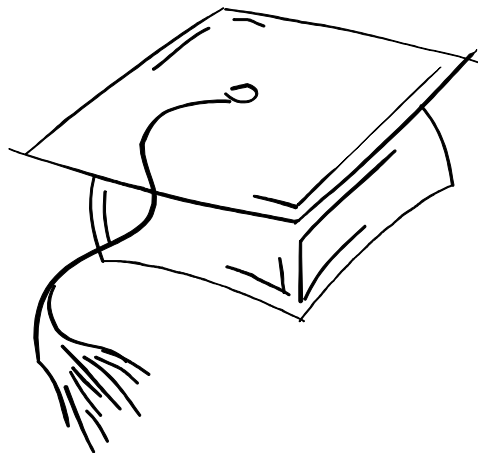


141701-04-0000

# The New York State School District Report Card for Holland Central School District

*An Overview of Academic Performance*



**February 2001**



The University of the State of New York  
**The State Education Department**

**March 17, 2001**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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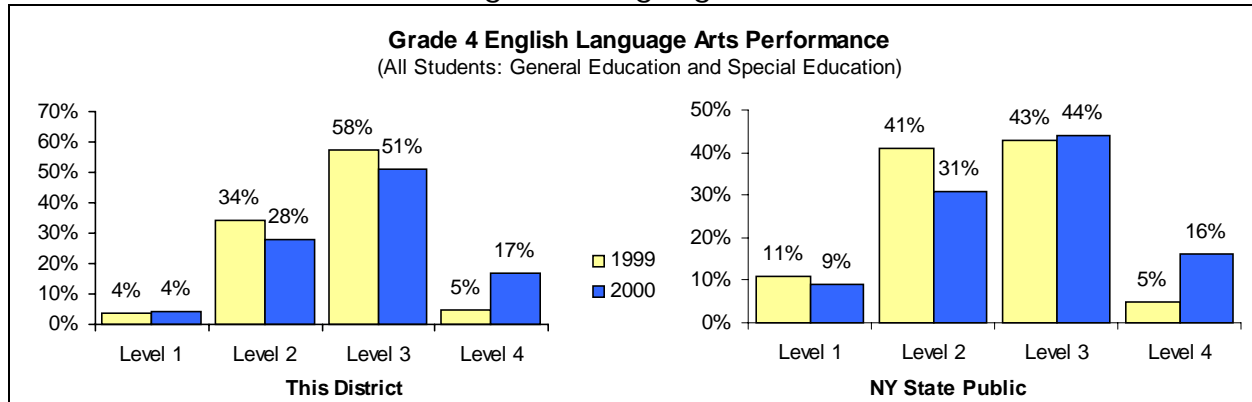
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# Grade 4

## English Language Arts



Performance for This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	1	0	29	57	5	91	656
	Special Education	0	0	0	4	7	4	0	15	622
	All Students	0	0	1	4	36	61	5	106	651
Feb 2000	General Education		0	2	1	27	59	20	107	668
	Special Education	0	0	0	4	6	2	0	12	619
	All Students	0	0	2	5	33	61	20	119	663

### Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b> (692-800)	<b>These students exceed the standards and are moving toward high performance on the Regents examination.</b> They show superior knowledge and skill for each standard for elementary students and are proficient at some intermediate-level skills in listening, reading and writing. Students show thorough understanding of written and oral text. Students' writing is well organized with minor errors that do not interfere with readability.
<b>Level 3</b> (645-691)	<b>These students meet the standards and, with continued steady growth, should pass the Regents examination.</b> They show knowledge and skill for each standard for elementary students and show some intermediate-level skills in listening, reading and writing. Students show understanding of written and oral text. Students' writing is generally focused and organized with minor errors that do not interfere with readability.
<b>Level 2</b> (603-644)	<b>These students need extra help to meet the standards and pass the Regents examination.</b> They show some knowledge and skill for each standard for elementary students, but none of the intermediate-level skills in listening, reading and writing. Students show partial understanding of written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with readability.
<b>Level 1</b> (455-602)	<b>These students have serious academic deficiencies.</b> They show no evidence of any proficiency in one or more of the elementary standards and incomplete proficiency in all three of the standards. Students show minimal understanding of written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with readability.

### Performance of English Language Learners (ELL)

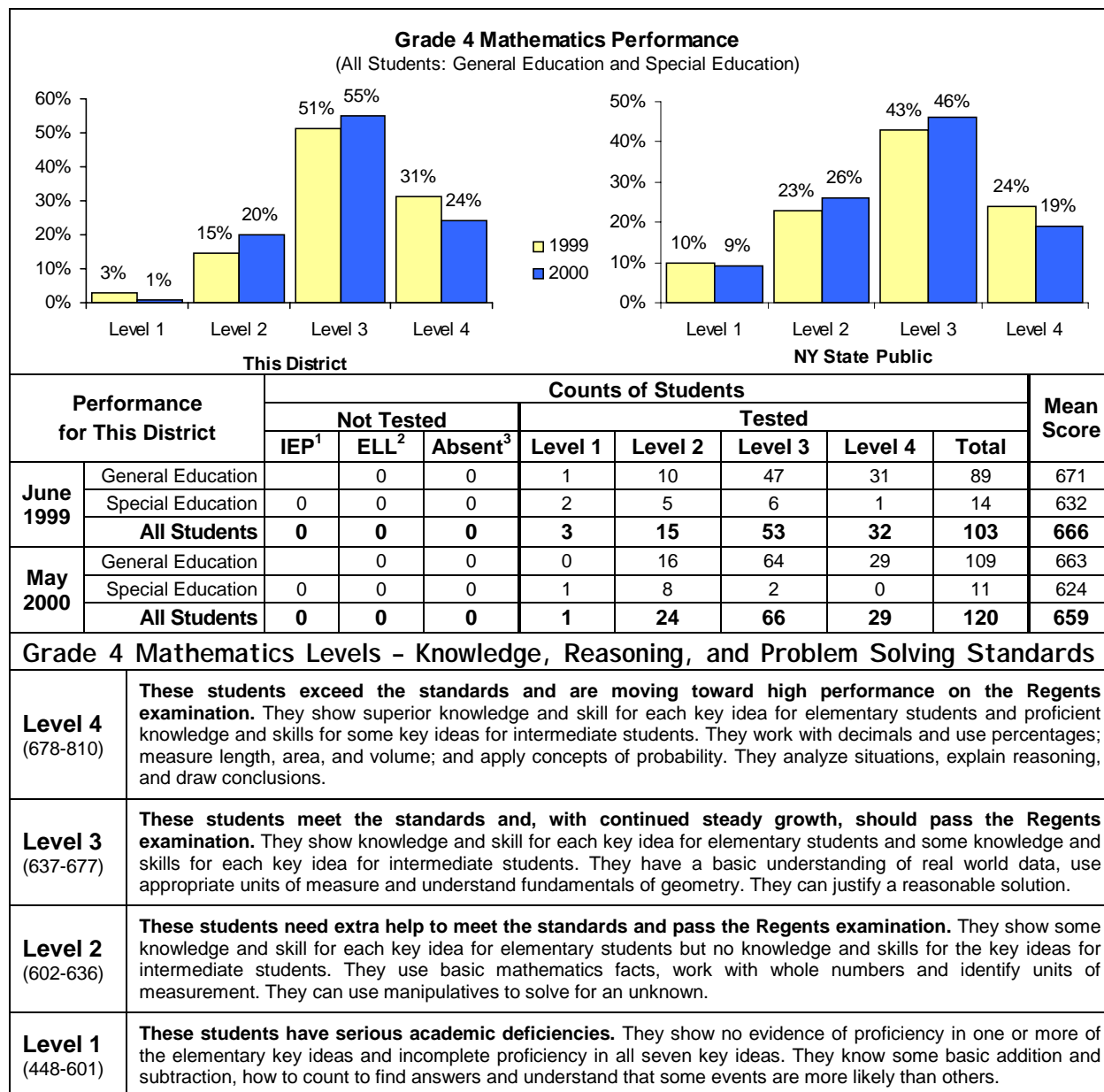
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
February 2000	0	0

- 1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).
- 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.
- 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Grade 4

## Mathematics



1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

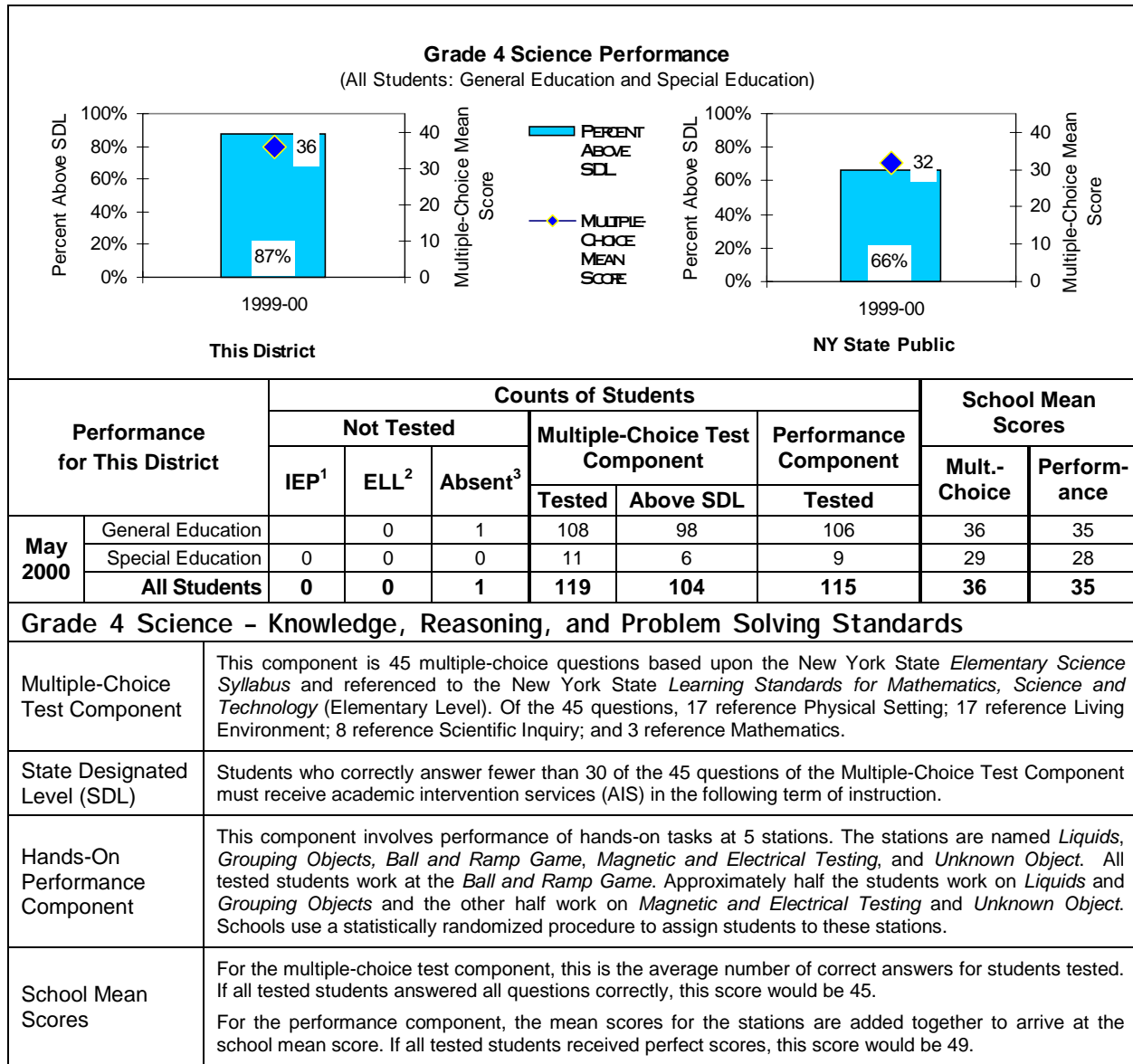
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing, but were not present to complete some part of this mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Grade 4

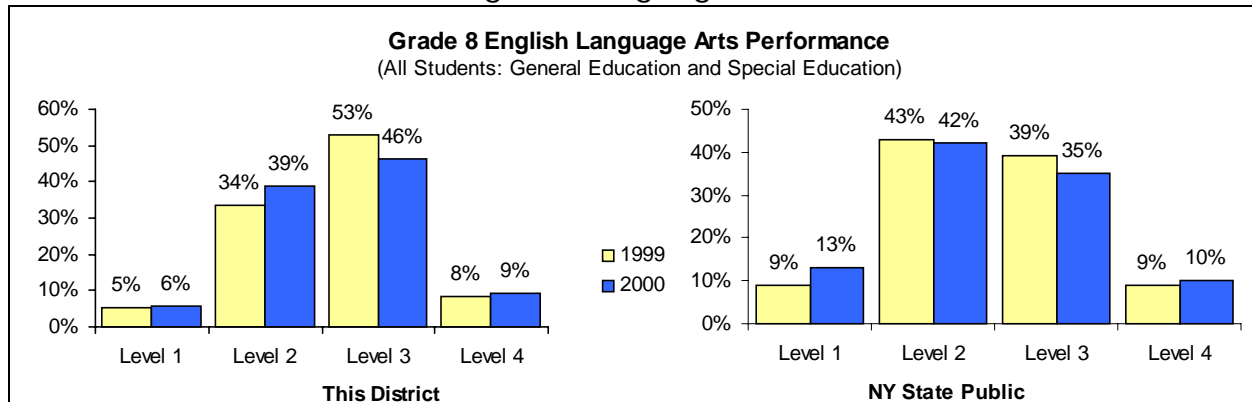
## Science



- 1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).
- 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
- 3 These students were enrolled at the time of testing, but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Grade 8

## English Language Arts



Performance for This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	1	31	56	9	97	712
	Special Education	1	0	0	5	6	2	0	13	673
	All Students	1	0	0	6	37	58	9	110	707
May 2000	General Education		0	2	2	32	48	10	92	710
	Special Education	0	0	1	4	9	1	0	14	675
	All Students	0	0	3	6	41	49	10	106	705

### Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b> (739-830)	<b>These students exceed the standards and are moving toward high performance on the Regents examination.</b> They show superior knowledge and skill for each standard for intermediate students and are proficient at some commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate-level written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation.
<b>Level 3</b> (701-738)	<b>These students meet the standards and, with continued steady growth, should pass the Regents examination.</b> They show knowledge and skill for each standard for intermediate students and some commencement-level skills in listening, reading and writing. Students show general understanding of intermediate level written and oral text. Students' writing is generally organized and developed, with minor errors that do not interfere with readability.
<b>Level 2</b> (662-700)	<b>These students need extra help to meet the standards and pass the Regents examination.</b> They show some knowledge and skill for each standard for intermediate students. Students show partial understanding of intermediate-level written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with comprehension.
<b>Level 1</b> (527-661)	<b>These students have serious academic deficiencies.</b> They show no evidence of proficiency in one or more of the standards for intermediate students and incomplete proficiency in all three of the standards. Students show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and comprehension.

### Performance of English Language Learners (ELL)

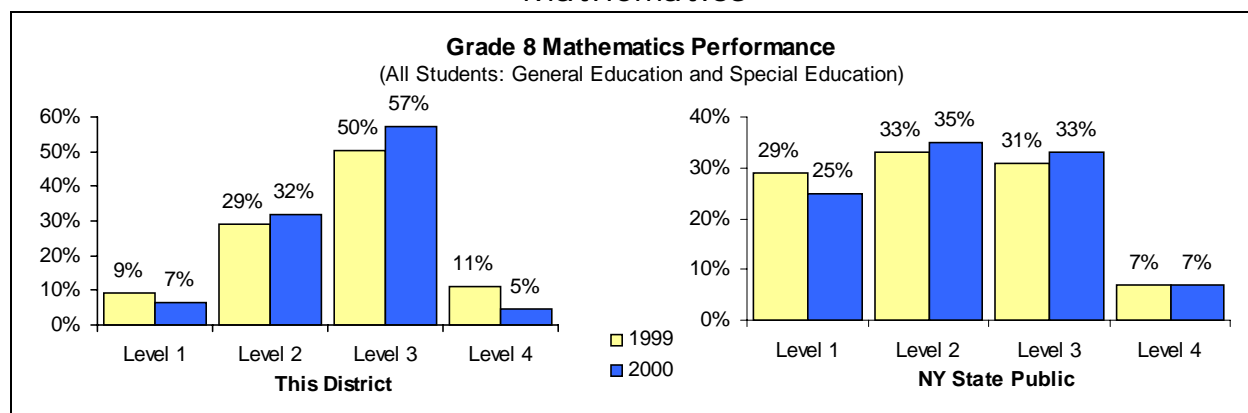
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2000	0	0

- 1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).
  - 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.
  - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Grade 8

## Mathematics



Performance for This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	4	28	53	12	97	730
	Special Education	2	0	2	6	3	1	0	10	680
	All Students	2	0	2	10	31	54	12	107	726
May 2000	General Education		0	2	3	24	60	5	92	726
	Special Education	0	0	0	4	10	1	0	15	692
	All Students	0	0	2	7	34	61	5	107	721

### Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

<b>Level 4</b> (760-882)	<b>These students exceed the standards and are moving toward high performance on the Regents examination.</b> They show superior knowledge and skill for each key idea for intermediate students and are proficient at some commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solutions. They clearly communicate mathematical insights, use a wide range of mathematical problem solving strategies, and identify the most efficient means to a solution.
<b>Level 3</b> (716-759)	<b>These students meet the standards and, with continued steady growth, should pass the Regents examination.</b> They show knowledge and skill for each key idea for intermediate students and some commencement-level skills. They use prime numbers, factors, rational numbers; apply formulas; visualize three dimensional shapes; understand and use the Pythagorean theorem and trigonometric functions.
<b>Level 2</b> (681-715)	<b>These students need extra help to meet the standards and pass the Regents examination.</b> They show some knowledge and skill for each key idea for intermediate students. They use basic reasoning, understand percentages, visualize two-dimensional shapes, understand properties of polygons and use patterns.
<b>Level 1</b> (517-680)	<b>These students have serious academic deficiencies.</b> They show no evidence of proficiency in one or more of the key ideas for intermediate students and incomplete proficiency in all seven key ideas. They can use variables and make and use simple measurements. They may use simple operations and understand simple graphical displays. They can identify some patterns and functions.

1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

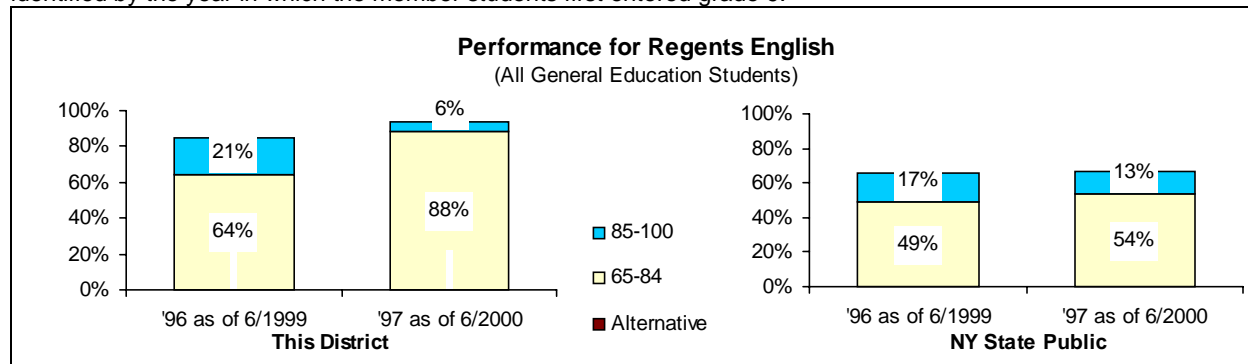
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

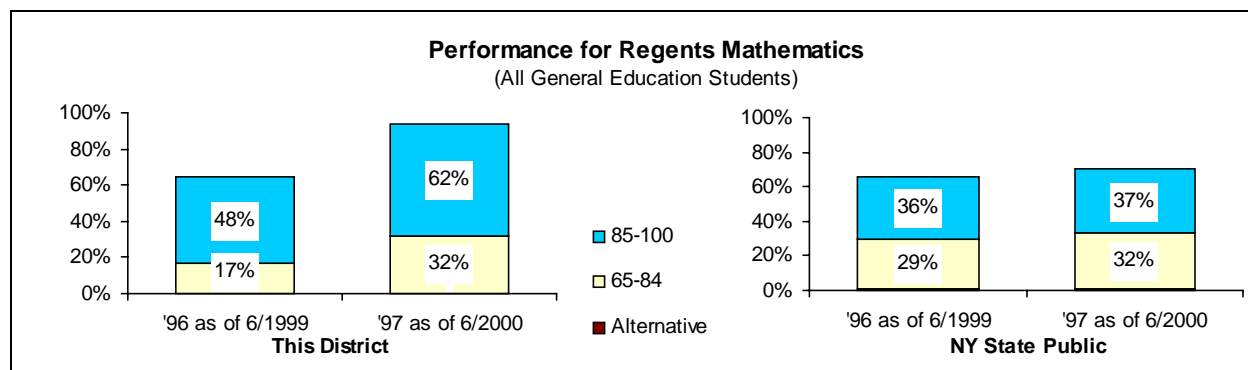
# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Cohort Performance

This section presents the success of students in this school district on Regents examinations after three years of high school. The first block presents information about success on the Regents examination in comprehensive English. The second block presents information about success on any Regents examination in mathematics. A cohort<sup>1</sup> is identified by the year in which the member students first entered grade 9.



Counts of Students		Cohort <sup>1</sup> Membership	Highest Score <sup>2</sup> From 55 To 64	Highest Score <sup>2</sup> From 65 To 84	Highest Score <sup>2</sup> From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort <sup>1</sup>	General Education	101	12	65	21	0
	Special Education	8	4	3	0	0
	All Students	109	16	68	21	0
1997 Cohort <sup>1</sup>	General Education	85	3	75	5	0
	Special Education	8	1	5	0	0
	All Students	93	4	80	5	0



Counts of Students		Cohort <sup>1</sup> Membership	Highest Score <sup>2</sup> From 55 To 64	Highest Score <sup>2</sup> From 65 To 84	Highest Score <sup>2</sup> From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort <sup>1</sup>	General Education	101	3	17	48	0
	Special Education	8	0	1	1	0
	All Students	109	3	18	49	0
1997 Cohort <sup>1</sup>	General Education	85	3	27	53	0
	Special Education	8	1	4	2	0
	All Students	93	4	31	55	0

<sup>1</sup> The cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations as of July 2000.

<sup>2</sup> Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General Education" category.



# School District Profile

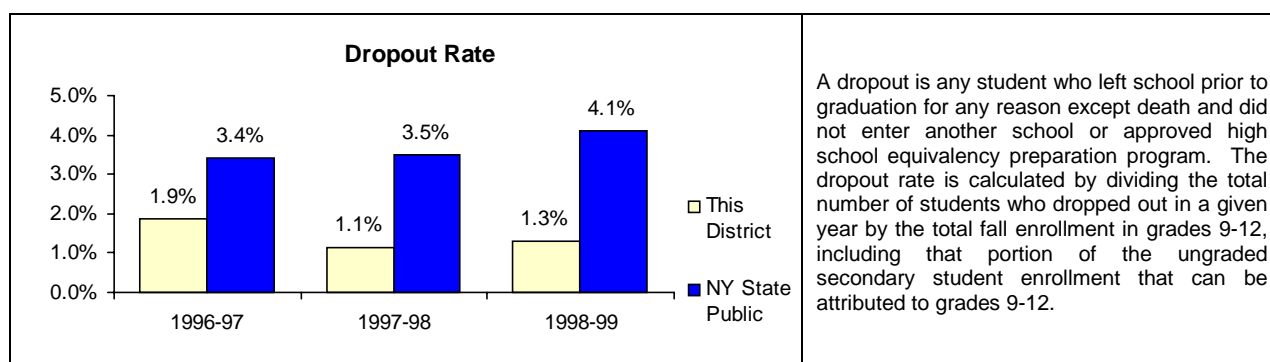
Superintendent: Mrs. Annemarie Spadafora			Phone: (716)537-2231	
<b>Organization 1999-2000</b>		School Staff <sup>1</sup> (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	1,409	102	8	20

<b>1998-99 School District-wide Total Expenditure per Pupil</b>	\$9,029
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Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	113
Kindergarten	89	Grade 8	106
Grade 1	104	Grade 9	119
Grade 2	103	Grade 10	108
Grade 3	103	Grade 11	102
Grade 4	118	Grade 12	111
Grade 5	103	Ungraded Elementary with Disabilities	0
Grade 6	130	Ungraded Secondary with Disabilities	0

Student Demographics	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	246	16.9%	201	14.1%	155	11.0%

<b>Need-to-Resource-Capacity Index Group</b>	This school district is in Need-to-Resource-Capacity Group 5. This district has average needs relative to local resource capacity.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.