

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  
Clarkstown Central 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: William B. Heebink		Phone: (845)639-6419
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	9350

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$12,507
<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
2,127	97%

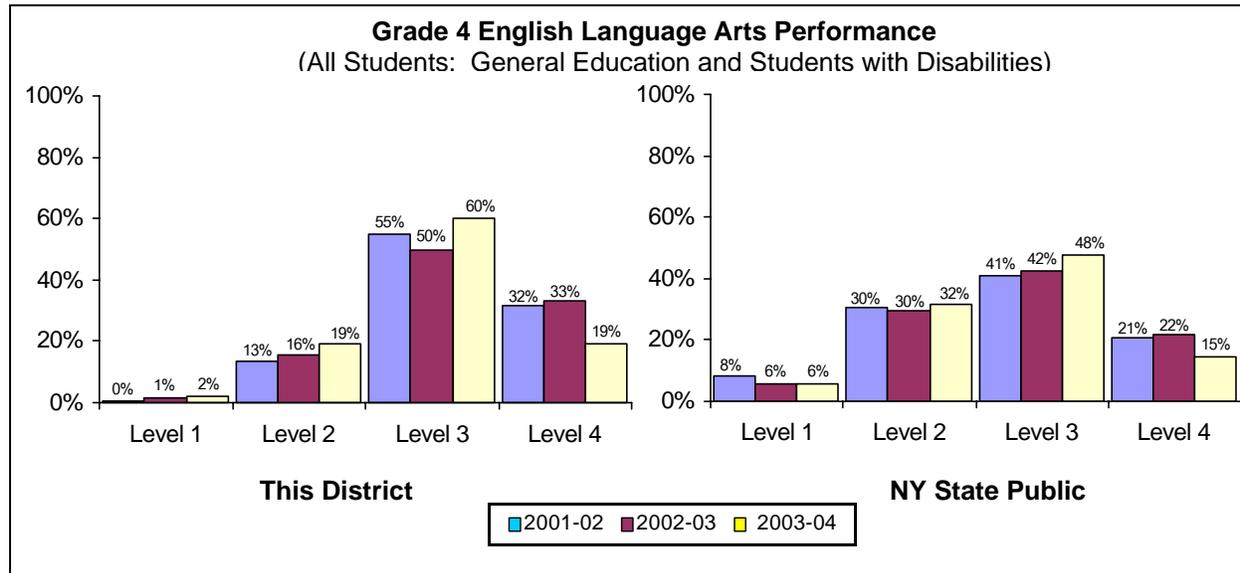
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
727	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	2	91	377	218	688	681
Feb 2003	10	114	358	241	723	675
Feb 2004	13	128	402	127	670	668

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> .

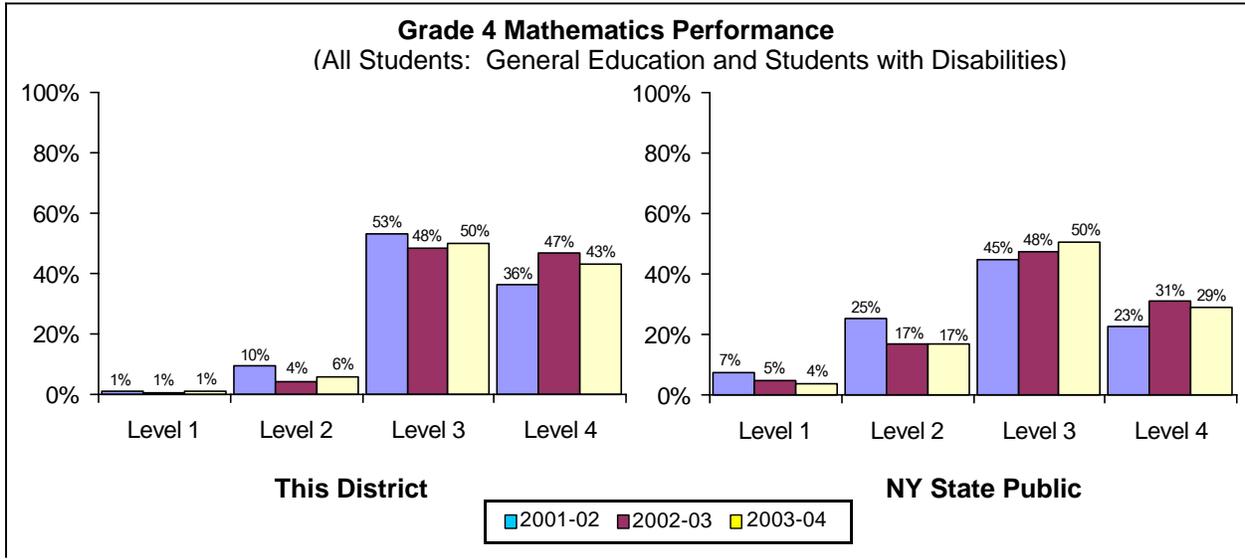
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
<b>2004</b>	0	1	3	8	12

### 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
<b>2003–04</b>	0	0	1	4	5

## Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810			
May 2002	7	68	373	256		704	669
May 2003	4	33	358	345		740	676
May 2004	6	40	342	293		681	674

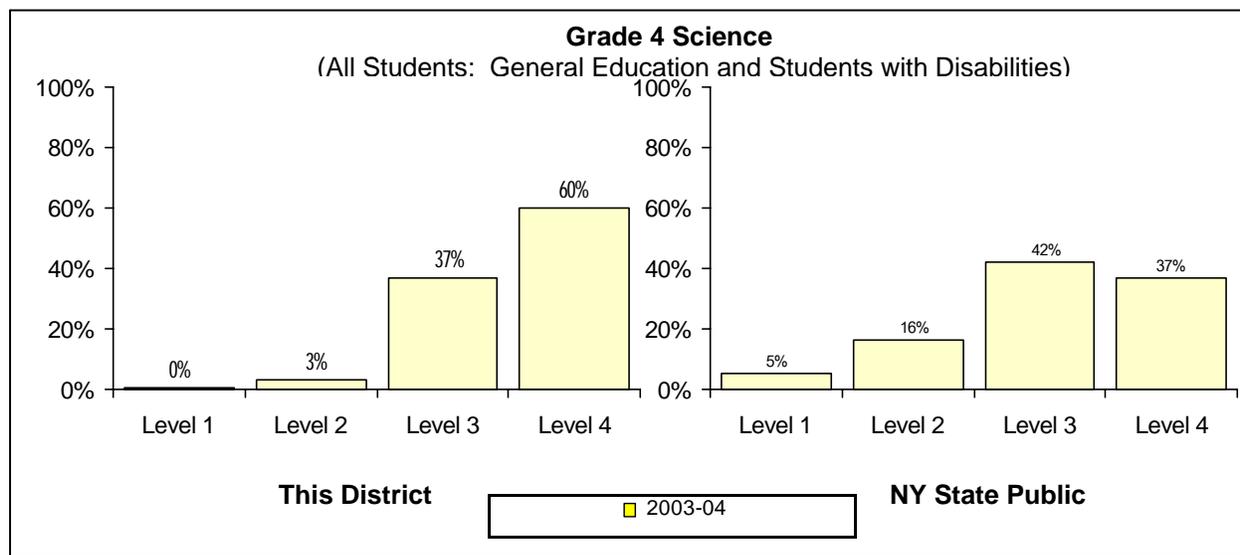
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	0	1	4	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	3	20	247	405	675	85

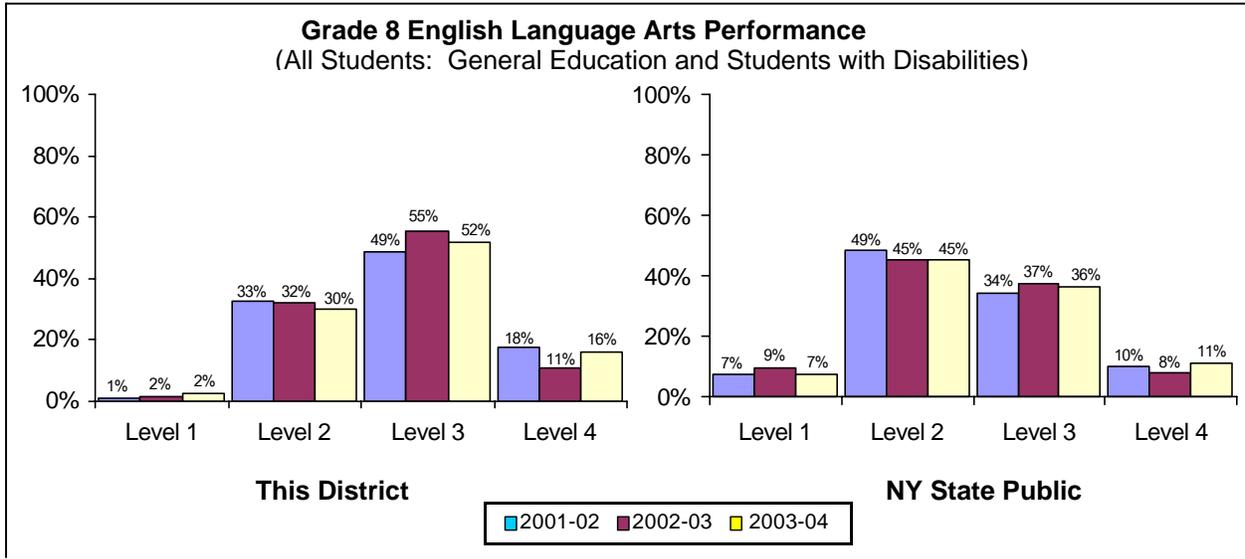
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	1	4	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					Total Tested	Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830			
March 2002	6	225	337	122		690	711
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830		Total Tested	
January 2003	12	228	393	78		711	707
January 2004	18	226	392	122		758	712

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> .

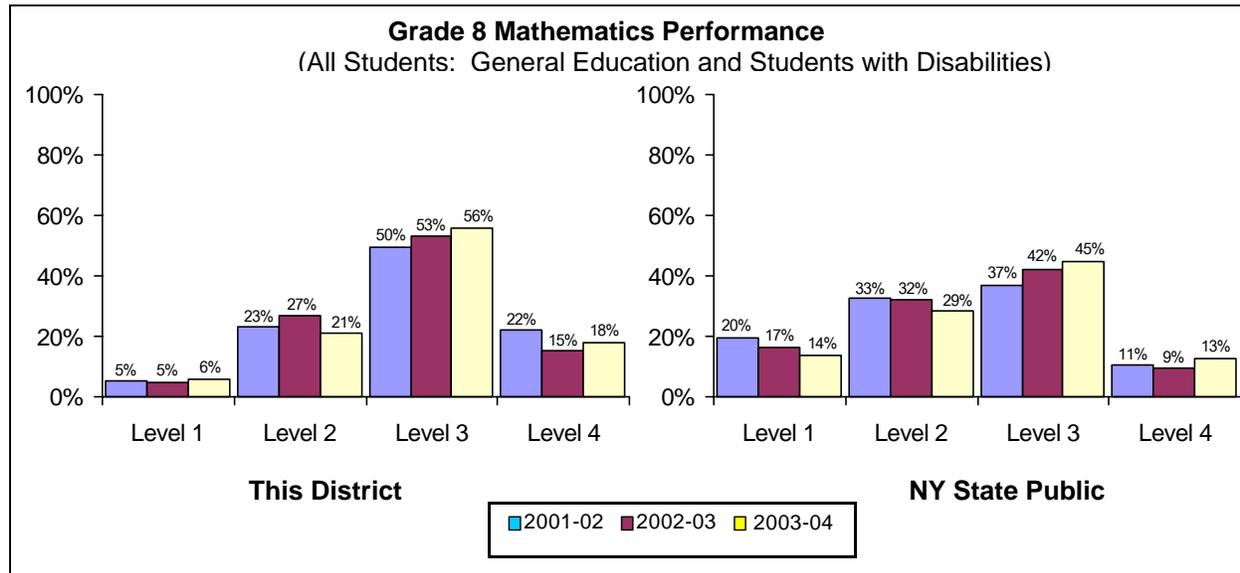
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	2	1	4	7

### 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	0	5	5

## 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	35	162	345	154	696	734
May 2003	33	194	384	111	722	730
May 2004	44	159	425	135	763	732

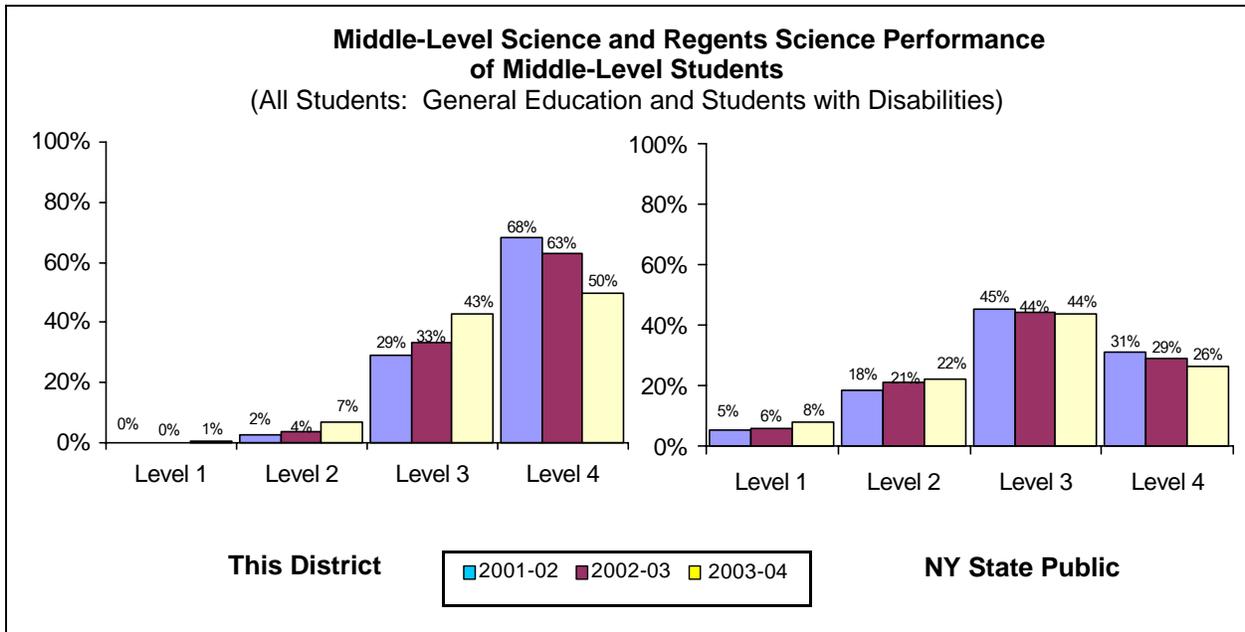
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

## 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	0	17	200	470	687	87
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	0	27	238	454	719	85
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	4	52	323	373	752	83
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
<b>Level 3</b>	These students <b>meet the standards</b> on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

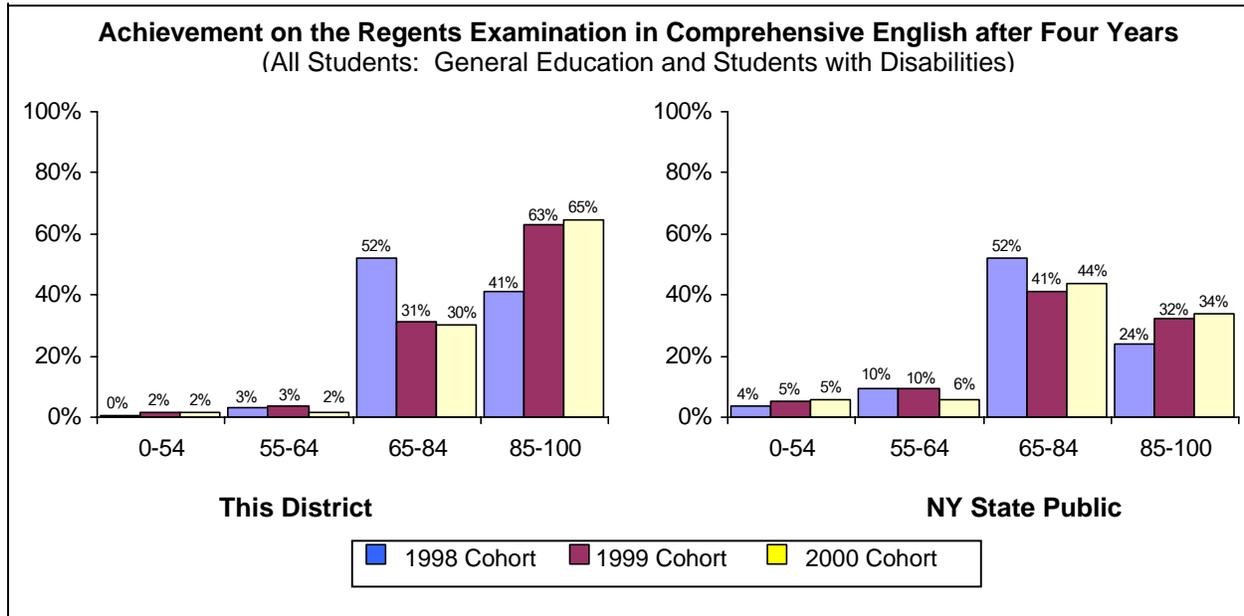
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	4

# 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>	671	2	21	349	275	0
<b>1999 Cohort</b>	658	10	23	204	414	0
<b>2000 Cohort</b>	728	12	11	221	470	0

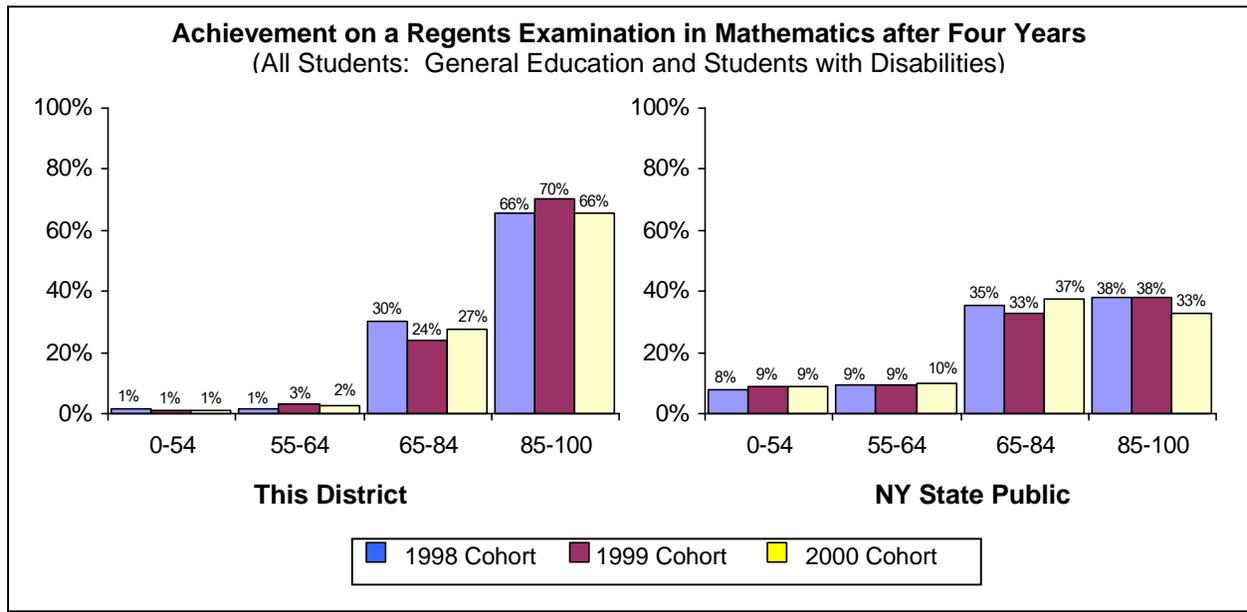
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	2	1
<b>1999 Cohort</b>	12	2
<b>2000 Cohort</b>	8	2

\*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>	671	10	9	203	440	0
<b>1999 Cohort</b>	658	8	19	157	463	0
<b>2000 Cohort</b>	728	8	18	200	478	0

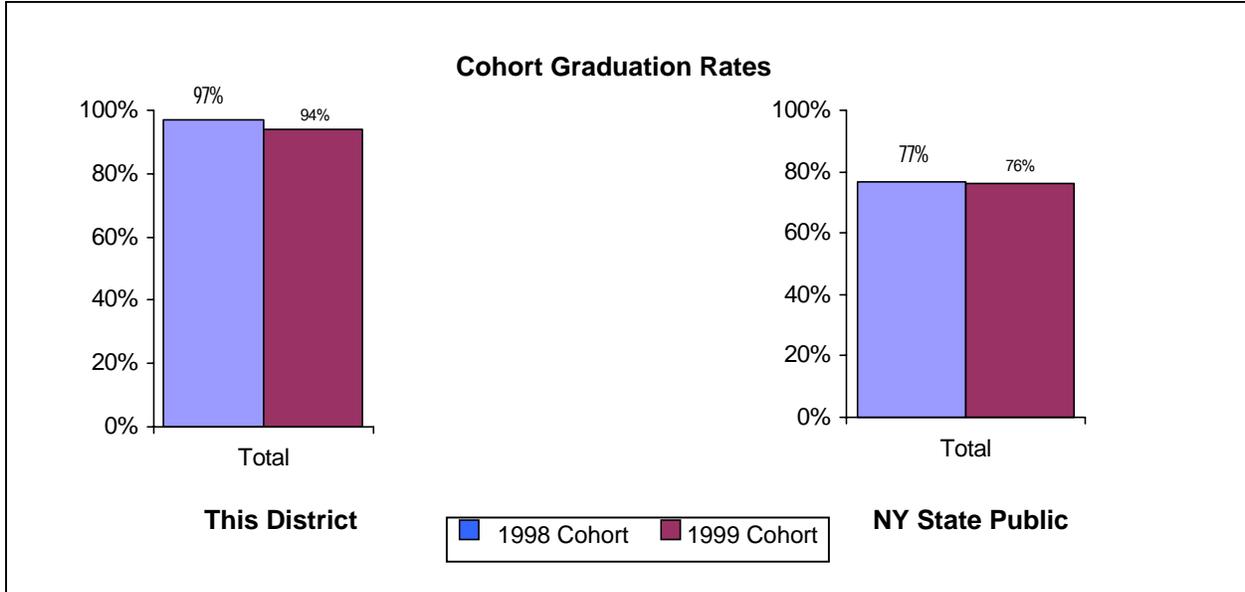
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	6	0
<b>1999 Cohort</b>	13	0
<b>2000 Cohort</b>	17	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 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	669	3	672	653
1999 Cohort	660	13	673	634

\*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	18	100%	78%	28%	22	86%	55%	9%
Hispanic	38	97%	76%	16%	39	100%	64%	15%
Asian or Pacific Islander	77	99%	92%	32%	76	100%	91%	29%
White	590	99%	82%	35%	533	98%	79%	18%
Total	723	99%	83%	33%	670	98%	79%	19%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	629	100%	88%	37%	580	99%	84%	22%
Students with disabilities	94	90%	51%	9%	90	89%	46%	1%
Total	723	99%	83%	33%	670	98%	79%	19%
<b>Results by Gender</b>								
Female	339	99%	83%	38%	323	99%	83%	20%
Male	384	98%	82%	29%	347	97%	75%	18%
Total	723	99%	83%	33%	670	98%	79%	19%
<b>Results by English Proficiency Status</b>								
English proficient	722	s	s	s	664	98%	79%	19%
Limited English proficient	1	s	s	s	6	100%	67%	0%
Total	723	99%	83%	33%	670	98%	79%	19%
<b>Results by Income Level</b>								
Economically disadvantaged	38	95%	76%	11%	32	97%	59%	3%
Not disadvantaged	685	99%	83%	35%	638	98%	80%	20%
Total	723	99%	83%	33%	670	98%	79%	19%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	723	99%	83%	33%	670	98%	79%	19%
Total	723	99%	83%	33%	670	98%	79%	19%

## 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	19	100%	95%	21%	22	91%	64%	23%
Hispanic	39	100%	85%	36%	40	100%	95%	23%
Asian or Pacific Islander	85	99%	93%	54%	81	100%	99%	54%
White	597	99%	96%	47%	538	99%	93%	44%
Total	740	99%	95%	47%	681	99%	93%	43%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	646	100%	97%	49%	591	100%	96%	46%
Students with disabilities	94	96%	82%	31%	90	93%	74%	26%
Total	740	99%	95%	47%	681	99%	93%	43%
<b>Results by Gender</b>								
Female	349	100%	95%	46%	330	99%	93%	38%
Male	391	99%	95%	47%	351	99%	93%	48%
Total	740	99%	95%	47%	681	99%	93%	43%
<b>Results by English Proficiency Status</b>								
English proficient	724	99%	95%	47%	662	99%	93%	44%
Limited English proficient	16	100%	75%	13%	19	100%	89%	21%
Total	740	99%	95%	47%	681	99%	93%	43%
<b>Results by Income Level</b>								
Economically disadvantaged	41	100%	88%	29%	32	100%	88%	13%
Not disadvantaged	699	99%	95%	48%	649	99%	94%	45%
Total	740	99%	95%	47%	681	99%	93%	43%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	740	99%	95%	47%	681	99%	93%	43%
Total	740	99%	95%	47%	681	99%	93%	43%

# 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	22	95%	82%	32%
Hispanic	40	100%	95%	50%
Asian or Pacific Islander	81	100%	98%	68%
White	532	100%	97%	61%
Total	675	100%	97%	60%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	586	100%	98%	62%
Students with disabilities	89	97%	88%	46%
Total	675	100%	97%	60%
<b>Results by Gender</b>				
Female	326	99%	97%	54%
Male	349	100%	96%	66%
Total	675	100%	97%	60%
<b>Results by English Proficiency Status</b>				
English proficient	656	100%	97%	61%
Limited English proficient	19	100%	84%	16%
Total	675	100%	97%	60%
<b>Results by Income Level</b>				
Economically disadvantaged	32	100%	97%	44%
Not disadvantaged	643	100%	97%	61%
Total	675	100%	97%	60%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	675	100%	97%	60%
Total	675	100%	97%	60%

\*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	16	94%	56%	19%	24	96%	33%	17%
Hispanic	26	96%	50%	0%	34	82%	53%	9%
Asian or Pacific Islander	70	100%	76%	21%	49	96%	80%	18%
White	599	98%	66%	10%	651	99%	69%	16%
Total	711	98%	66%	11%	758	98%	68%	16%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	610	100%	74%	13%	631	100%	77%	19%
Students with disabilities	101	90%	21%	1%	127	88%	22%	1%
Total	711	98%	66%	11%	758	98%	68%	16%
<b>Results by Gender</b>								
Female	336	99%	71%	14%	340	99%	73%	22%
Male	375	98%	62%	9%	418	97%	64%	11%
Total	711	98%	66%	11%	758	98%	68%	16%
<b>Results by English Proficiency Status</b>								
English proficient	711	98%	66%	11%	757	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	711	98%	66%	11%	758	98%	68%	16%
<b>Results by Income Level</b>								
Economically disadvantaged	41	90%	44%	5%	51	88%	31%	2%
Not disadvantaged	670	99%	68%	11%	707	98%	70%	17%
Total	711	98%	66%	11%	758	98%	68%	16%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	711	98%	66%	11%	758	98%	68%	16%
Total	711	98%	66%	11%	758	98%	68%	16%

**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	17	82%	53%	6%	23	78%	39%	9%
Hispanic	30	93%	30%	0%	35	83%	49%	0%
Asian or Pacific Islander	76	99%	84%	38%	54	96%	80%	28%
White	599	95%	69%	14%	651	95%	75%	18%
Total	722	95%	69%	15%	763	94%	73%	18%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	620	99%	76%	18%	634	99%	82%	21%
Students with disabilities	102	73%	24%	1%	129	69%	29%	3%
Total	722	95%	69%	15%	763	94%	73%	18%
<b>Results by Gender</b>								
Female	341	97%	71%	17%	346	94%	74%	19%
Male	381	94%	66%	14%	417	94%	73%	17%
Total	722	95%	69%	15%	763	94%	73%	18%
<b>Results by English Proficiency Status</b>								
English proficient	717	95%	68%	15%	754	94%	74%	18%
Limited English proficient	5	100%	100%	20%	9	89%	33%	0%
Total	722	95%	69%	15%	763	94%	73%	18%
<b>Results by Income Level</b>								
Economically disadvantaged	43	86%	40%	7%	50	86%	48%	4%
Not disadvantaged	679	96%	70%	16%	713	95%	75%	19%
Total	722	95%	69%	15%	763	94%	73%	18%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	722	95%	69%	15%	763	94%	73%	18%
Total	722	95%	69%	15%	763	94%	73%	18%

## 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	16	100%	88%	44%	23	100%	70%	26%
Hispanic	29	100%	90%	28%	33	97%	73%	15%
Asian or Pacific Islander	74	100%	100%	76%	52	98%	94%	54%
White	600	100%	96%	64%	644	100%	94%	52%
Total	719	100%	96%	63%	752	99%	93%	50%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	620	100%	99%	69%	628	100%	97%	56%
Students with disabilities	99	100%	77%	27%	124	97%	69%	18%
Total	719	100%	96%	63%	752	99%	93%	50%
<b>Results by Gender</b>								
Female	342	100%	97%	63%	339	99%	91%	48%
Male	377	100%	95%	63%	413	100%	93%	51%
Total	719	100%	96%	63%	752	99%	93%	50%
<b>Results by English Proficiency Status</b>								
English proficient	714	100%	96%	63%	745	99%	93%	50%
Limited English proficient	5	100%	100%	40%	7	100%	71%	0%
Total	719	100%	96%	63%	752	99%	93%	50%
<b>Results by Income Level</b>								
Economically disadvantaged	43	100%	86%	30%	48	98%	73%	21%
Not disadvantaged	676	100%	97%	65%	704	100%	94%	52%
Total	719	100%	96%	63%	752	99%	93%	50%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	719	100%	96%	63%	752	99%	93%	50%
Total	719	100%	96%	63%	752	99%	93%	50%

## 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	18	0	18	0	100%	19	0	16	0	84%
Hispanic	21	1	19	1	100%	44	1	40	0	93%
Asian or Pacific Islander	80	0	77	1	97%	84	0	82	2	100%
White	539	20	504	10	99%	581	10	553	6	98%
Total	658	21	618	12	99%	728	11	691	8	98%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	555	6	547	0	100%	598	2	592	0	99%
Students with disabilities	103	15	71	12	95%	130	9	99	8	89%
Total	658	21	618	12	99%	728	11	691	8	98%
<b>Results by Gender</b>										
Female	316	6	304	4	99%	374	6	360	4	99%
Male	342	15	314	8	99%	354	5	331	4	96%
Total	658	21	618	12	99%	728	11	691	8	98%
<b>Results by English Proficiency Status</b>										
English proficient	648	21	609	11	99%	715	11	682	7	98%
Limited English proficient	10	0	9	1	100%	13	0	9	1	77%
Total	658	21	618	12	99%	728	11	691	8	98%
<b>Results by Income Level</b>										
Economically disadvantaged	12	0	10	2	100%	30	2	21	2	83%
Not disadvantaged	646	21	608	10	99%	698	9	670	6	98%
Total	658	21	618	12	99%	728	11	691	8	98%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	658	21	618	12	99%	728	11	691	8	98%
Total	658	21	618	12	99%	728	11	691	8	98%

**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	18	1	17	0	100%	19	3	14	0	89%
Hispanic	21	2	17	2	100%	44	3	37	1	93%
Asian or Pacific Islander	80	0	76	2	97%	84	0	84	0	100%
White	539	16	510	9	99%	581	12	543	16	98%
Total	658	19	620	13	99%	728	18	678	17	98%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	555	8	545	0	100%	598	7	587	0	99%
Students with disabilities	103	11	75	13	96%	130	11	91	17	92%
Total	658	19	620	13	99%	728	18	678	17	98%
<b>Results by Gender</b>										
Female	316	8	298	7	99%	374	9	356	6	99%
Male	342	11	322	6	99%	354	9	322	11	97%
Total	658	19	620	13	99%	728	18	678	17	98%
<b>Results by English Proficiency Status</b>										
English proficient	648	19	612	12	99%	715	17	670	17	98%
Limited English proficient	10	0	8	1	90%	13	1	8	0	69%
Total	658	19	620	13	99%	728	18	678	17	98%
<b>Results by Income Level</b>										
Economically disadvantaged	12	2	7	3	100%	30	4	21	1	87%
Not disadvantaged	646	17	613	10	99%	698	14	657	16	98%
Total	658	19	620	13	99%	728	18	678	17	98%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	658	19	620	13	99%	728	18	678	17	98%
Total	658	19	620	13	99%	728	18	678	17	98%

## 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	18	83%	19	95%
Hispanic	34	94%	23	83%
Asian or Pacific Islander	55	98%	82	95%
White	565	98%	549	95%
Total	672	97%	673	94%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	571	98%	568	96%
Students with disabilities	101	90%	105	87%
Total	672	97%	673	94%
<b>Results by Gender</b>				
Female	329	99%	318	97%
Male	343	96%	355	92%
Total	672	97%	673	94%
<b>Results by English Proficiency Status</b>				
English proficient	662	97%	663	94%
Limited English proficient	10	90%	10	100%
Total	672	97%	673	94%
<b>Results by Income Level</b>				
Economically disadvantaged	14	100%	14	71%
Not disadvantaged	658	97%	659	95%
Total	672	97%	673	94%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	672	97%	673	94%
Total	672	97%	673	94%

## 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.