

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  
Amityville 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: Brian M. Desorbe		Phone: (631)598-6507
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	2951

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$16,921
<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
660	97%

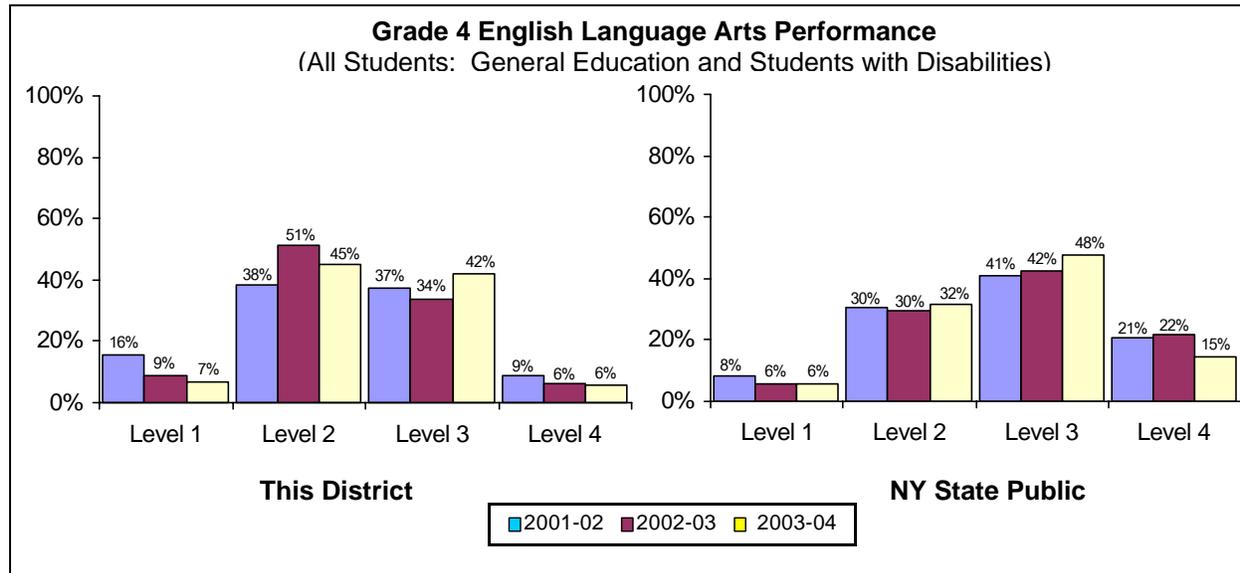
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
268	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	37	90	88	21	236	640
Feb 2003	21	120	79	15	235	638
Feb 2004	15	99	92	13	219	644

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> .

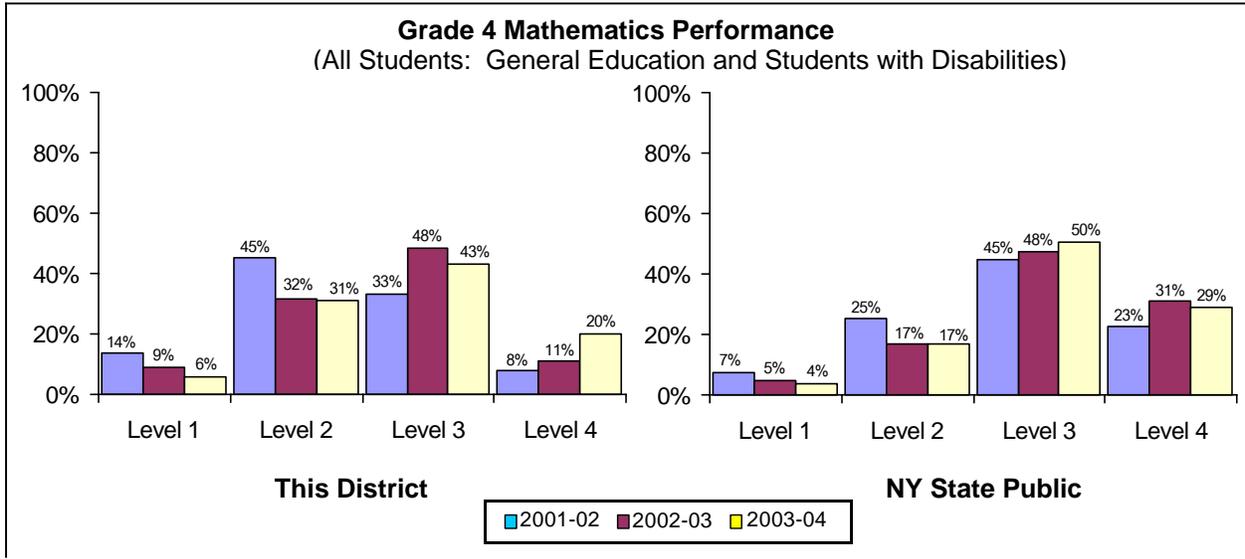
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	5	5	2	10	22

### 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	#	#	#	#	2

## 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	35	117	86	20		258	631
May 2003	23	83	127	29		262	641
May 2004	14	75	105	48		242	651

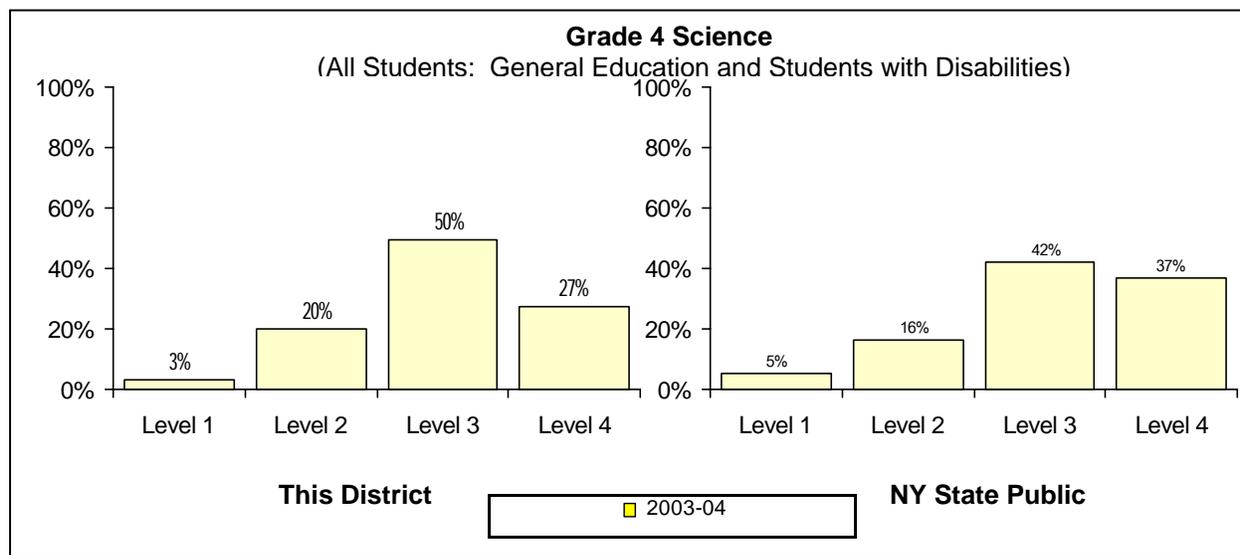
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

# 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	8	48	120	66	242	74

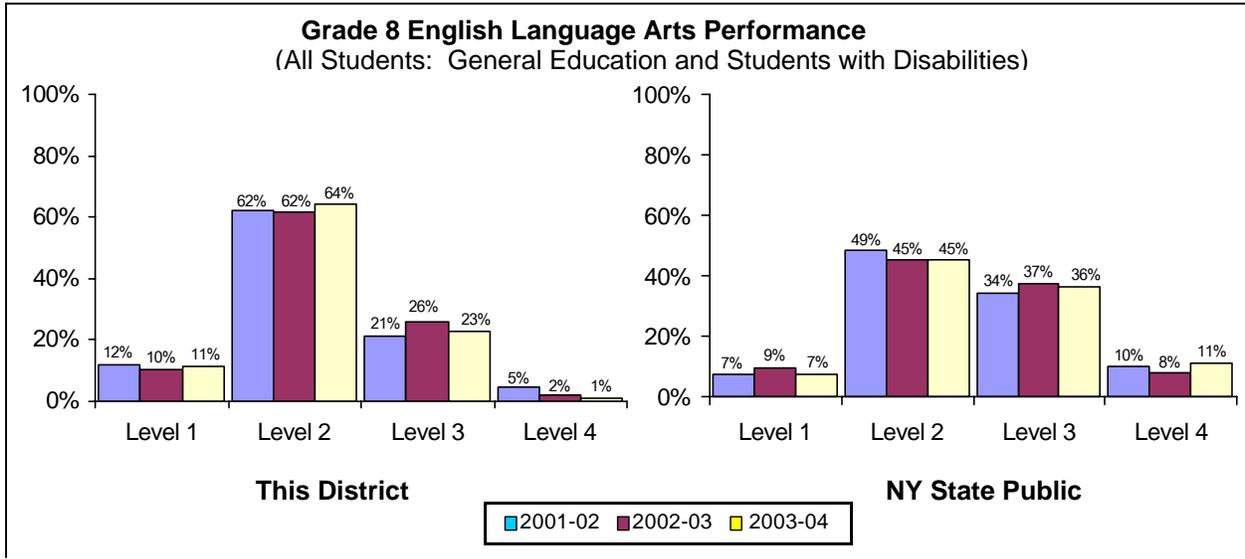
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	#	#	#	#	2

\*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	27	143	49	11	230	685
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	22	130	55	4	211	685
January 2004	28	157	56	3	244	683

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> .

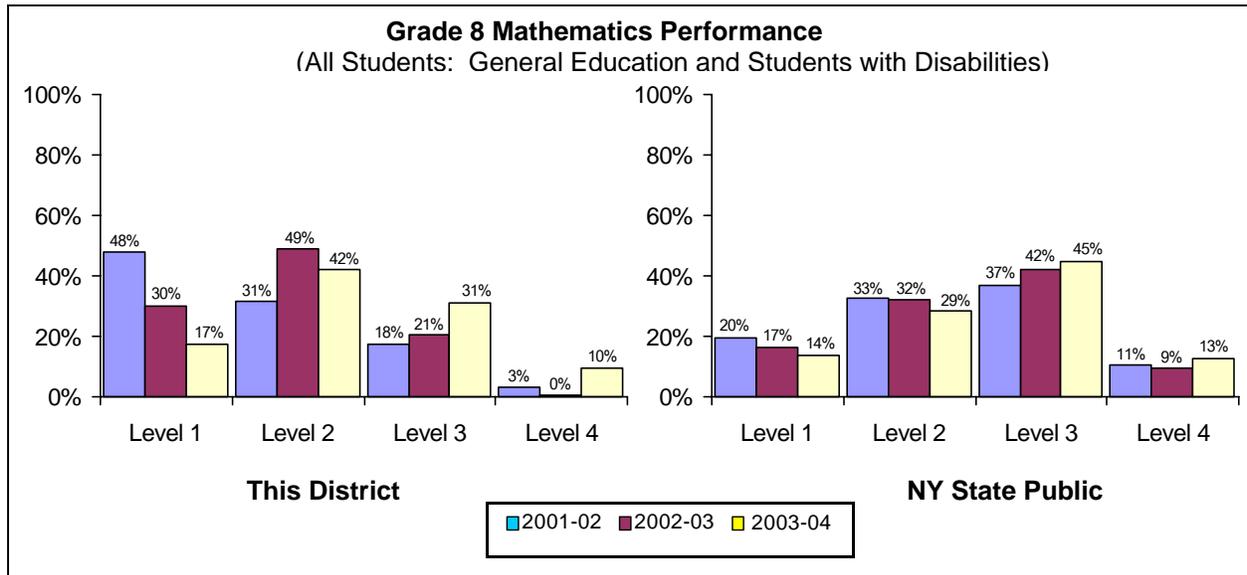
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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

## 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	115	75	42	7	239	683
May 2003	72	117	49	1	239	693
May 2004	43	104	77	24	248	708

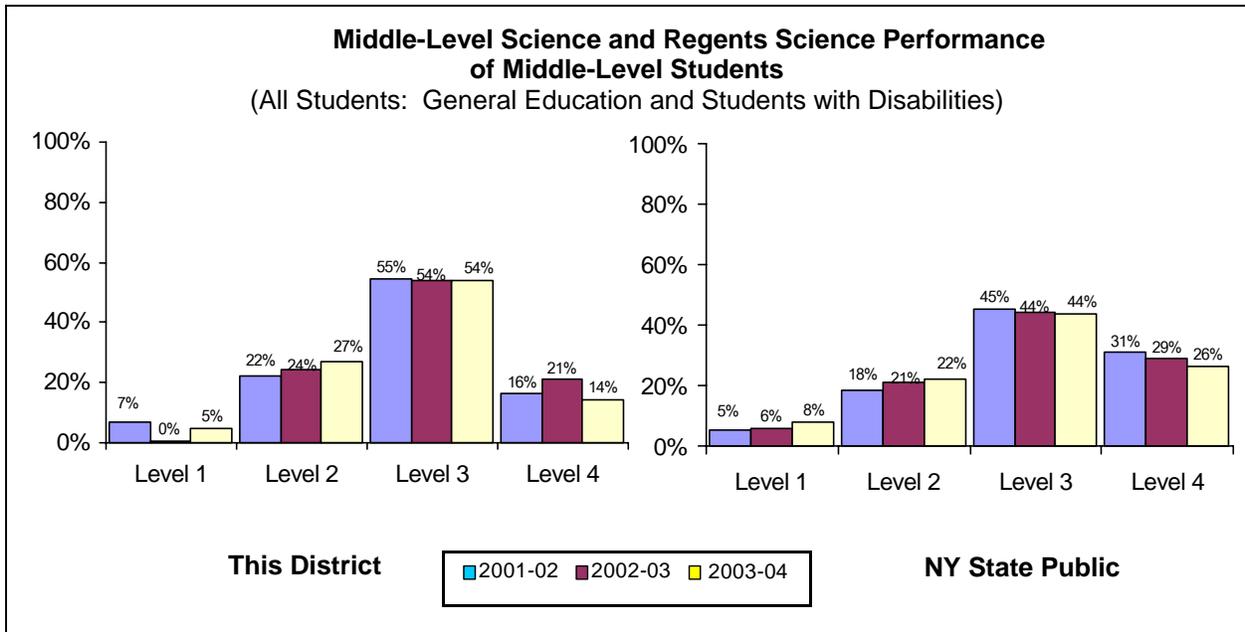
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

## 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	15	50	106	9	180	65
	Regents Science	0	0	17	28	45	85
January/ June 2003	Middle-Level Science	1	52	102	11	166	70
	Regents Science	0	0	14	34	48	86
January/ June 2004	Middle-Level Science	11	61	103	15	190	67
	Regents Science	0	0	20	17	37	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.

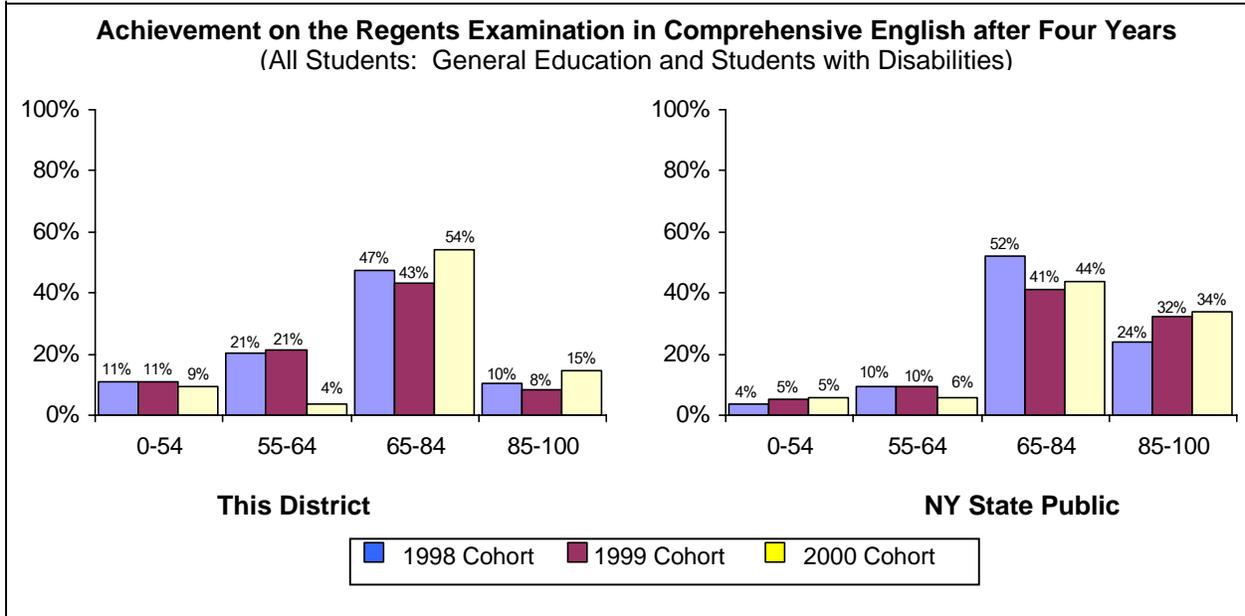
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	0	0	0

# 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>	156	17	32	74	16	0
<b>1999 Cohort</b>	168	18	36	73	14	0
<b>2000 Cohort</b>	186	17	7	101	27	0

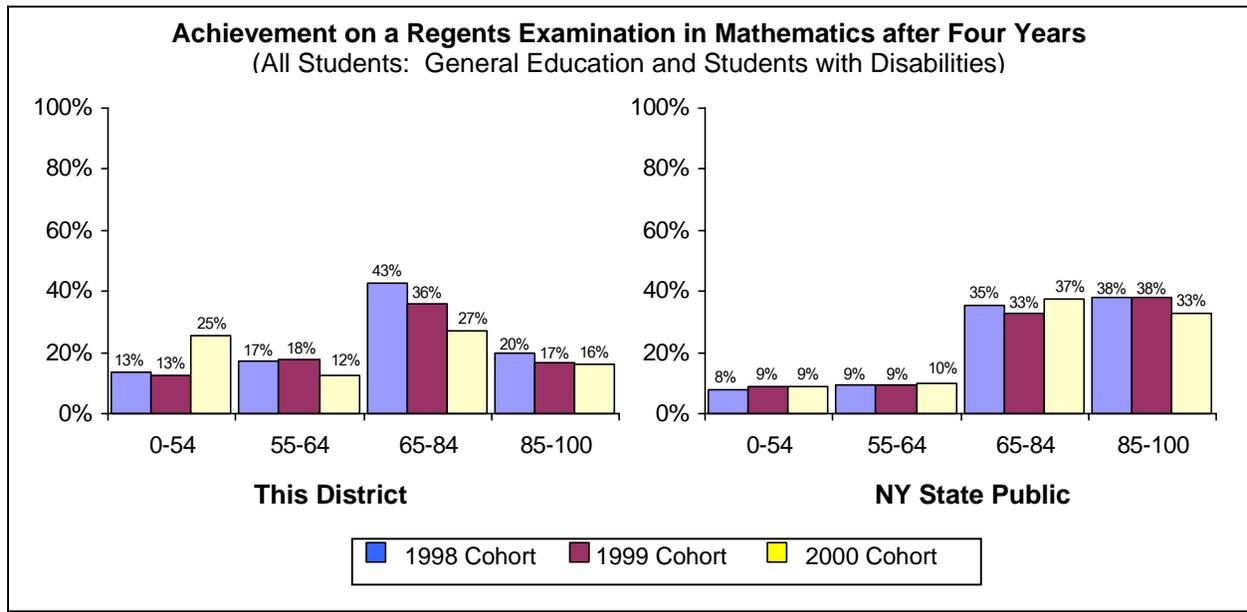
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	3
<b>1999 Cohort</b>	7	3
<b>2000 Cohort</b>	2	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.

# 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>	156	21	27	67	31	0
<b>1999 Cohort</b>	168	21	30	60	28	0
<b>2000 Cohort</b>	186	47	23	50	30	0

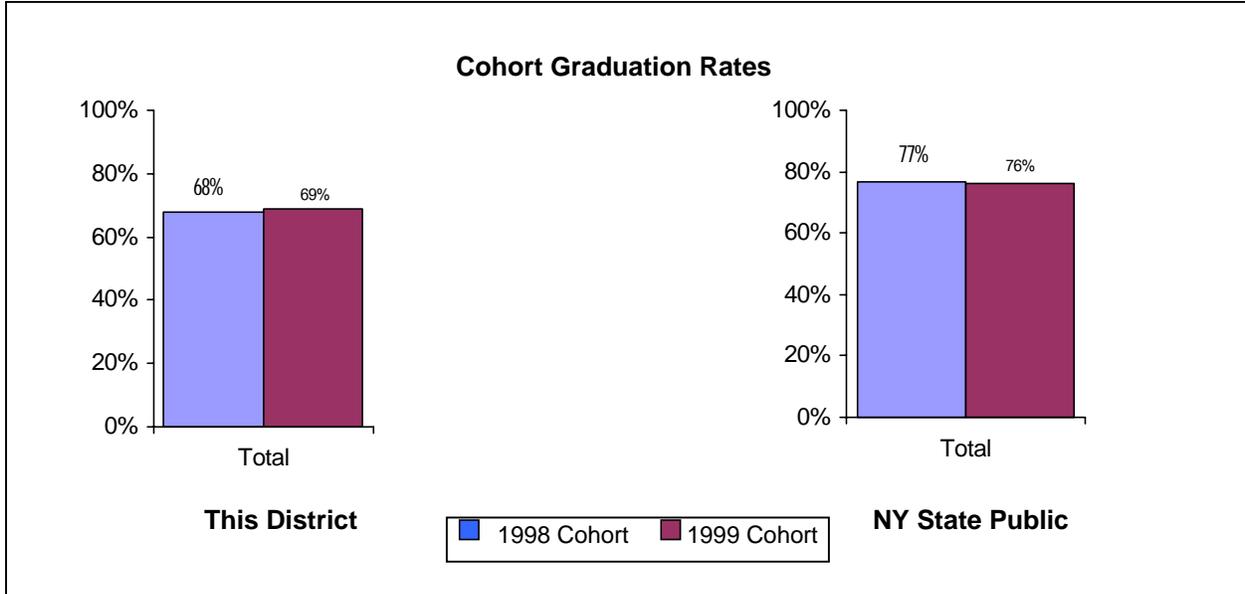
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	3	0
<b>1999 Cohort</b>	4	0
<b>2000 Cohort</b>	6	1

\*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	164	2	166	113
1999 Cohort	164	7	171	118

\*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	153	90%	33%	5%	154	90%	35%	3%
Hispanic	49	92%	45%	10%	32	100%	72%	9%
Asian or Pacific Islander	3	s	s	s	4	s	s	s
White	30	s	s	s	29	s	s	s
Total	235	91%	40%	6%	219	93%	48%	6%
Small Group Totals (s)	33	97%	64%	9%	33	100%	85%	15%
<b>Results by Disability Status</b>								
General-education students	205	98%	46%	7%	197	96%	52%	7%
Students with disabilities	30	47%	0%	0%	22	64%	14%	0%
Total	235	91%	40%	6%	219	93%	48%	6%
<b>Results by Gender</b>								
Female	123	95%	48%	9%	95	97%	54%	11%
Male	112	87%	31%	4%	124	90%	44%	2%
Total	235	91%	40%	6%	219	93%	48%	6%
<b>Results by English Proficiency Status</b>								
English proficient	233	s	s	s	217	s	s	s
Limited English proficient	2	s	s	s	2	s	s	s
Total	235	91%	40%	6%	219	93%	48%	6%
<b>Results by Income Level</b>								
Economically disadvantaged	162	94%	36%	7%	115	92%	39%	3%
Not disadvantaged	73	84%	49%	5%	104	94%	58%	9%
Total	235	91%	40%	6%	219	93%	48%	6%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	235	91%	40%	6%	219	93%	48%	6%
Total	235	91%	40%	6%	219	93%	48%	6%

## 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	158	90%	51%	8%	156	94%	54%	12%
Hispanic	69	93%	67%	13%	49	90%	67%	29%
Asian or Pacific Islander	3	s	s	s	4	s	s	s
White	32	s	s	s	33	s	s	s
Total	262	91%	60%	11%	242	94%	63%	20%
Small Group Totals (s)	35	94%	83%	23%	37	100%	95%	41%
<b>Results by Disability Status</b>								
General-education students	230	95%	64%	12%	220	96%	68%	22%
Students with disabilities	32	63%	28%	3%	22	73%	18%	0%
Total	262	91%	60%	11%	242	94%	63%	20%
<b>Results by Gender</b>								
Female	134	93%	62%	13%	107	93%	71%	22%
Male	128	90%	57%	9%	135	95%	57%	18%
Total	262	91%	60%	11%	242	94%	63%	20%
<b>Results by English Proficiency Status</b>								
English proficient	241	92%	62%	12%	219	96%	66%	22%
Limited English proficient	21	81%	33%	5%	23	78%	39%	0%
Total	262	91%	60%	11%	242	94%	63%	20%
<b>Results by Income Level</b>								
Economically disadvantaged	182	95%	60%	10%	126	97%	56%	12%
Not disadvantaged	80	83%	58%	14%	116	91%	71%	28%
Total	262	91%	60%	11%	242	94%	63%	20%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	262	91%	60%	11%	242	94%	63%	20%
Total	262	91%	60%	11%	242	94%	63%	20%

# 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	156	97%	74%	19%
Hispanic	49	92%	73%	29%
Asian or Pacific Islander	4	s	s	s
White	33	s	s	s
Total	242	97%	77%	27%
Small Group Totals (s)	37	100%	95%	62%
<b>Results by Disability Status</b>				
General-education students	220	96%	79%	29%
Students with disabilities	22	100%	59%	9%
Total	242	97%	77%	27%
<b>Results by Gender</b>				
Female	108	97%	79%	31%
Male	134	96%	75%	25%
Total	242	97%	77%	27%
<b>Results by English Proficiency Status</b>				
English proficient	219	98%	80%	29%
Limited English proficient	23	83%	43%	9%
Total	242	97%	77%	27%
<b>Results by Income Level</b>				
Economically disadvantaged	126	96%	74%	23%
Not disadvantaged	116	97%	80%	32%
Total	242	97%	77%	27%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	242	97%	77%	27%
Total	242	97%	77%	27%

\*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	145	90%	25%	1%	154	86%	18%	1%
Hispanic	34	88%	21%	3%	50	86%	26%	0%
Asian or Pacific Islander	3	s	s	s	1	s	s	s
White	29	s	s	s	39	s	s	s
Total	211	90%	28%	2%	244	89%	24%	1%
Small Group Totals (s)	32	91%	50%	6%	40	100%	45%	5%
<b>Results by Disability Status</b>								
General-education students	188	95%	31%	2%	208	95%	28%	1%
Students with disabilities	23	43%	0%	0%	36	50%	3%	0%
Total	211	90%	28%	2%	244	89%	24%	1%
<b>Results by Gender</b>								
Female	104	89%	30%	3%	106	91%	25%	3%
Male	107	90%	26%	1%	138	87%	24%	0%
Total	211	90%	28%	2%	244	89%	24%	1%
<b>Results by English Proficiency Status</b>								
English proficient	208	s	s	s	242	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	211	90%	28%	2%	244	89%	24%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	103	93%	20%	1%	112	88%	21%	0%
Not disadvantaged	108	86%	35%	3%	132	89%	27%	2%
Total	211	90%	28%	2%	244	89%	24%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	211	90%	28%	2%	244	89%	24%	1%
Total	211	90%	28%	2%	244	89%	24%	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	164	68%	17%	0%	155	81%	34%	7%
Hispanic	41	63%	15%	0%	54	80%	50%	7%
Asian or Pacific Islander	3	s	s	s	2	s	s	s
White	31	s	s	s	37	s	s	s
Total	239	70%	21%	0%	248	83%	41%	10%
Small Group Totals (s)	34	88%	47%	3%	39	95%	56%	23%
<b>Results by Disability Status</b>								
General-education students	214	73%	22%	0%	214	89%	46%	11%
Students with disabilities	25	44%	8%	0%	34	41%	9%	0%
Total	239	70%	21%	0%	248	83%	41%	10%
<b>Results by Gender</b>								
Female	112	75%	27%	1%	105	81%	45%	9%
Male	127	65%	16%	0%	143	84%	38%	10%
Total	239	70%	21%	0%	248	83%	41%	10%
<b>Results by English Proficiency Status</b>								
English proficient	225	70%	22%	0%	239	83%	41%	10%
Limited English proficient	14	71%	0%	0%	9	78%	33%	0%
Total	239	70%	21%	0%	248	83%	41%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	118	65%	15%	0%	111	78%	38%	7%
Not disadvantaged	121	74%	26%	1%	137	86%	43%	12%
Total	239	70%	21%	0%	248	83%	41%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	239	70%	21%	0%	248	83%	41%	10%
Total	239	70%	21%	0%	248	83%	41%	10%

## 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	123	99%	67%	6%	124	92%	63%	6%
Hispanic	30	100%	70%	3%	41	98%	49%	5%
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	12	s	s	s	24	s	s	s
Total	166	99%	68%	7%	190	94%	62%	8%
Small Group Totals (s)	13	100%	77%	23%	25	100%	80%	20%
<b>Results by Disability Status</b>								
General-education students	143	100%	73%	8%	161	97%	69%	9%
Students with disabilities	23	96%	39%	0%	29	79%	24%	3%
Total	166	99%	68%	7%	190	94%	62%	8%
<b>Results by Gender</b>								
Female	71	100%	65%	4%	77	96%	57%	5%
Male	95	99%	71%	8%	113	93%	65%	10%
Total	166	99%	68%	7%	190	94%	62%	8%
<b>Results by English Proficiency Status</b>								
English proficient	155	99%	70%	7%	183	95%	63%	8%
Limited English proficient	11	100%	36%	0%	7	86%	29%	14%
Total	166	99%	68%	7%	190	94%	62%	8%
<b>Results by Income Level</b>								
Economically disadvantaged	91	100%	67%	4%	93	95%	61%	8%
Not disadvantaged	75	99%	69%	9%	97	94%	63%	8%
Total	166	99%	68%	7%	190	94%	62%	8%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	166	99%	68%	7%	190	94%	62%	8%
Total	166	99%	68%	7%	190	94%	62%	8%

## 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	1	s	s	s	s	0	0	0	0	0%
Black	117	29	56	6	78%	122	4	82	2	72%
Hispanic	15	s	s	s	s	27	s	s	s	s
Asian or Pacific Islander	0	0	0	0	0%	3	s	s	s	s
White	35	4	22	1	77%	34	2	27	0	85%
Total	168	36	87	7	77%	186	7	128	2	74%
Small Group Totals (s)	16	3	9	0	75%	30	1	19	0	67%
<b>Results by Disability Status</b>										
General-education students	143	35	85	0	84%	156	5	122	1	82%
Students with disabilities	25	1	2	7	40%	30	2	6	1	30%
Total	168	36	87	7	77%	186	7	128	2	74%
<b>Results by Gender</b>										
Female	76	13	46	1	79%	89	5	61	2	76%
Male	92	23	41	6	76%	97	2	67	0	71%
Total	168	36	87	7	77%	186	7	128	2	74%
<b>Results by English Proficiency Status</b>										
English proficient	164	s	s	s	s	183	s	s	s	s
Limited English proficient	4	s	s	s	s	3	s	s	s	s
Total	168	36	87	7	77%	186	7	128	2	74%
<b>Results by Income Level</b>										
Economically disadvantaged	61	15	28	3	75%	77	4	49	0	69%
Not disadvantaged	107	21	59	4	79%	109	3	79	2	77%
Total	168	36	87	7	77%	186	7	128	2	74%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	168	36	87	7	77%	186	7	128	2	74%
Total	168	36	87	7	77%	186	7	128	2	74%

**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	1	s	s	s	s	0	0	0	0	0%
Black	117	22	53	3	67%	122	16	45	5	54%
Hispanic	15	s	s	s	s	27	s	s	s	s
Asian or Pacific Islander	0	0	0	0	0%	3	s	s	s	s
White	35	4	25	1	86%	34	3	23	1	79%
Total	168	30	88	4	73%	186	23	80	6	59%
Small Group Totals (s)	16	4	10	0	88%	30	4	12	0	53%
<b>Results by Disability Status</b>										
General-education students	143	28	85	0	79%	156	21	79	0	64%
Students with disabilities	25	2	3	4	36%	30	2	1	6	30%
Total	168	30	88	4	73%	186	23	80	6	59%
<b>Results by Gender</b>										
Female	76	15	42	1	76%	89	9	41	4	61%
Male	92	15	46	3	70%	97	14	39	2	57%
Total	168	30	88	4	73%	186	23	80	6	59%
<b>Results by English Proficiency Status</b>										
English proficient	164	s	s	s	s	183	s	s	s	s
Limited English proficient	4	s	s	s	s	3	s	s	s	s
Total	168	30	88	4	73%	186	23	80	6	59%
<b>Results by Income Level</b>										
Economically disadvantaged	61	15	25	2	69%	77	9	28	3	52%
Not disadvantaged	107	15	63	2	75%	109	14	52	3	63%
Total	168	30	88	4	73%	186	23	80	6	59%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	168	30	88	4	73%	186	23	80	6	59%
Total	168	30	88	4	73%	186	23	80	6	59%

## 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%	1	s
Black	107	64%	118	68%
Hispanic	22	s	16	s
Asian or Pacific Islander	2	s	0	0%
White	35	83%	36	78%
Total	166	68%	171	69%
Small Group Totals (s)	24	71%	17	59%
<b>Results by Disability Status</b>				
General-education students	150	71%	148	72%
Students with disabilities	16	38%	23	48%
Total	166	68%	171	69%
<b>Results by Gender</b>				
Female	84	76%	76	74%
Male	82	60%	95	65%
Total	166	68%	171	69%
<b>Results by English Proficiency Status</b>				
English proficient	163	s	165	71%
Limited English proficient	3	s	6	17%
Total	166	68%	171	69%
<b>Results by Income Level</b>				
Economically disadvantaged	42	69%	53	70%
Not disadvantaged	124	68%	118	69%
Total	166	68%	171	69%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	166	68%	171	69%
Total	166	68%	171	69%

## 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.