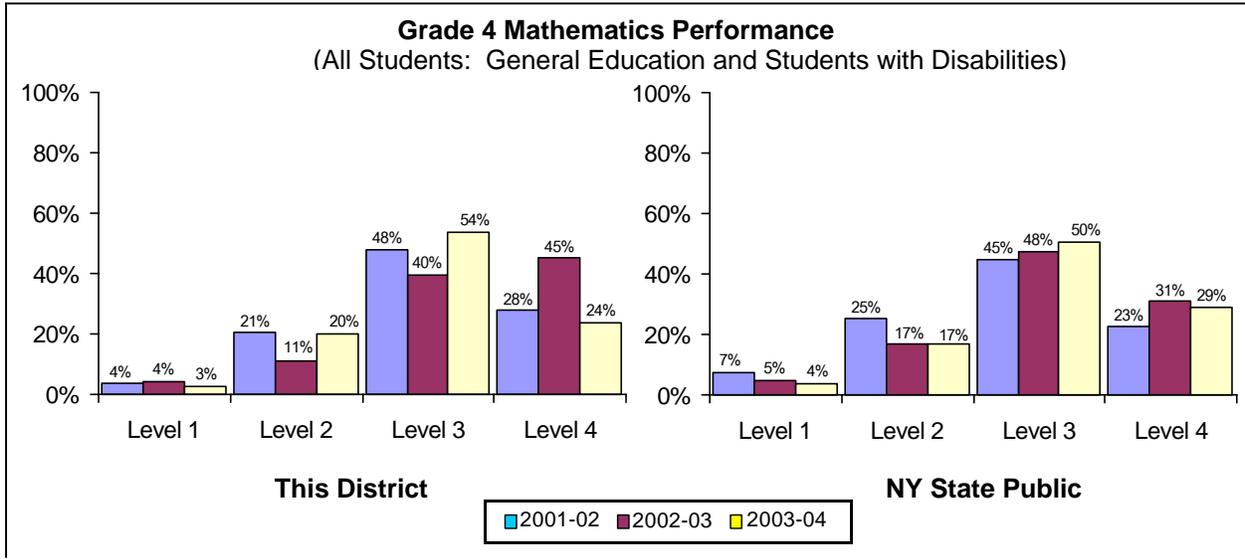
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	16	13	11	20	60

### 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	#	#	#	#	4

## 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	22	116	269	157	564	659
May 2003	24	62	224	255	565	671
May 2004	14	106	282	125	527	658

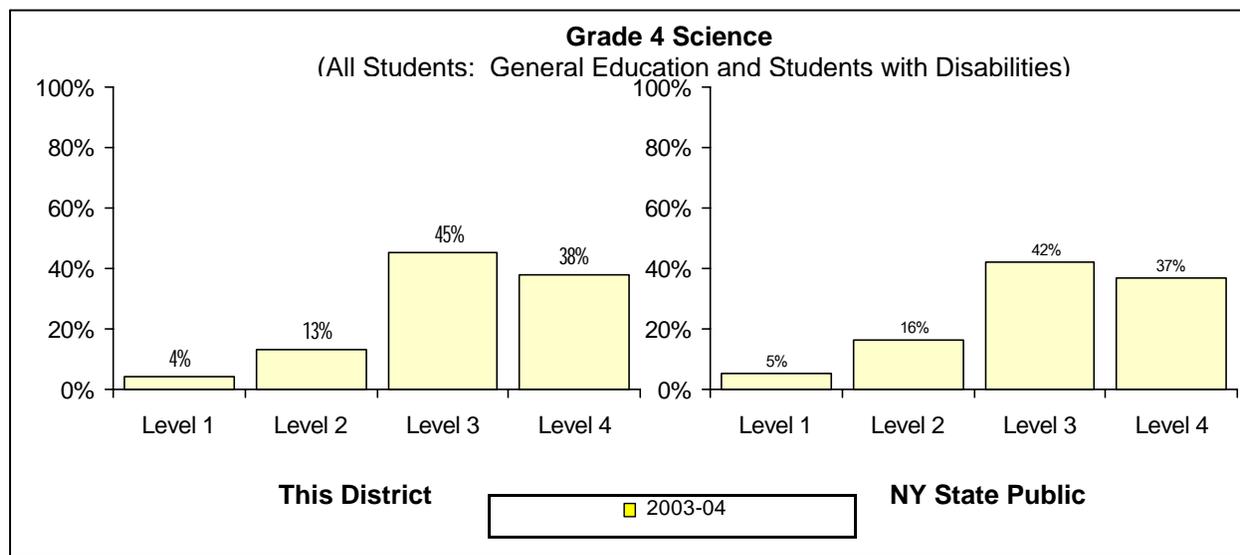
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
<b>2003-04</b>	0	3	0	3	6

# 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	21	69	238	199	527	77

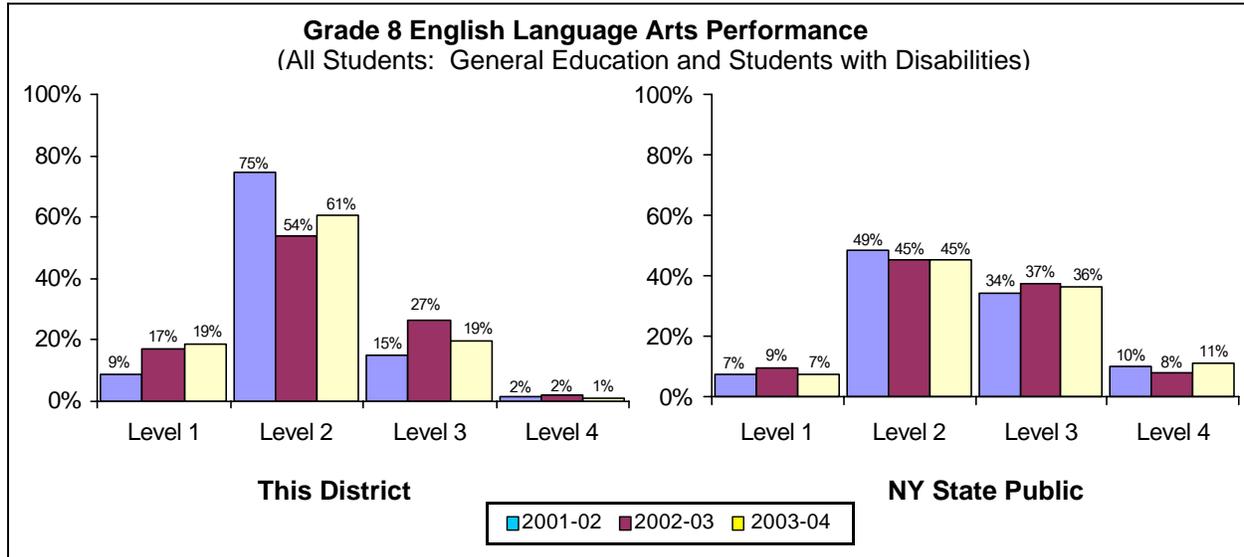
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
2003-04	0	0	0	5	5

\*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	33	283	57	6	379	681
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	74	233	115	9	431	682
January 2004	74	241	77	4	396	678

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> .

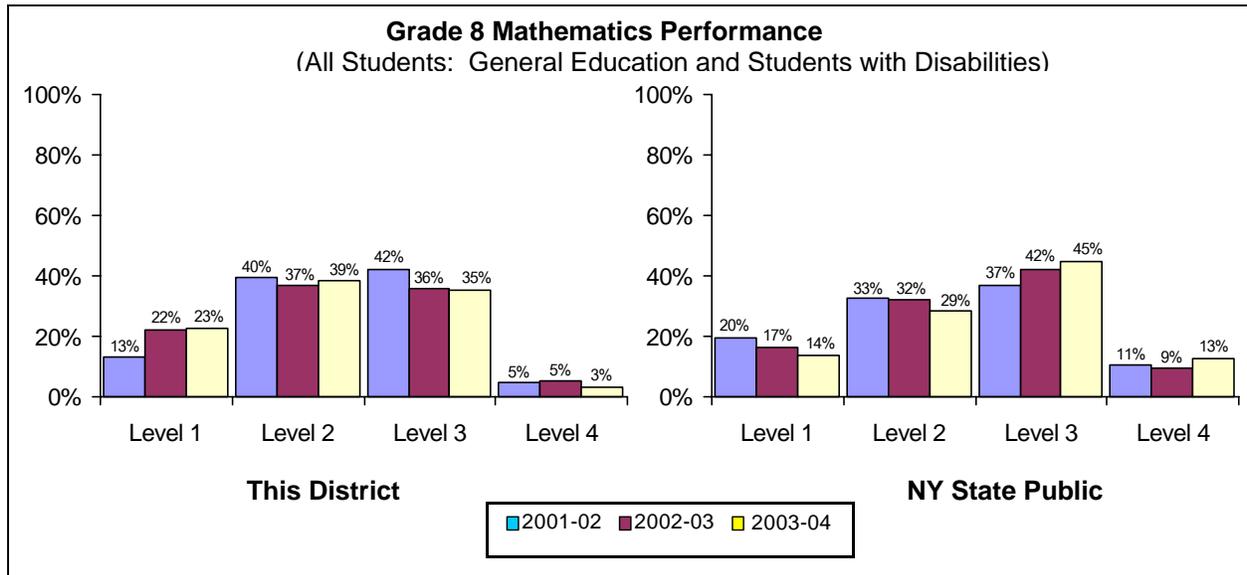
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	7	6	3	11	27

### 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	0	0	3	3	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 2002	53	160	171	20	404	712
May 2003	103	173	169	25	470	705
May 2004	93	158	145	14	410	702

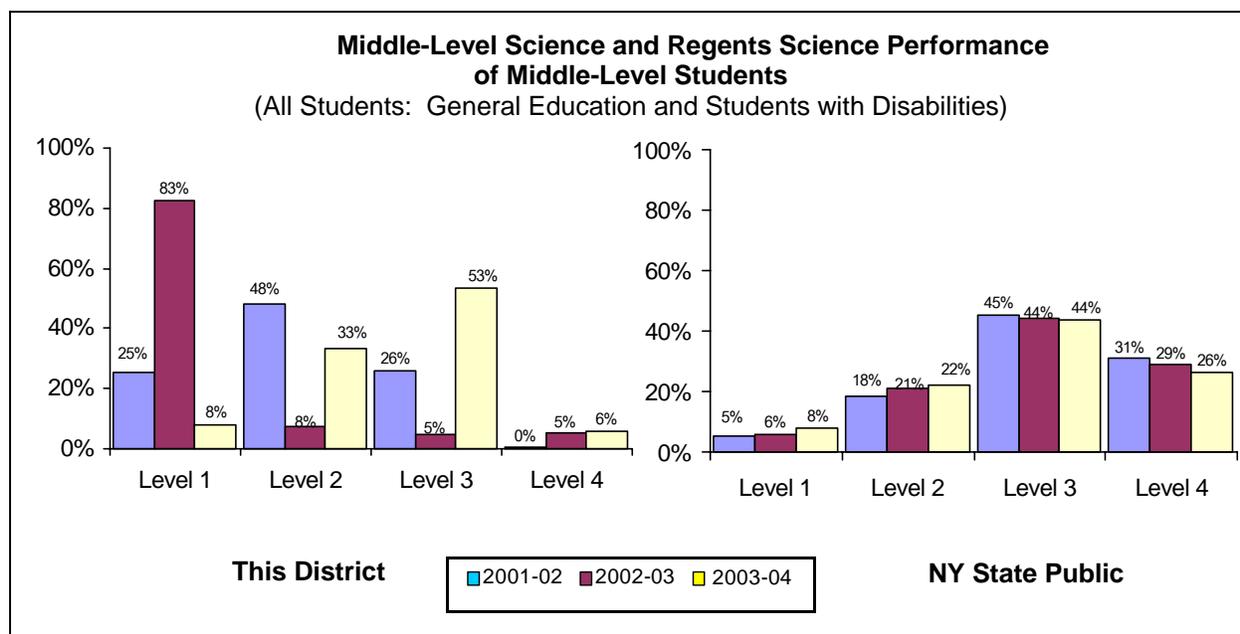
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
2003-04	0	1	2	3	6

## 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	97	190	92	1	380	52
	Regents Science	5	5	14	1	25	68
January/ June 2003	Middle-Level Science	325	27	9	9	370	34
	Regents Science	1	3	9	12	25	79
January/ June 2004	Middle-Level Science	39	161	245	13	458	65
	Regents Science	0	0	13	14	27	83

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.

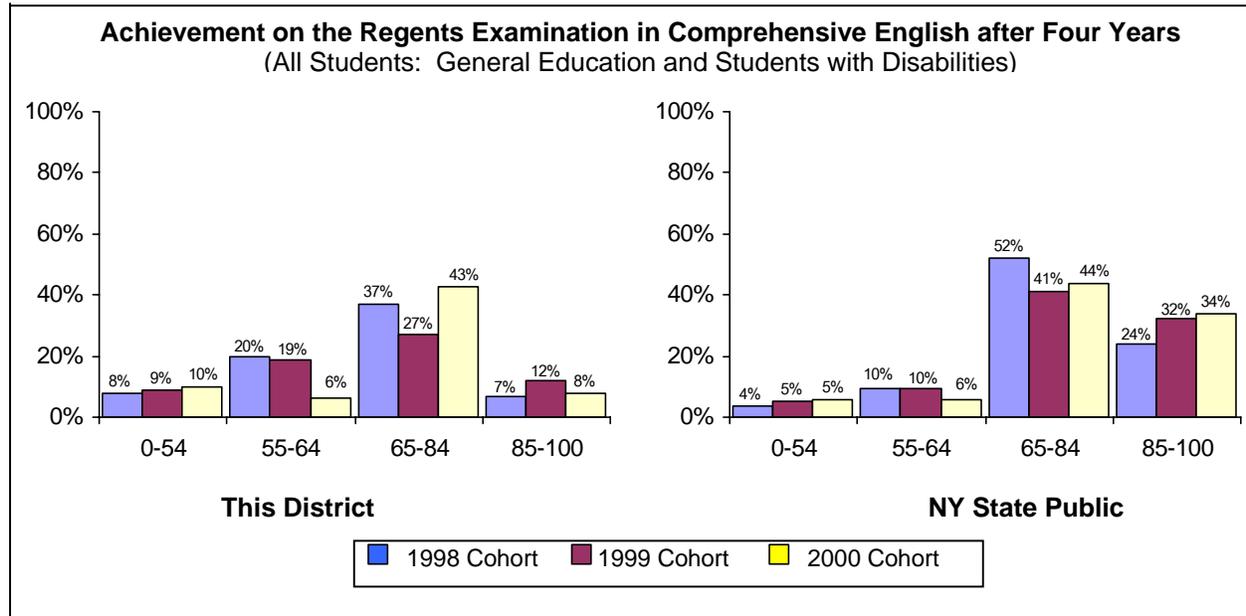
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
<b>2003-04</b>	0	0	3	3	6

# 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 30<sup>th</sup> 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
<b>1998 Cohort</b>	285	23	57	106	19	0
<b>1999 Cohort</b>	324	28	61	87	39	0
<b>2000 Cohort</b>	312	31	20	133	25	0

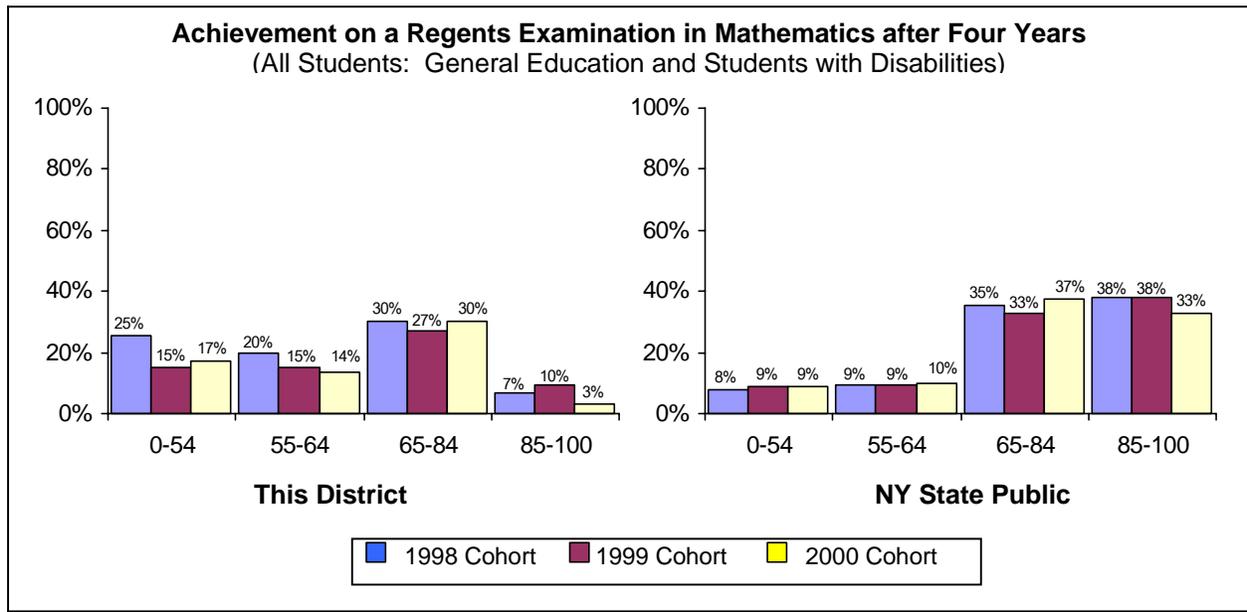
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>1998 Cohort</b>	0	3
<b>1999 Cohort</b>	0	2
<b>2000 Cohort</b>	9	5

\*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 30<sup>th</sup> 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
<b>1998 Cohort</b>	285	72	56	83	19	3
<b>1999 Cohort</b>	324	49	49	88	31	0
<b>2000 Cohort</b>	312	53	43	95	9	0

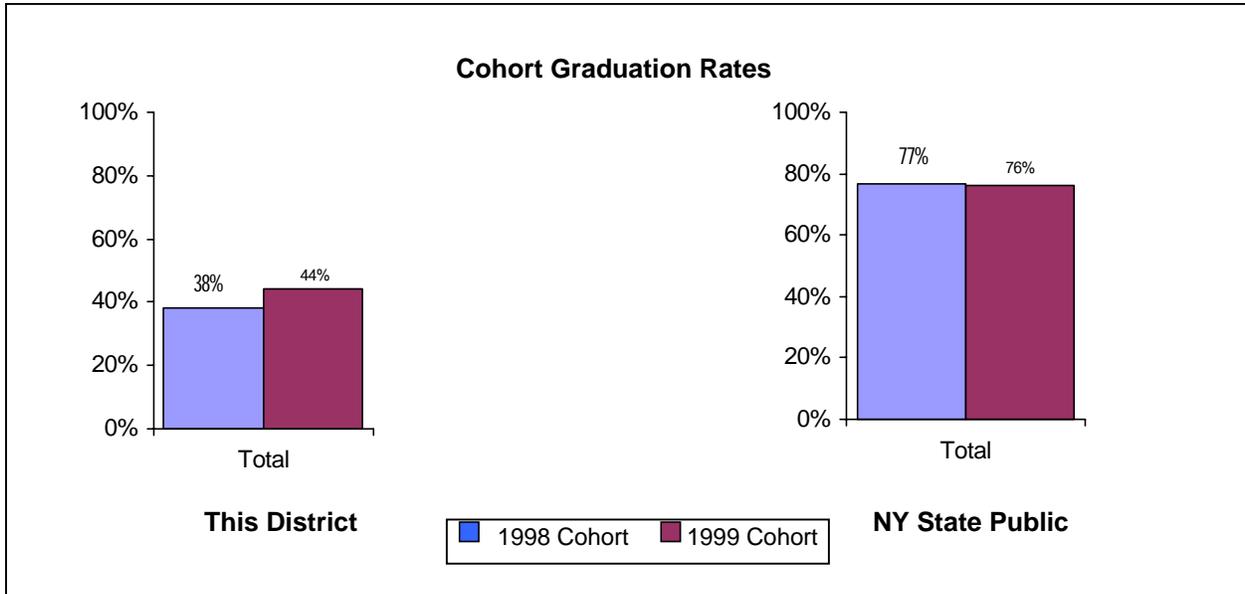
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>1998 Cohort</b>	2	1
<b>1999 Cohort</b>	1	0
<b>2000 Cohort</b>	9	6

\*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 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 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	291	9	300	115
1999 Cohort	317	19	336	149

\*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 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	325	93%	73%	30%	296	94%	61%	9%
Hispanic	169	s	s	s	177	s	s	s
Asian or Pacific Islander	2	s	s	s	1	s	s	s
White	2	s	s	s	2	s	s	s
Total	498	95%	76%	28%	476	95%	64%	10%
Small Group Totals (s)	173	98%	80%	26%	180	97%	68%	11%
<b>Results by Disability Status</b>								
General-education students	460	98%	79%	30%	434	97%	68%	10%
Students with disabilities	38	61%	37%	11%	42	71%	24%	2%
Total	498	95%	76%	28%	476	95%	64%	10%
<b>Results by Gender</b>								
Female	263	97%	76%	30%	207	95%	63%	12%
Male	235	92%	74%	27%	269	96%	64%	8%
Total	498	95%	76%	28%	476	95%	64%	10%
<b>Results by English Proficiency Status</b>								
English proficient	491	95%	76%	29%	471	95%	63%	9%
Limited English proficient	7	100%	71%	14%	5	80%	80%	40%
Total	498	95%	76%	28%	476	95%	64%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	418	95%	76%	29%	396	95%	63%	10%
Not disadvantaged	80	95%	75%	23%	80	98%	68%	10%
Total	498	95%	76%	28%	476	95%	64%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	4	s	s	s
Not migrant family	498	95%	76%	28%	472	s	s	s
Total	498	95%	76%	28%	476	95%	64%	10%

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	330	94%	84%	42%	296	98%	76%	25%
Hispanic	233	s	s	s	228	s	s	s
Asian or Pacific Islander	2	s	s	s	1	s	s	s
White	0	0%	0%	0%	2	s	s	s
Total	565	96%	85%	45%	527	97%	77%	24%
Small Group Totals (s)	235	98%	86%	49%	231	97%	79%	22%
<b>Results by Disability Status</b>								
General-education students	518	98%	88%	48%	480	99%	80%	25%
Students with disabilities	47	68%	49%	15%	47	85%	45%	11%
Total	565	96%	85%	45%	527	97%	77%	24%
<b>Results by Gender</b>								
Female	294	97%	86%	45%	227	98%	77%	22%
Male	271	95%	83%	45%	300	97%	77%	25%
Total	565	96%	85%	45%	527	97%	77%	24%
<b>Results by English Proficiency Status</b>								
English proficient	493	95%	88%	48%	464	98%	80%	26%
Limited English proficient	72	99%	65%	22%	63	95%	56%	5%
Total	565	96%	85%	45%	527	97%	77%	24%
<b>Results by Income Level</b>								
Economically disadvantaged	470	95%	85%	46%	443	97%	77%	23%
Not disadvantaged	95	98%	83%	41%	84	99%	76%	25%
Total	565	96%	85%	45%	527	97%	77%	24%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	6	100%	83%	17%
Not migrant family	565	96%	85%	45%	521	97%	77%	24%
Total	565	96%	85%	45%	527	97%	77%	24%

# Elementary Level

## Science\*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0%	0%
Black	295	96%	87%	41%
Hispanic	229	s	s	s
Asian or Pacific Islander	1	s	s	s
White	2	s	s	s
Total	527	96%	83%	38%
Small Group Totals (s)	232	96%	78%	34%
<b>Results by Disability Status</b>				
General-education students	478	97%	85%	40%
Students with disabilities	49	82%	63%	12%
Total	527	96%	83%	38%
<b>Results by Gender</b>				
Female	228	96%	84%	37%
Male	299	96%	82%	38%
Total	527	96%	83%	38%
<b>Results by English Proficiency Status</b>				
English proficient	463	96%	86%	41%
Limited English proficient	64	95%	63%	14%
Total	527	96%	83%	38%
<b>Results by Income Level</b>				
Economically disadvantaged	442	96%	82%	39%
Not disadvantaged	85	96%	89%	31%
Total	527	96%	83%	38%
<b>Results by Migrant Status</b>				
Migrant family	6	100%	67%	33%
Not migrant family	521	96%	83%	38%
Total	527	96%	83%	38%

\*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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	315	82%	27%	2%	278	81%	21%	1%
Hispanic	110	85%	32%	1%	113	81%	20%	1%
Asian or Pacific Islander	3	s	s	s	3	s	s	s
White	3	s	s	s	2	s	s	s
Total	431	83%	29%	2%	396	81%	20%	1%
Small Group Totals (s)	6	83%	50%	17%	5	100%	20%	0%
<b>Results by Disability Status</b>								
General-education students	386	90%	32%	2%	352	87%	22%	1%
Students with disabilities	45	20%	4%	0%	44	39%	9%	0%
Total	431	83%	29%	2%	396	81%	20%	1%
<b>Results by Gender</b>								
Female	239	88%	35%	3%	205	88%	27%	1%
Male	192	76%	21%	1%	191	74%	14%	1%
Total	431	83%	29%	2%	396	81%	20%	1%
<b>Results by English Proficiency Status</b>								
English proficient	428	s	s	s	395	s	s	s
Limited English proficient	3	s	s	s	1	s	s	s
Total	431	83%	29%	2%	396	81%	20%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	310	80%	25%	2%	273	78%	20%	1%
Not disadvantaged	121	90%	38%	2%	123	89%	22%	1%
Total	431	83%	29%	2%	396	81%	20%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	431	83%	29%	2%	396	81%	20%	1%
Total	431	83%	29%	2%	396	81%	20%	1%

**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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	318	78%	42%	4%	266	80%	41%	3%
Hispanic	146	78%	38%	8%	139	71%	36%	4%
Asian or Pacific Islander	3	s	s	s	3	s	s	s
White	3	s	s	s	2	s	s	s
Total	470	78%	41%	5%	410	77%	39%	3%
Small Group Totals (s)	6	100%	83%	17%	5	100%	20%	0%
<b>Results by Disability Status</b>								
General-education students	425	82%	45%	6%	372	81%	41%	4%
Students with disabilities	45	42%	9%	0%	38	45%	18%	0%
Total	470	78%	41%	5%	410	77%	39%	3%
<b>Results by Gender</b>								
Female	256	84%	46%	4%	209	82%	40%	4%
Male	214	71%	35%	7%	201	72%	38%	2%
Total	470	78%	41%	5%	410	77%	39%	3%
<b>Results by English Proficiency Status</b>								
English proficient	427	78%	44%	6%	379	80%	41%	4%
Limited English proficient	43	74%	12%	2%	31	39%	13%	0%
Total	470	78%	41%	5%	410	77%	39%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	328	78%	41%	6%	291	76%	39%	3%
Not disadvantaged	142	78%	42%	3%	119	81%	39%	4%
Total	470	78%	41%	5%	410	77%	39%	3%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	470	78%	41%	5%	410	77%	39%	3%
Total	470	78%	41%	5%	410	77%	39%	3%

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	237	13%	6%	3%	325	92%	58%	3%
Hispanic	129	s	s	s	129	s	s	s
Asian or Pacific Islander	2	s	s	s	2	s	s	s
White	2	s	s	s	2	s	s	s
Total	370	12%	5%	2%	458	91%	56%	3%
Small Group Totals (s)	133	11%	3%	2%	133	91%	51%	2%
<b>Results by Disability Status</b>								
General-education students	333	14%	5%	3%	415	95%	58%	3%
Students with disabilities	37	0%	0%	0%	43	58%	37%	0%
Total	370	12%	5%	2%	458	91%	56%	3%
<b>Results by Gender</b>								
Female	187	15%	5%	2%	235	96%	54%	3%
Male	183	9%	5%	3%	223	87%	58%	3%
Total	370	12%	5%	2%	458	91%	56%	3%
<b>Results by English Proficiency Status</b>								
English proficient	326	13%	6%	3%	429	92%	58%	3%
Limited English proficient	44	7%	0%	0%	29	90%	28%	0%
Total	370	12%	5%	2%	458	91%	56%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	267	11%	4%	3%	272	89%	54%	1%
Not disadvantaged	103	16%	7%	2%	186	96%	60%	5%
Total	370	12%	5%	2%	458	91%	56%	3%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	370	12%	5%	2%	458	91%	56%	3%
Total	370	12%	5%	2%	458	91%	56%	3%

## 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 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	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		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	0	0	0	0	0%	0	0	0	0	0%
Black	244	45	104	0	61%	205	15	113	5	65%
Hispanic	79	s	s	s	s	104	s	s	s	s
Asian or Pacific Islander	1	s	s	s	s	0	0	0	0	0%
White	0	0	0	0	0%	3	s	s	s	s
Total	324	61	126	0	58%	312	20	158	9	60%
Small Group Totals (s)	80	16	22	0	48%	107	5	45	4	50%
<b>Results by Disability Status</b>										
General-education students	291	57	124	0	62%	270	17	156	0	64%
Students with disabilities	33	4	2	0	18%	42	3	2	9	33%
Total	324	61	126	0	58%	312	20	158	9	60%
<b>Results by Gender</b>										
Female	163	31	69	0	61%	163	10	97	2	67%
Male	161	30	57	0	54%	149	10	61	7	52%
Total	324	61	126	0	58%	312	20	158	9	60%
<b>Results by English Proficiency Status</b>										
English proficient	292	55	124	0	61%	273	18	150	8	64%
Limited English proficient	32	6	2	0	25%	39	2	8	1	28%
Total	324	61	126	0	58%	312	20	158	9	60%
<b>Results by Income Level</b>										
Economically disadvantaged	164	34	70	0	63%	99	5	48	5	59%
Not disadvantaged	160	27	56	0	52%	213	15	110	4	61%
Total	324	61	126	0	58%	312	20	158	9	60%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	324	61	126	0	58%	312	20	158	9	60%
Total	324	61	126	0	58%	312	20	158	9	60%

**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		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	0	0	0	0	0%	0	0	0	0	0%
Black	244	37	97	1	55%	205	34	76	6	57%
Hispanic	79	s	s	s	s	104	s	s	s	s
Asian or Pacific Islander	1	s	s	s	s	0	0	0	0	0%
White	0	0	0	0	0%	3	s	s	s	s
Total	324	49	119	1	52%	312	43	104	9	50%
Small Group Totals (s)	80	12	22	0	43%	107	9	28	3	37%
<b>Results by Disability Status</b>										
General-education students	291	48	114	0	56%	270	41	100	0	52%
Students with disabilities	33	1	5	1	21%	42	2	4	9	36%
Total	324	49	119	1	52%	312	43	104	9	50%
<b>Results by Gender</b>										
Female	163	26	59	1	53%	163	29	64	3	59%
Male	161	23	60	0	52%	149	14	40	6	40%
Total	324	49	119	1	52%	312	43	104	9	50%
<b>Results by English Proficiency Status</b>										
English proficient	292	44	117	1	55%	273	41	101	8	55%
Limited English proficient	32	5	2	0	22%	39	2	3	1	15%
Total	324	49	119	1	52%	312	43	104	9	50%
<b>Results by Income Level</b>										
Economically disadvantaged	164	30	69	1	61%	99	12	29	6	47%
Not disadvantaged	160	19	50	0	43%	213	31	75	3	51%
Total	324	49	119	1	52%	312	43	104	9	50%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	324	49	119	1	52%	312	43	104	9	50%
Total	324	49	119	1	52%	312	43	104	9	50%

## 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	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0	0%
Black	221	36%	257	46%
Hispanic	77	s	77	s
Asian or Pacific Islander	2	s	1	s
White	0	0%	1	s
Total	300	38%	336	44%
Small Group Totals (s)	79	44%	79	38%
<b>Results by Disability Status</b>				
General-education students	276	40%	298	48%
Students with disabilities	24	17%	38	16%
Total	300	38%	336	44%
<b>Results by Gender</b>				
Female	170	47%	165	47%
Male	130	27%	171	42%
Total	300	38%	336	44%
<b>Results by English Proficiency Status</b>				
English proficient	282	38%	305	47%
Limited English proficient	18	39%	31	19%
Total	300	38%	336	44%
<b>Results by Income Level</b>				
Economically disadvantaged	165	54%	147	56%
Not disadvantaged	135	19%	189	35%
Total	300	38%	336	44%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	300	38%	336	44%
Total	300	38%	336	44%

## 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 40<sup>th</sup> 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.