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The New York State School District Report Card for Wappingers Central 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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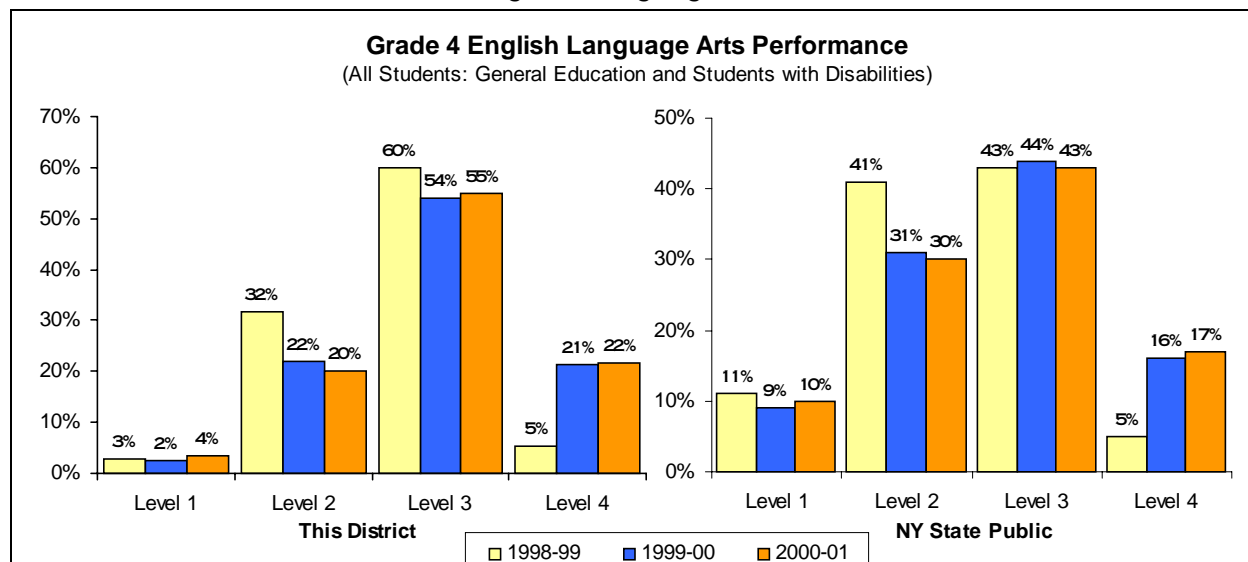
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Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		6	5	11	236	526	52	825	657
	Students with Disabilities	29	0	3	17	67	44	0	128	631
	All Students	29	6	8	28	303	570	52	953	653
Jan 2000	General Education		5	4	6	126	423	178	733	672
	Students with Disabilities	14	0	3	15	61	35	3	114	634
	All Students	14	5	7	21	187	458	181	847	667
Jan 2001	General Education		8	15	12	127	476	204	819	673
	Students with Disabilities	12	0	16	22	62	43	1	128	630
	All Students	12	8	31	34	189	519	205	947	667

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

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

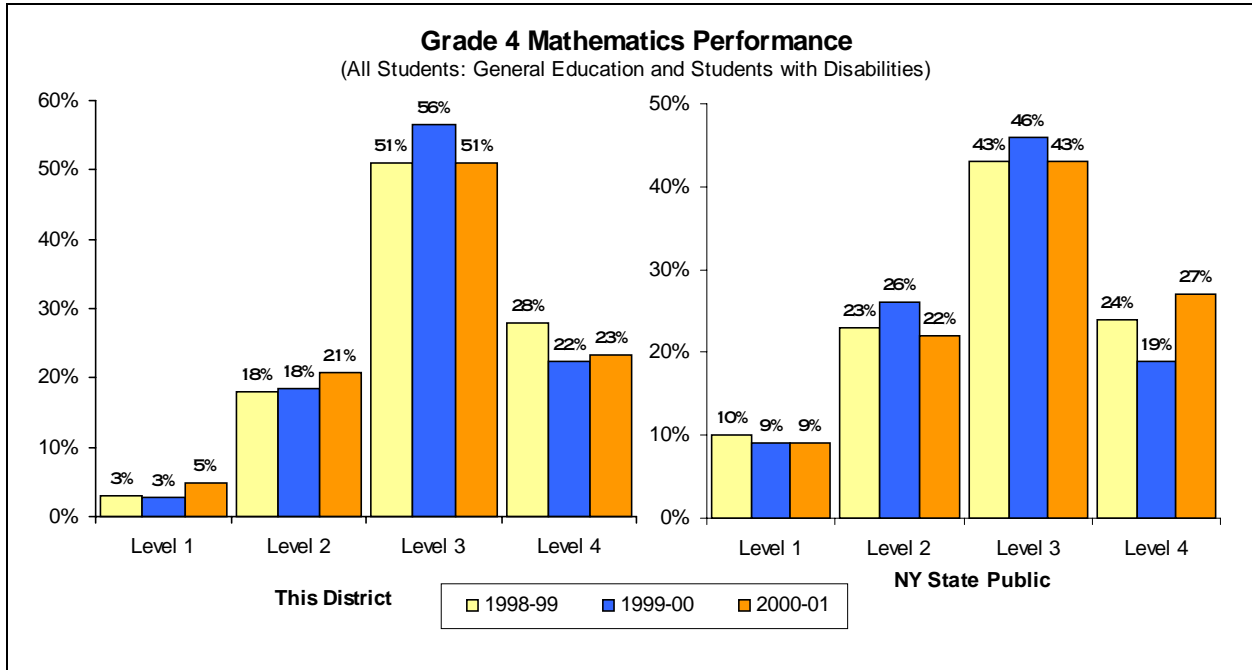
Performance of English Language Learners (ELL)

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 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
January 2001	8	5

- 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 4 ELA test because they were English Language Learners (ELL) who performed below the 30th 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.

Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	10	11	139	426	262	838	665
	Students with Disabilities	17	0	2	18	34	60	5	117	633
	All Students	17	0	12	29	173	486	267	955	661
May 2000	General Education		4	4	8	110	429	185	732	662
	Students with Disabilities	12	0	4	15	45	47	4	111	630
	All Students	12	4	8	23	155	476	189	843	658
May 2001	General Education		8	7	10	144	450	219	823	663
	Students with Disabilities	11	0	2	37	56	42	6	141	620
	All Students	11	8	9	47	200	492	225	964	657

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

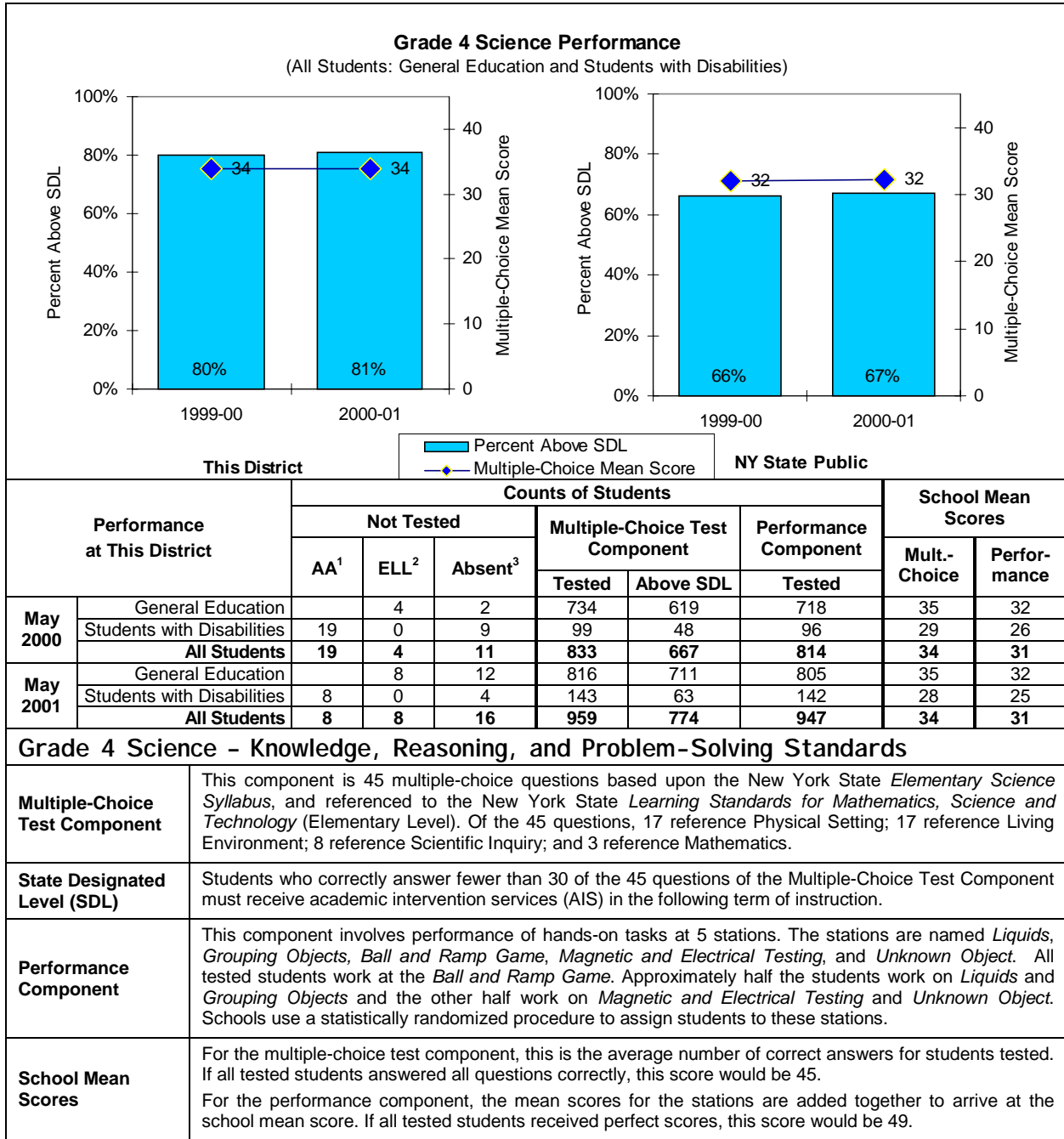
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th 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.

Elementary Level Science



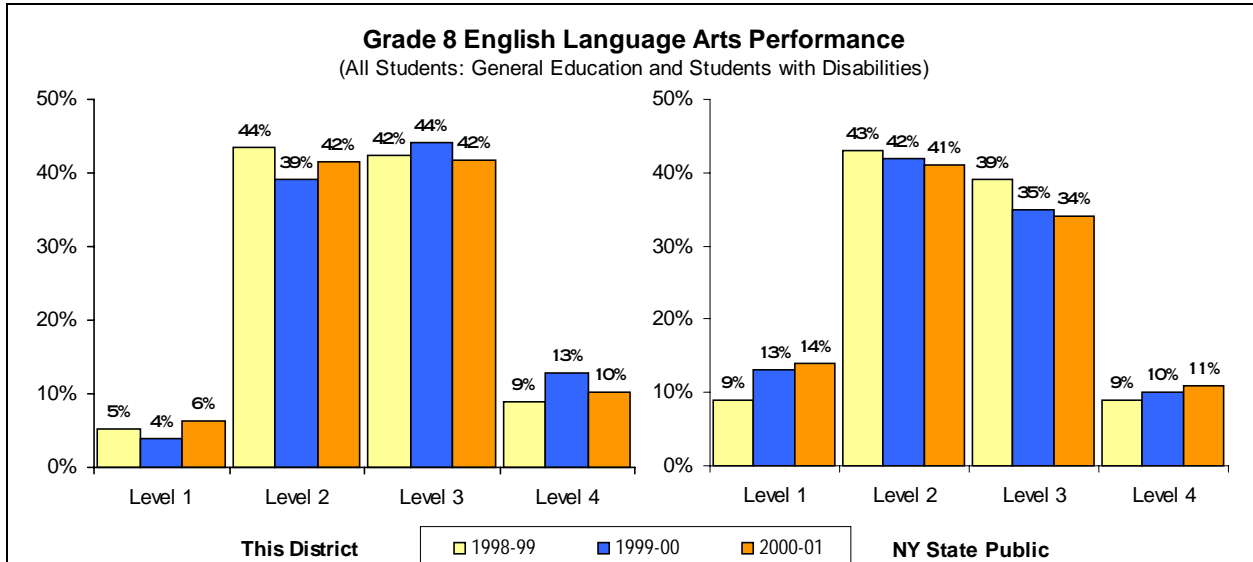
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th 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.

Middle Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		3	7	9	301	370	82	762	709
	Students with Disabilities	5	0	6	38	96	16	0	150	675
	All Students	5	3	13	47	397	386	82	912	703
May 2000	General Education		2	7	9	267	359	108	743	711
	Students with Disabilities	10	0	6	25	65	16	0	106	676
	All Students	10	2	13	34	332	375	108	849	707
May 2001	General Education		1	21	18	297	359	89	763	708
	Students with Disabilities	10	0	7	37	66	6	1	110	670
	All Students	10	1	28	55	363	365	90	873	703

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

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

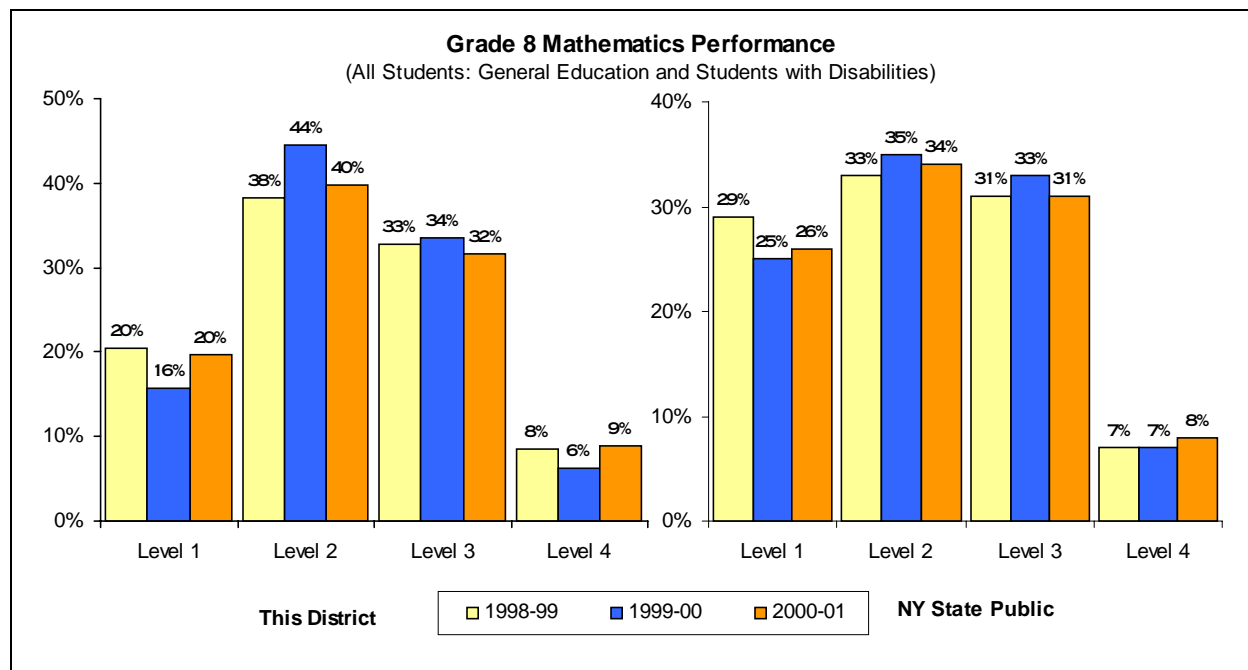
Performance of English Language Learners (ELL)

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	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.
 - These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 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 District	Counts of Students								Mean Score	
	Not Tested			Tested						
	AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total		
June 1999	General Education		0	9	95	303	289	77	764	718
	Students with Disabilities	5	0	9	91	46	10	0	147	669
	All Students	5	0	18	186	349	299	77	911	710
May 2000	General Education		0	6	82	334	277	53	746	714
	Students with Disabilities	10	0	7	52	44	9	0	105	679
	All Students	10	0	13	134	378	286	53	851	710
May 2001	General Education		0	19	97	320	271	77	765	715
	Students with Disabilities	10	0	5	76	29	6	1	112	665
	All Students	10	0	24	173	349	277	78	877	709

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 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/reprcrd2002/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.

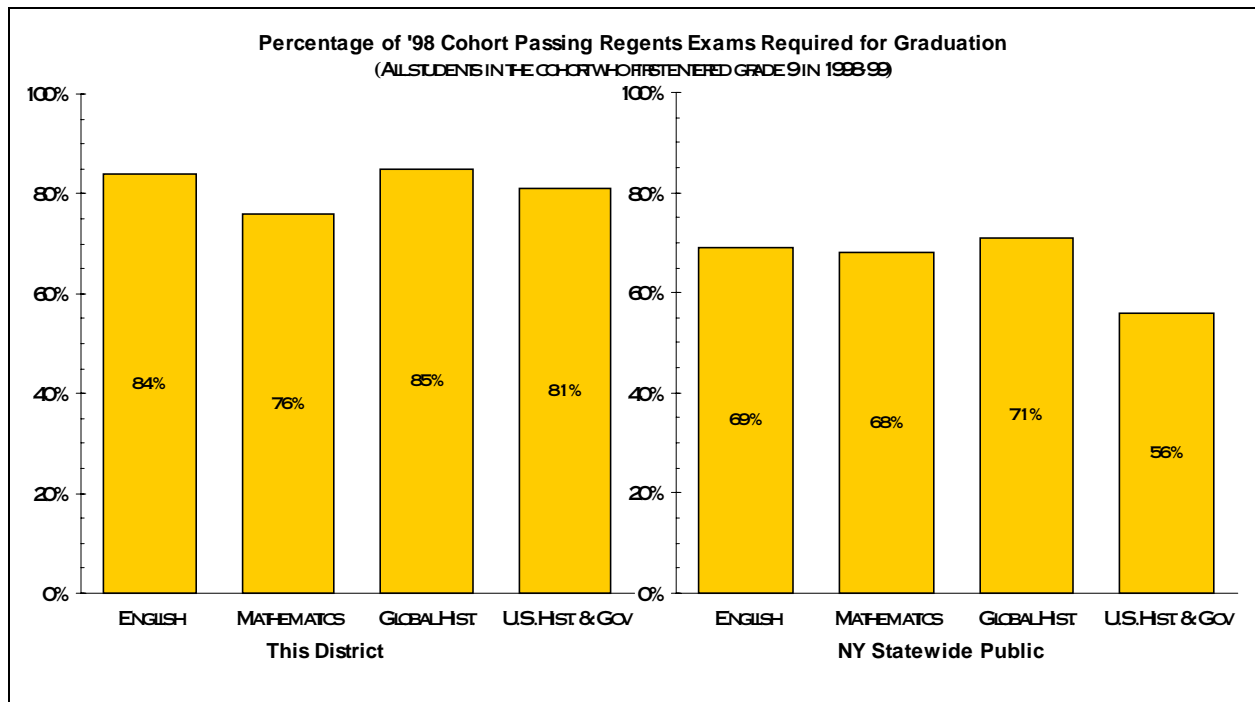
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an 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 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 for these students 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 ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	697	14	297	290	0
	Students w/ Disabilities	66	0	27	26	0
	All Students	763	14	324	316	0
Mathematics (after 3 years)	General Education	697	47	262	275	0
	Students w/ Disabilities	66	5	22	23	0
	All Students	763	52	284	298	0
Global History (after 3 years)	General Education	697	42	363	227	0
	Students w/ Disabilities	66	2	43	12	0
	All Students	763	44	406	239	0
U.S. Hist. & Gov. (after 3 years)	General Education	697	20	260	304	0
	Students w/ Disabilities	66	0	26	25	0
	All Students	763	20	286	329	0

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

² 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 "All Students" category.

School District Profile

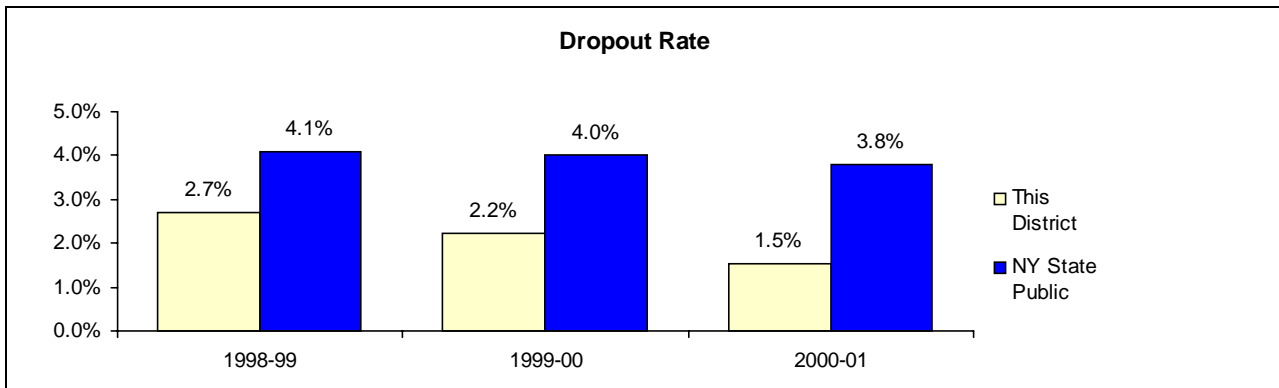
Superintendent: Dr. Wayne F. Gersen		Phone: (845)298-5000		
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	11,836	767	106	206

1999-00 School District Total Expenditure per Pupil	\$9,779
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	932
Kindergarten	799	Grade 8	858
Grade 1	848	Grade 9	883
Grade 2	928	Grade 10	915
Grade 3	898	Grade 11	822
Grade 4	938	Grade 12	830
Grade 5	859	Ungraded Elementary with Disabilities	221
Grade 6	947	Ungraded Secondary with Disabilities	158

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	143	1.3%	155	1.3%	162	1.4%
Eligible For Free Lunch	615	5.8%	782	7.2%	767	7.0%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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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.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.