

130502-02-0003

The New York State School Report Card  
for  
Dover High School  
in  
Dover Union Free School District

*An Overview of Academic Performance*



March 2002



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

**March 25, 2002**

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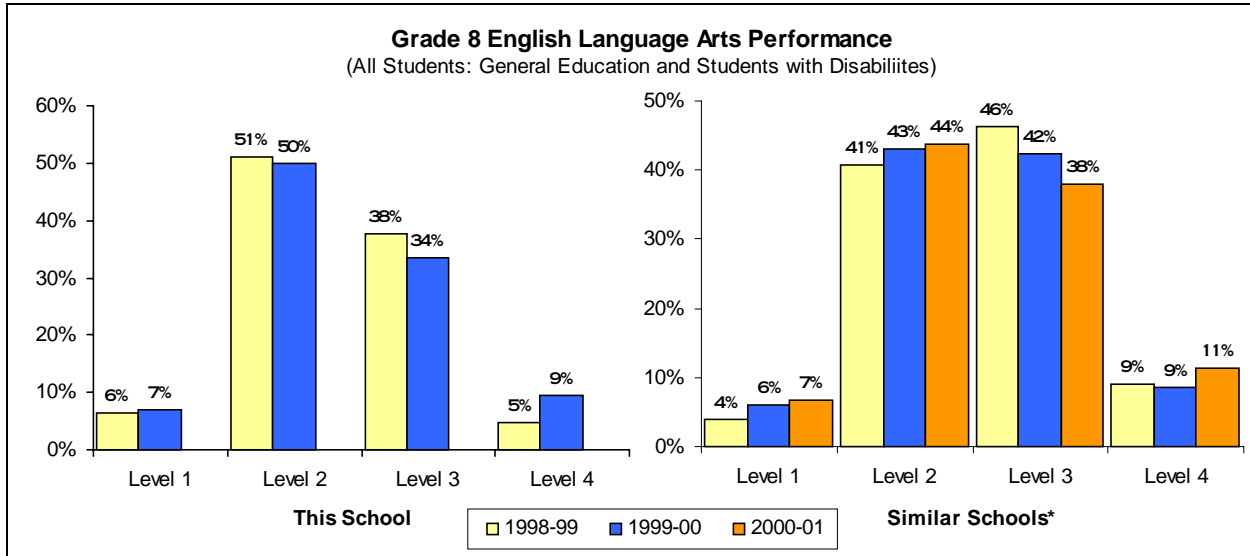
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## Middle Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	3	51	45	6	105	701
	Students with Disabilities	2	0	1	5	13	2	0	20	670
	<b>All Students</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>64</b>	<b>47</b>	<b>6</b>	<b>125</b>	<b>696</b>
May 2000	General Education		1	2	7	57	43	12	119	701
	Students with Disabilities	3	0	0	2	7	0	0	9	667
	<b>All Students</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>64</b>	<b>43</b>	<b>12</b>	<b>128</b>	<b>698</b>
May 2001	General Education									
	Students with Disabilities									
	<b>All Students</b>									

### Grade 8 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. All students scoring from <b>739 to 830</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> are in this level.

### Performance of English Language Learners (ELL)

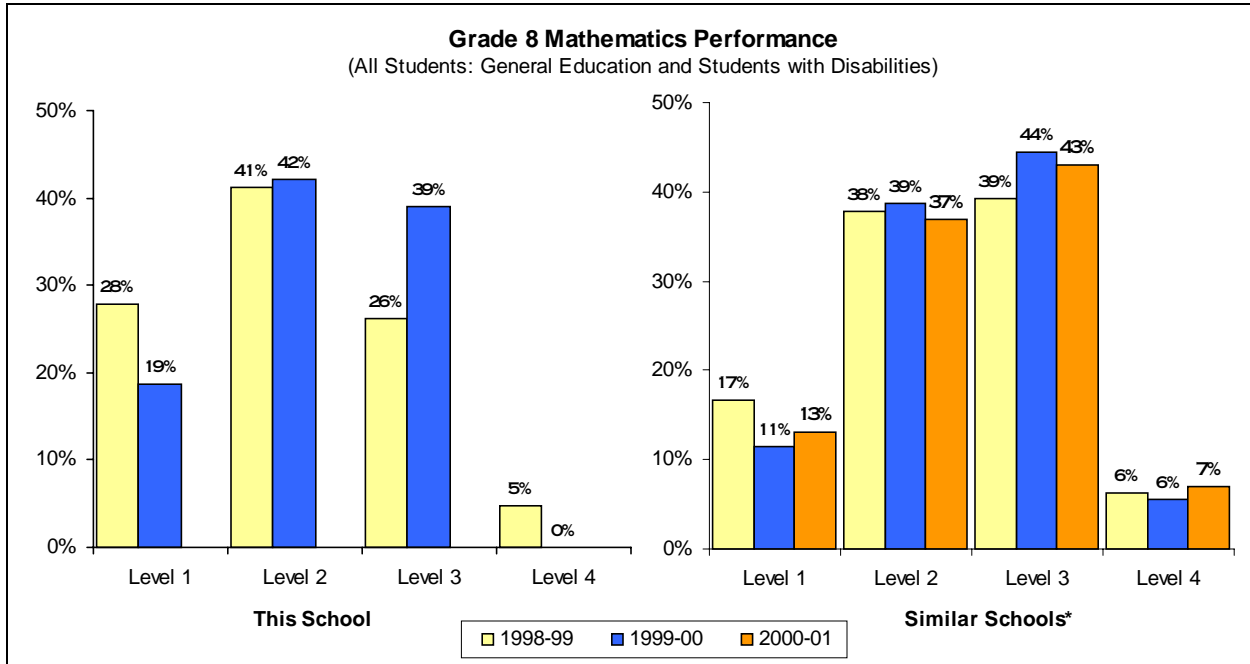
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured,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

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
  - 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.

## Middle Level Mathematics



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <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	21	48	31	6	106	708
	Students with Disabilities	2	0	1	14	4	2	0	20	659
	<b>All Students</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>35</b>	<b>52</b>	<b>33</b>	<b>6</b>	<b>126</b>	<b>700</b>
May 2000	General Education		0	0	17	53	49	0	119	709
	Students with Disabilities	0	0	0	7	1	1	0	9	670
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>54</b>	<b>50</b>	<b>0</b>	<b>128</b>	<b>706</b>
May 2001	General Education									
	Students with Disabilities									
	<b>All Students</b>									

### Grade 8 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. All students scoring from <b>760 to 882</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>716 to 759</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>517 to 680</b> are in this level.

\* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

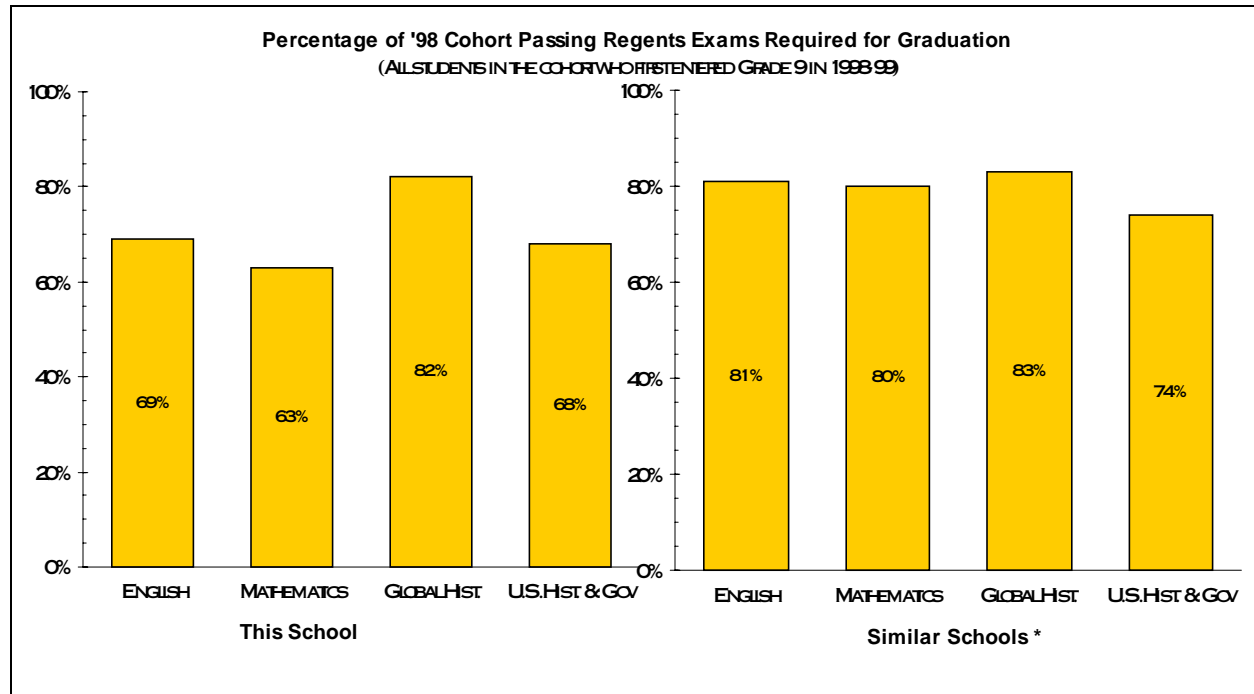
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but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

## High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort	Highest Score <sup>1</sup> From 55 To 64	Highest Score <sup>1</sup> From 65 To 84	Highest Score <sup>1</sup> From 85 To 100	Approved Alternative Credit
<b>English</b> (after 3 years)	General Education	110	8	59	22	0
	Students w/ Disabilities	9	0	1	0	0
	<b>All Students</b>	<b>119</b>	<b>8</b>	<b>60</b>	<b>22</b>	<b>0</b>
<b>Mathematics</b> (after 3 years)	General Education	110	8	39	36	0
	Students w/ Disabilities	9	0	0	0	0
	<b>All Students</b>	<b>119</b>	<b>8</b>	<b>39</b>	<b>36</b>	<b>0</b>
<b>Global History</b> (after 3 years)	General Education	110	2	25	24	46
	Students w/ Disabilities	9	0	1	0	1
	<b>All Students</b>	<b>119</b>	<b>2</b>	<b>26</b>	<b>24</b>	<b>47</b>
<b>U.S. Hist. &amp; Gov.</b> (after 3 years)	General Education	110	2	46	35	0
	Students w/ Disabilities	9	1	0	0	0
	<b>All Students</b>	<b>119</b>	<b>3</b>	<b>46</b>	<b>35</b>	<b>0</b>

\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repord2002/similar.html>.

<sup>1</sup> Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

<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 Profile

Principal: Jacqueline N. O'Malley		Phone: (845)832-4520	
<b>Organization 2000-01</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	485	39	8

<b>1999-00 School District-wide Total Expenditure per Pupil</b>	\$9,928
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<b>Student Enrollment</b>			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	137
Grade 2	0	Grade 10	126
Grade 3	0	Grade 11	130
Grade 4	0	Grade 12	92
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	0

<b>Student Demographics Used To Determine Similar School Groups</b>	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	3	0.4%	6	0.7%	5	1.0%
Eligible For Free Lunch	67	9.0%	114	12.8%	54	11.1%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 50. All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.

## System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

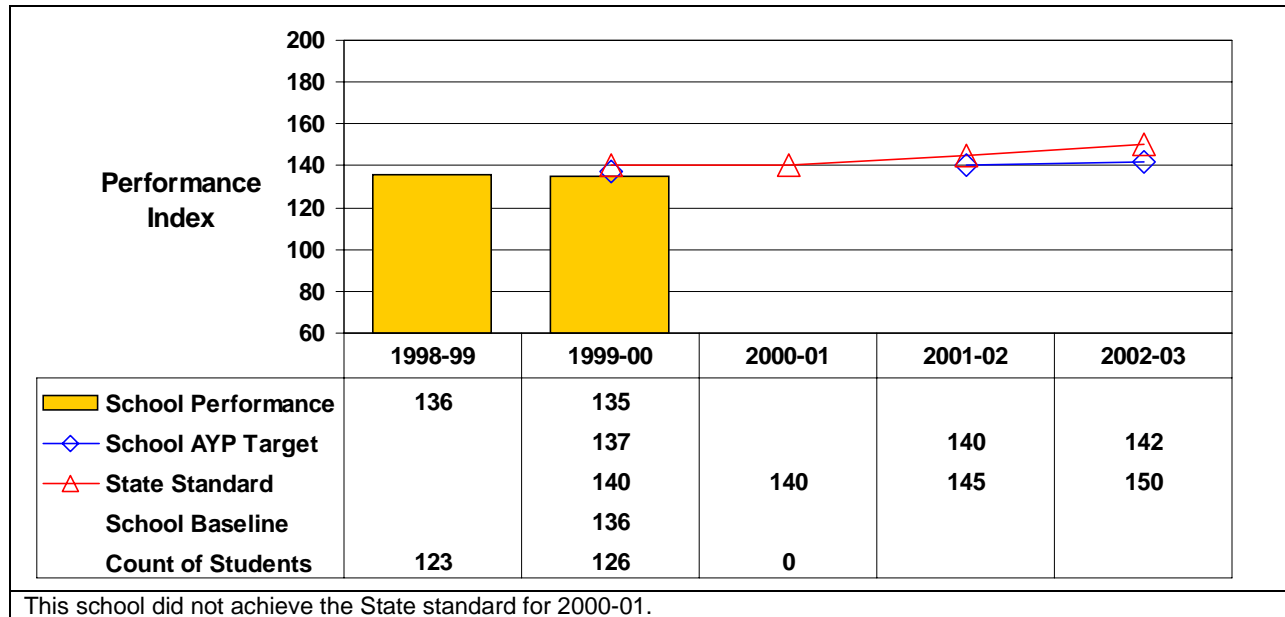
More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

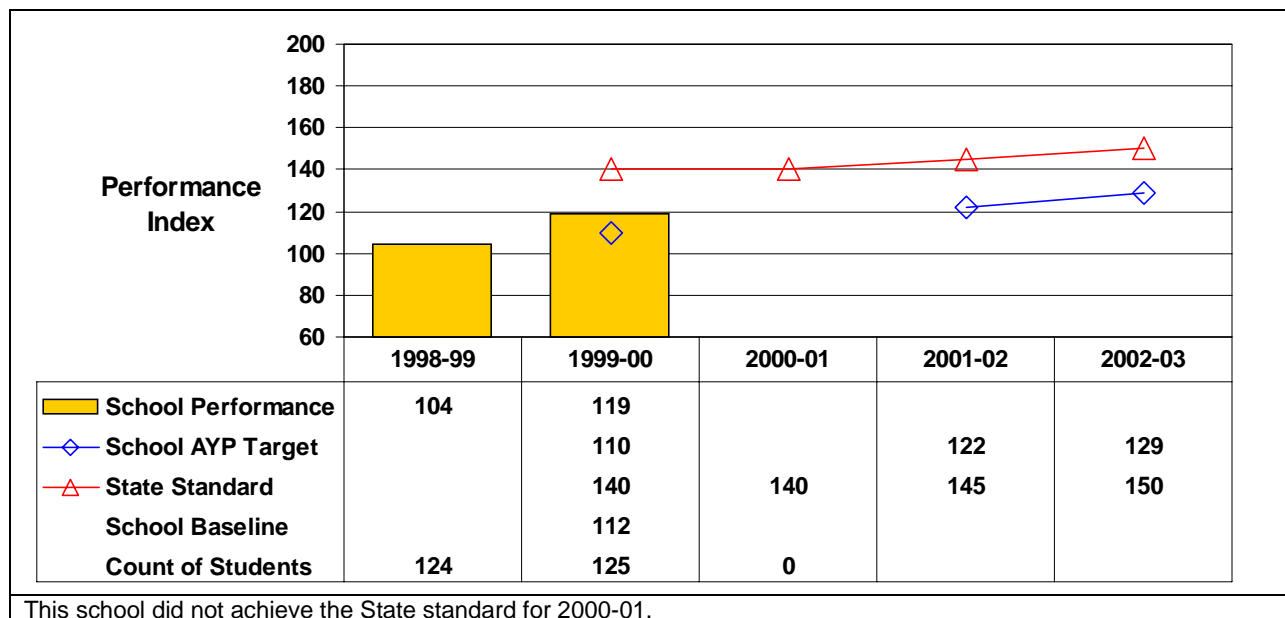
## Middle-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 8 assessments for continuously enrolled students.

### English Language Arts Performance of Students in Grade 8



### Mathematics Performance of Students in Grade 8



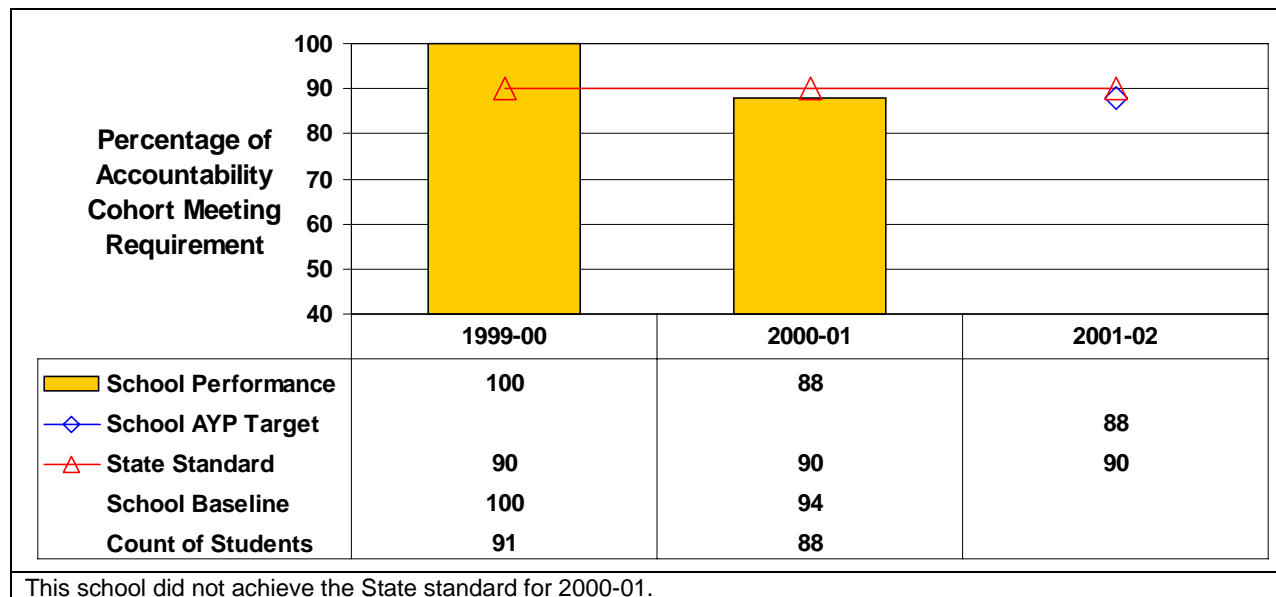


## Secondary-Level School Performance

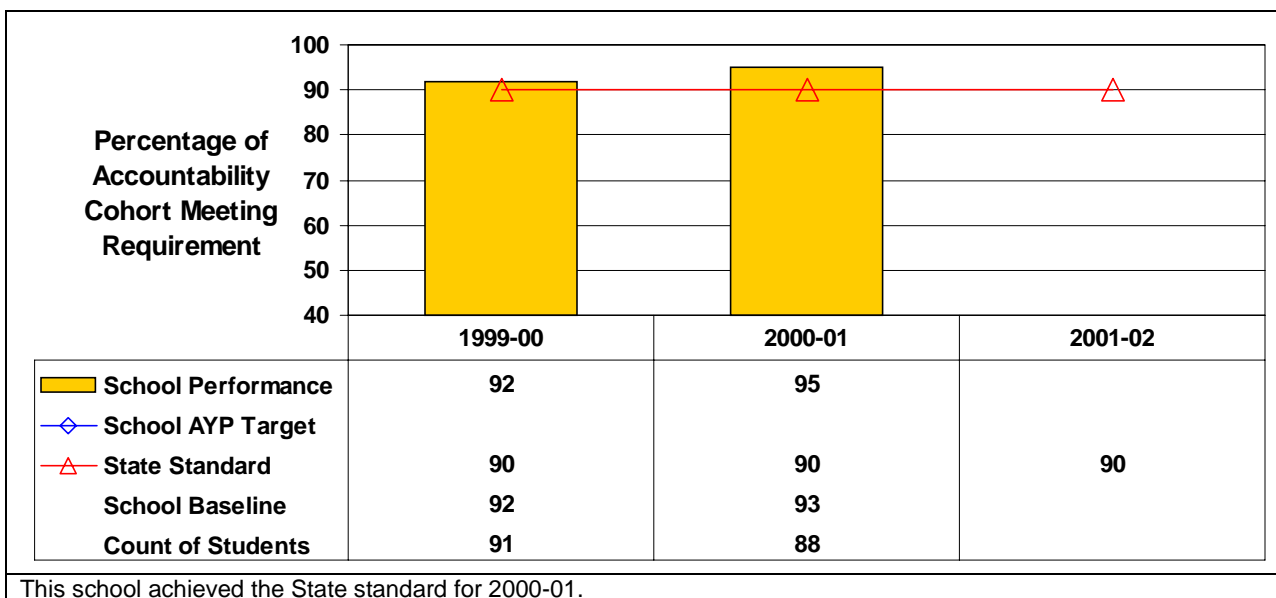
At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

For this year, the cohort is defined as all students who first entered grade 9 in 1997-98, who entered a NY State school before October 1999 and who were enrolled at this school for the time from June 19, 2000 through June 16, 2001. Commissioner's Regulations allow certain students to be excluded from the cohort.

### English Graduation Requirement Performance of High School Cohort After Four Years



### Mathematics Graduation Requirement Performance of High School Cohort After Four Years



## High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

