

400400-01-0000

# The New York State School District Report Card for Lockport City School District

*An Overview of Academic Performance*



February 2001



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

March 18, 2001

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D. ....	Elmira
DIANE O'NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D. ....	Staten Island
ADELAIDE L. SANFORD, B.A., M.A., P.D. ....	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ROBERT M. BENNETT, B.A., M.S. ....	Tonawanda
ROBERT M. JOHNSON, B.S., J.D. ....	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D. ....	Syracuse
MERRYL H. TISCH, B.A., M.A. ....	New York
ENA L. FARLEY, B.A., M.A., Ph.D. ....	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D. ....	Bronx
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo
CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D. ....	New York
HARRY PHILLIPS, 3 <sup>rd</sup> , B.A., M.S.F.S. ....	Hartsdale

## President of The University and Commissioner of Education

RICHARD P. MILLS

## Chief Operating Officer

RICHARD H. CATE

## Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

## Coordinator, Facilities, Management and Information Services

CHARLES SZUBERLA

## Coordinator, Information, Reporting and Technology Services

MARTHA P. MUSSER

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

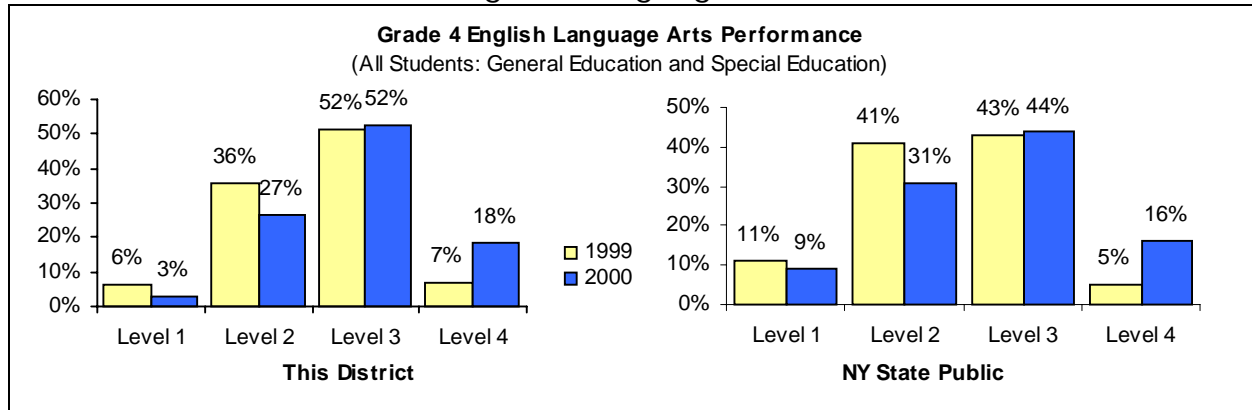
Please address all correspondence about this report that is not related to data corrections to:

***School Report Card Coordinator  
Information, Reporting, and Technology Services Team  
Room 863 Education Building Annex  
New York State Education Department  
Albany, NY 12234***

e-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

# 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		4	6	15	133	202	29	379	652
	Special Education	2	0	1	11	20	19	0	50	628
	All Students	2	4	7	26	153	221	29	429	649
Feb 2000	General Education		4	0	2	87	213	83	385	668
	Special Education	10	0	2	10	34	23	0	67	633
	All Students	10	4	2	12	121	236	83	452	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)

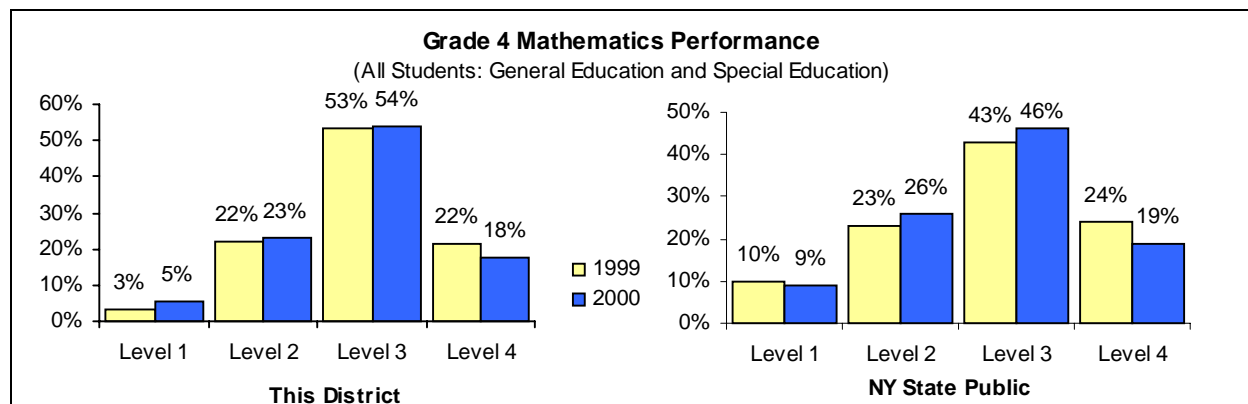
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured,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

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

- 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



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	2	6	74	213	91	384	660
	Special Education	5	0	3	8	23	22	4	57	634
	All Students	5	0	5	14	97	235	95	441	657
May 2000	General Education		4	3	5	79	219	78	381	656
	Special Education	10	0	0	19	25	24	1	69	620
	All Students	10	4	3	24	104	243	79	450	650

### Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

<b>Level 4</b> (678-810)	<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 elementary students and proficient knowledge and skills for some key ideas for intermediate students. They work with decimals and use percentages; measure length, area, and volume; and apply concepts of probability. They analyze situations, explain reasoning, and draw conclusions.
<b>Level 3</b> (637-677)	<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 elementary students and some knowledge and skills for each key idea for intermediate students. They have a basic understanding of real world data, use appropriate units of measure and understand fundamentals of geometry. They can justify a reasonable solution.
<b>Level 2</b> (602-636)	<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 elementary students but no knowledge and skills for the key ideas for intermediate students. They use basic mathematics facts, work with whole numbers and identify units of measurement. They can use manipulatives to solve for an unknown.
<b>Level 1</b> (448-601)	<b>These students have serious academic deficiencies.</b> They show no evidence of proficiency in one or more of the elementary key ideas and incomplete proficiency in all seven key ideas. They know some basic addition and subtraction, how to count to find answers and understand that some events are more likely than others.

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

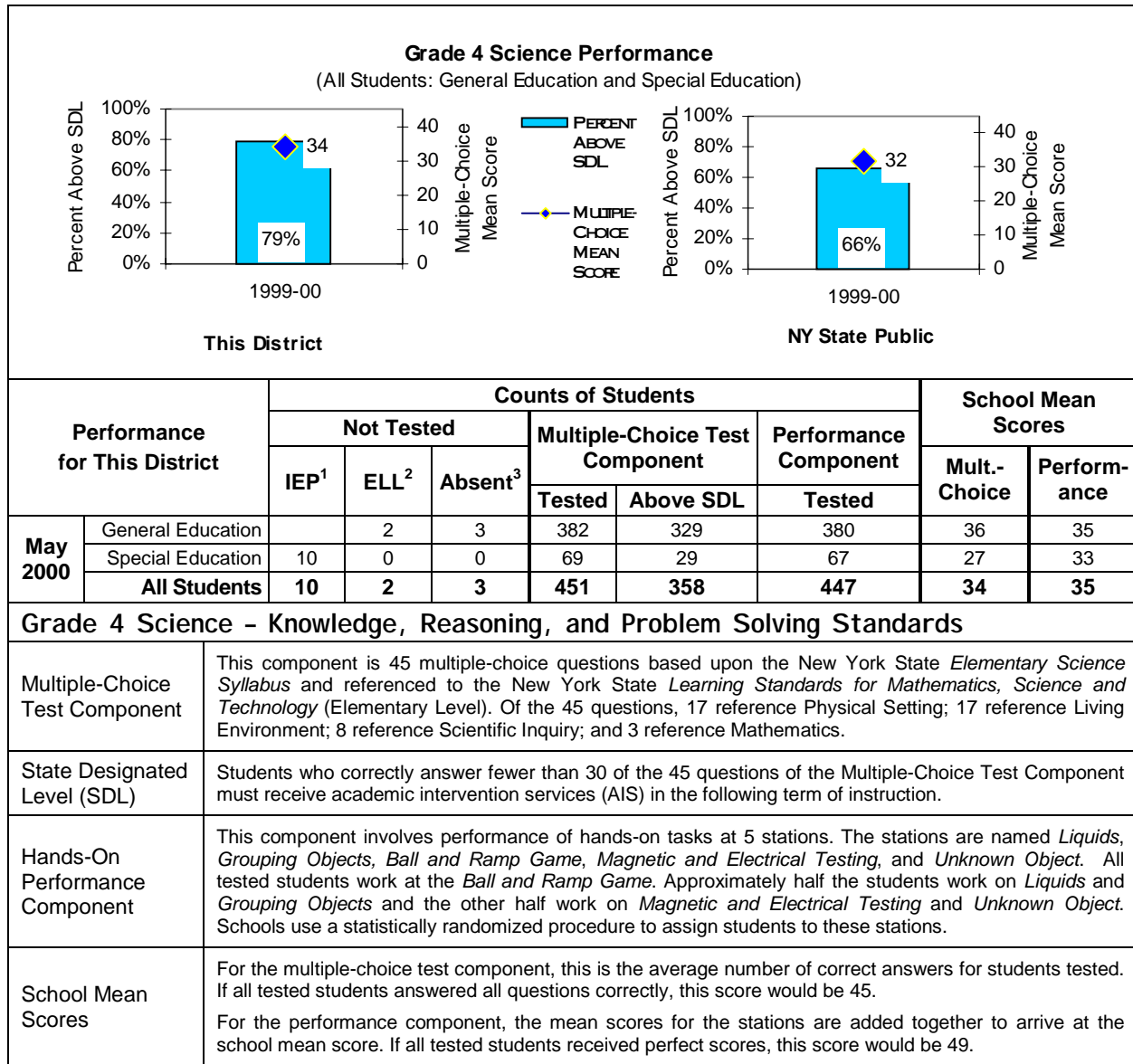
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but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

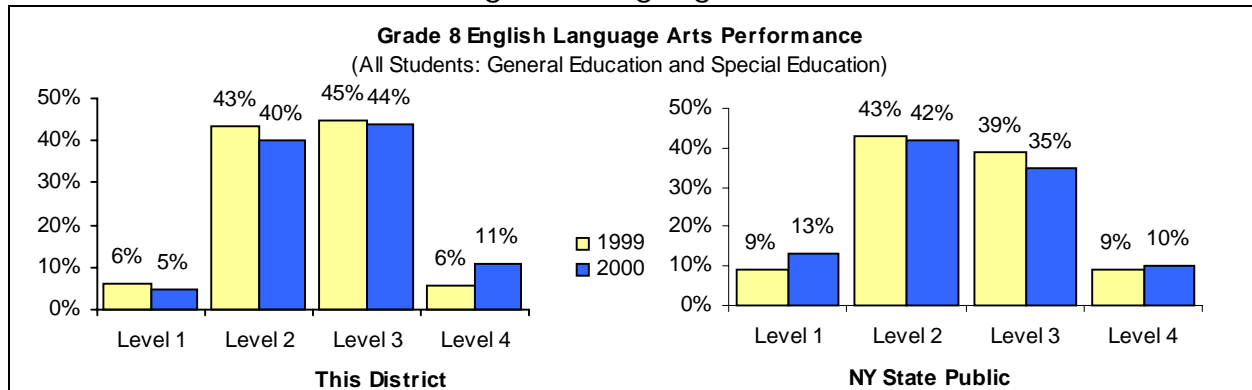
## Science



- 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		3	25	9	164	194	25	392	704
	Special Education	0	1	5	18	27	4	0	49	669
	All Students	0	4	30	27	191	198	25	441	700
May 2000	General Education		0	11	13	177	222	55	467	708
	Special Education	6	0	3	12	27	1	0	40	666
	All Students	6	0	14	25	204	223	55	507	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)

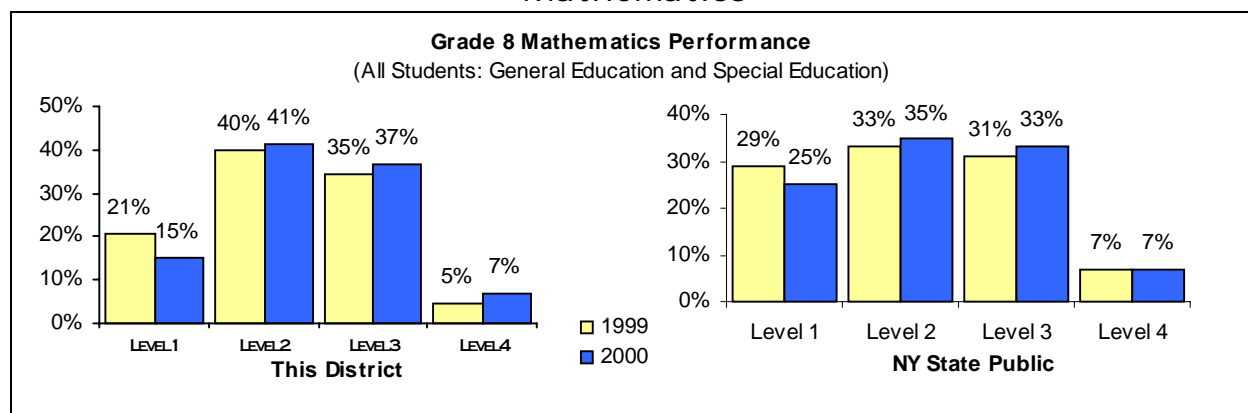
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, 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	29	56	164	148	21	389	711
	Special Education	0	0	6	34	12	4	0	50	656
	All Students	0	0	35	90	176	152	21	439	705
May 2000	General Education		0	10	52	195	184	36	467	714
	Special Education	6	0	1	24	16	2	0	42	670
	All Students	6	0	11	76	211	186	36	509	711

### 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).

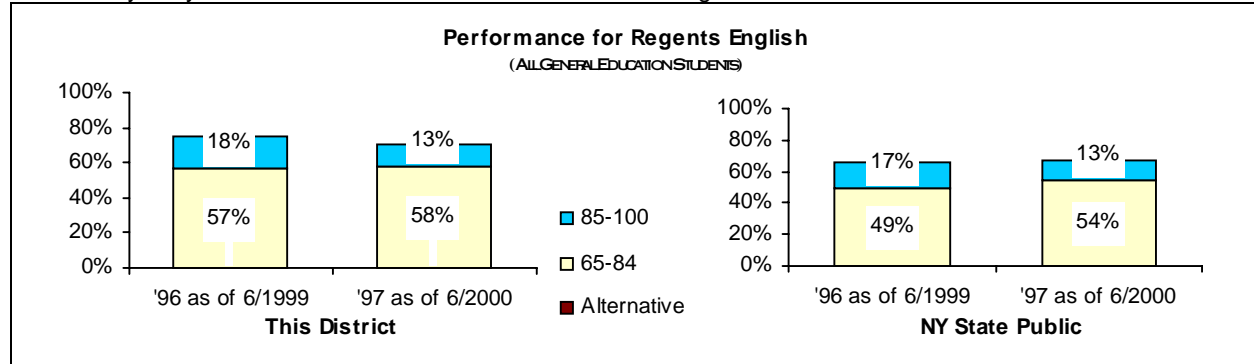
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but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

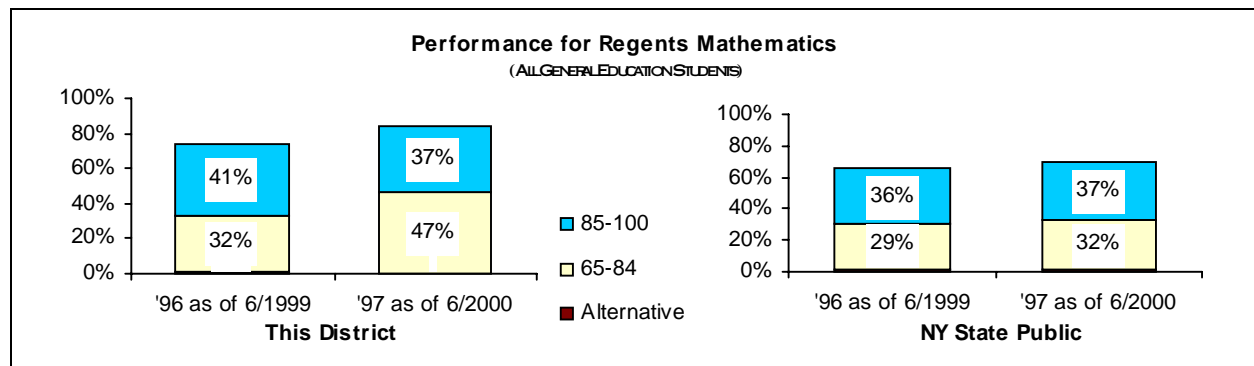
# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# 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	375	50	213	67	0
	Special Education	13	2	6	0	0
	All Students	388	52	219	67	0
1997 Cohort <sup>1</sup>	General Education	334	60	195	44	0
	Special Education	25	6	7	0	0
	All Students	359	66	202	44	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	375	25	120	155	2
	Special Education	13	1	2	0	2
	All Students	388	26	122	155	4
1997 Cohort <sup>1</sup>	General Education	334	34	157	122	0
	Special Education	25	5	7	2	0
	All Students	359	39	164	124	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

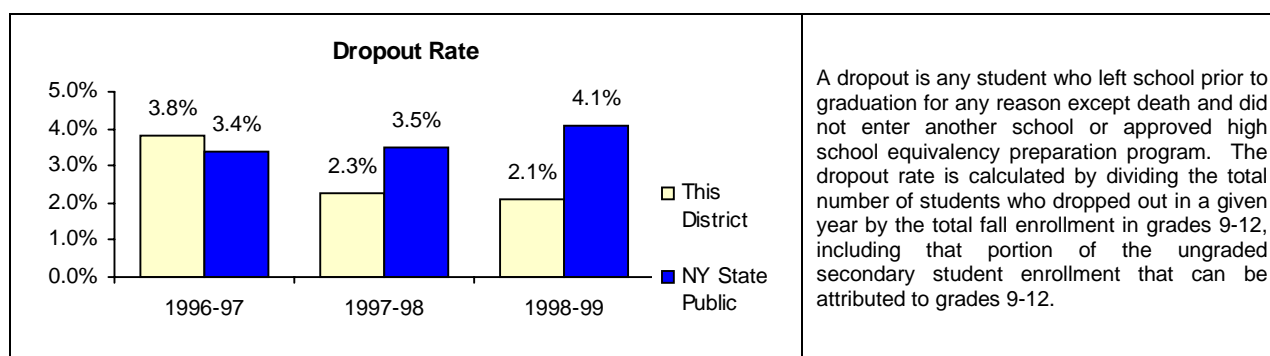
Superintendent: Ms. Christine A. Neal			Phone: (716)439-6435	
<b>Organization 1999-2000</b>		School Staff <sup>1</sup> (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	5,936	407	50	110

<b>1998-99 School District-wide Total Expenditure per Pupil</b>	\$9,636
---	---------

Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	110	Grade 7	478
Kindergarten	389	Grade 8	520
Grade 1	465	Grade 9	510
Grade 2	449	Grade 10	389
Grade 3	451	Grade 11	374
Grade 4	435	Grade 12	395
Grade 5	423	Ungraded Elementary with Disabilities	131
Grade 6	470	Ungraded Secondary with Disabilities	57

Student Demographics	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	33	0.5%	30	0.5%	47	0.8%
Eligible For Free Lunch	1330	22.8%	1324	23.4%	1273	23.0%

<b>Need-to-Resource-Capacity Index Group</b>	This school district is in Need-to-Resource-Capacity Group 3. This district is an urban or suburban district with high needs relative to local resource capacity.
--	---



<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.