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

OVERVIEW OF SCHOOL PERFORMANCE IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

AND

ANALYSIS OF STUDENT SUBGROUP PERFORMANCE

for

Waterford High School

in

Waterford-Halfmoon Union Free School District

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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School Report Card Coordinator
Information and Reporting Services Team
New York State Education Department
Room 863 EBA
89 Washington Avenue
Albany, NY 12234
E-mail: *RPTCARD@mail.nysed.gov*

The *New York State School 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 school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance,* the *Comprehensive Information Report,* and the *School Accountability 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 *School Accountability Report* provides information as to whether a school 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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 school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. 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, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your school or on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of School Performance in English Language Arts, Mathematics, and Science

School Profile

Principal: James La Goy			Phone: (518)237-0800
Organization 2001–02		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	246	23	4

2000–01 School District-wide Total Expenditure per Pupil	$11,098

Student Demographics Used To Determine Similar Schools Group	1999–2000		2000–2001		2001–2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	10	4.6%	0	0.0%
Eligible for Free Lunch	49	13.3%	20	9.1%	34	13.8%

Similar Schools Group	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.

2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
84	96%

*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

2001–02 Percentage of Teachers with No Valid Teaching Certificate*

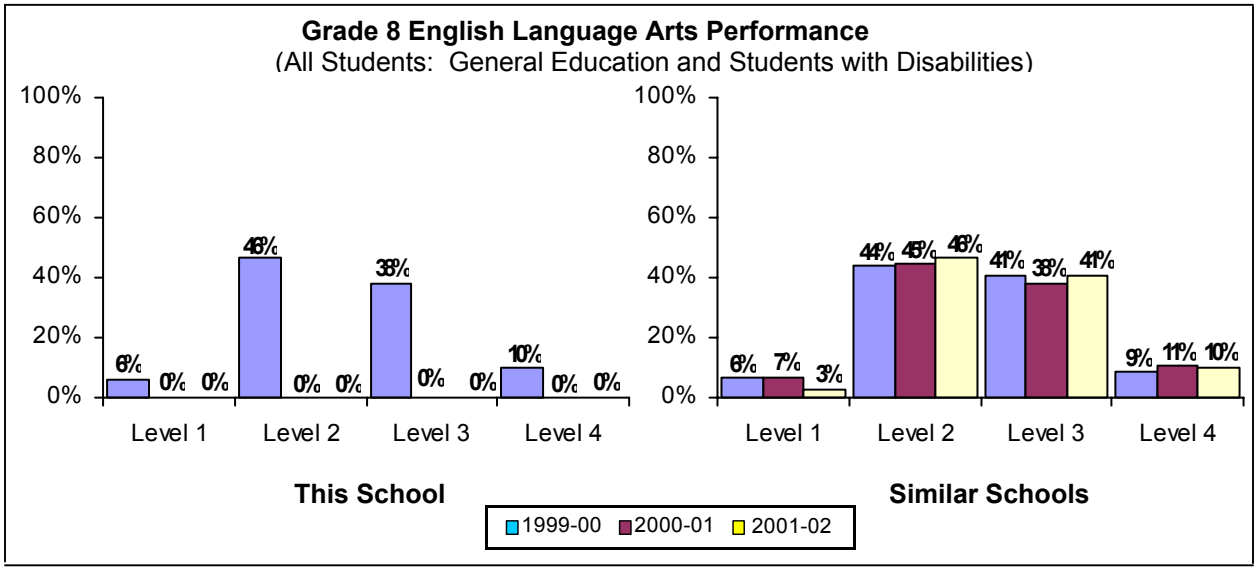
Number of Teachers	Percent No Valid Teaching Certificate
25	4%

*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

[1] District-employed staff who serve in more than one school are not included in these counts.

Middle Level

English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 527–661	Level 2 662–700	Level 3 701–738	Level 4 739–830	Total	
May 2000	4	32	26	7	69	701
May 2001	0	0	0	0	0	0
	Level 1 527–659	Level 2 660–698	Level 3 699–737	Level 4 738–830	Total	
March 2002	0	0	0	0	0	0

Middle-Level 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.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Limited English Proficient (LEP) Students

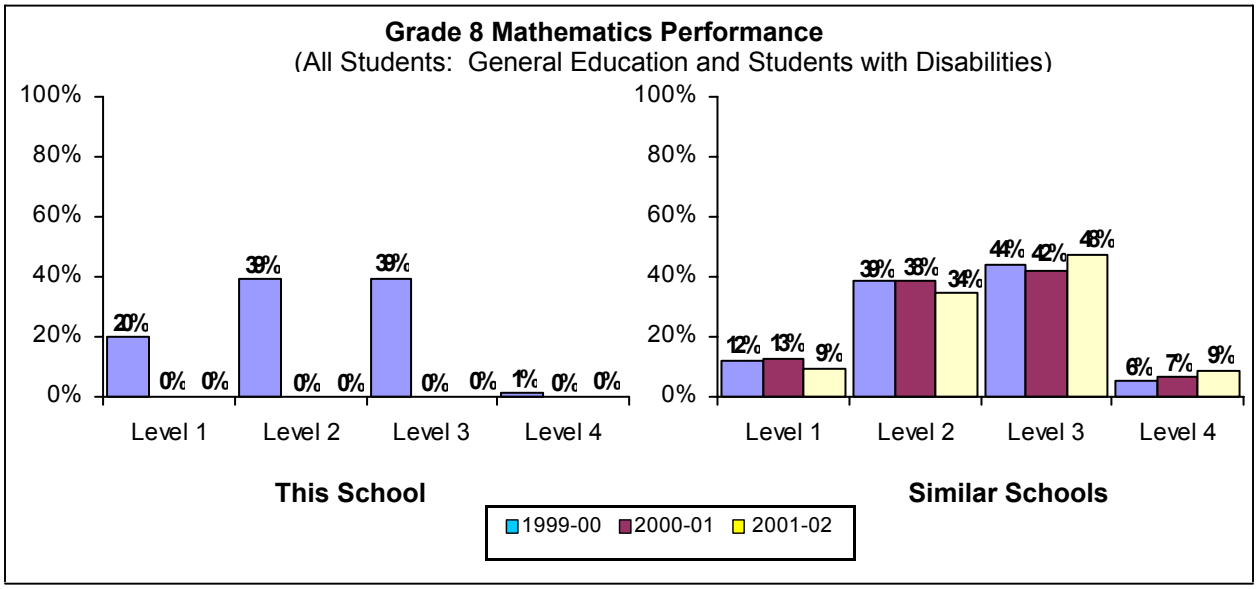
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	0	0	0	0	0

Middle Level

Mathematics



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2000	**14**	**27**	**27**	**1**	**69**	**708**
May 2001	**0**	**0**	**0**	**0**	**0**	**0**
May 2002	**0**	**0**	**0**	**0**	**0**	**0**

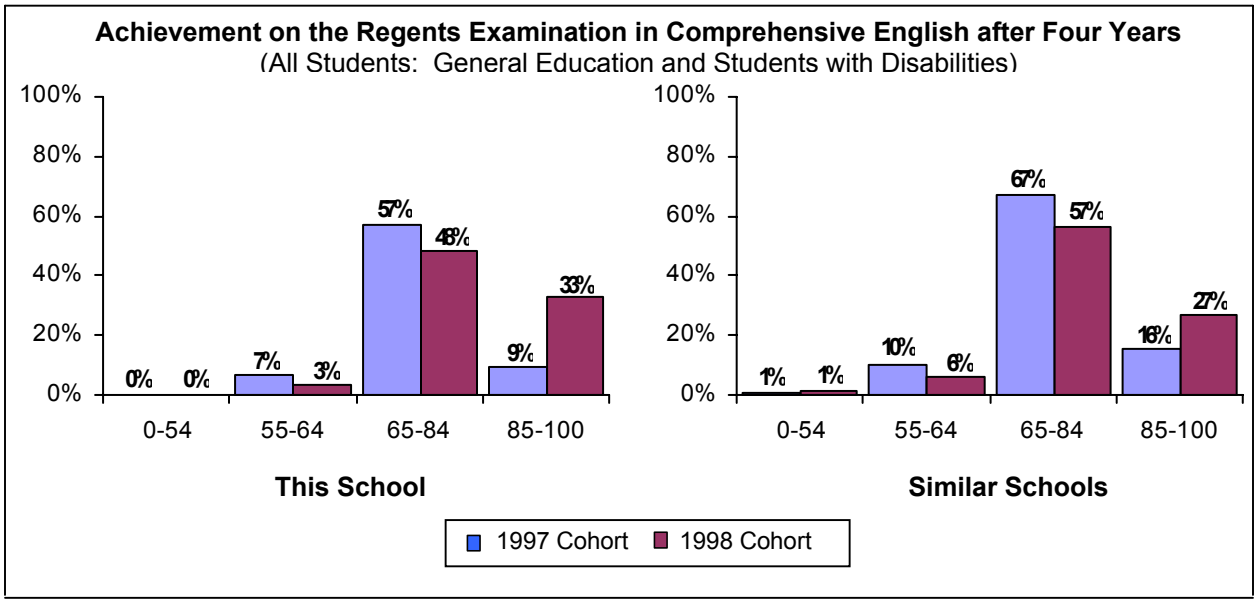
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	0	0	0	0	0

High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education.

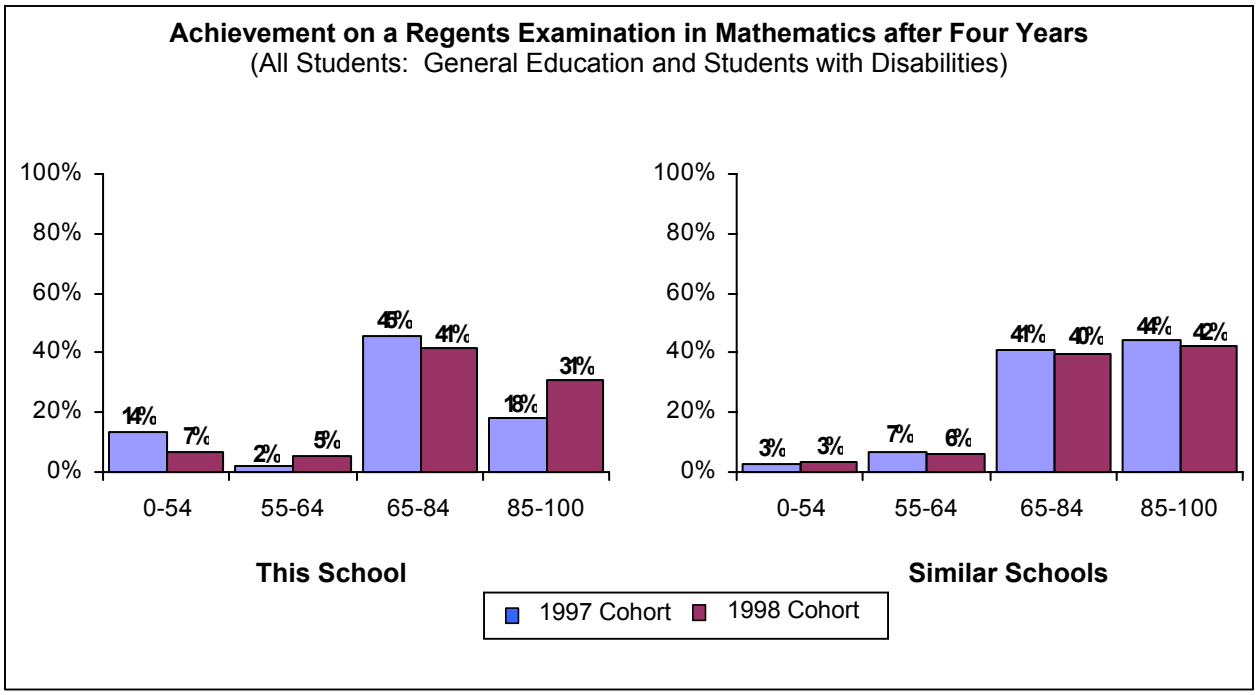


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	37	3	24	4	0	0
	Students w/ Disabilities	7	0	1	0	0	0
	All Students	**44**	**3**	**25**	**4**	**0**	**0**
1998 Cohort	General Education	50	1	28	18	0	0
	Students w/ Disabilities	8	1	0	1	0	1
	All Students	**58**	**2**	**28**	**19**	**0**	**1**

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

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education.

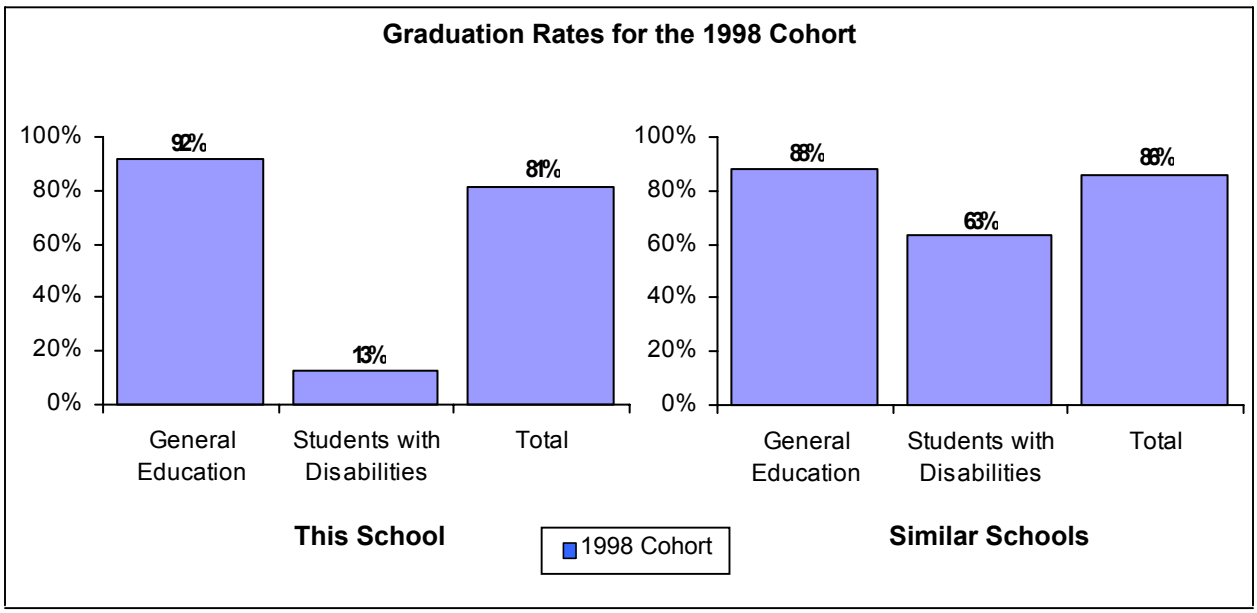


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	37	1	20	8	0	0
	Students w/ Disabilities	7	0	0	0	0	3
	All Students	**44**	**1**	**20**	**8**	**0**	**3**
1998 Cohort	General Education	50	3	23	18	0	0
	Students w/ Disabilities	8	0	1	0	0	1
	All Students	**58**	**3**	**24**	**18**	**0**	**1**

*Assessments used to determine counts in this table include Regents mathematics examinations, the component retest in mathematics, the Regents competency test in mathematics, and approved alternatives.

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	**Graduation Rate Cohort**	**Number of Graduates**
General-education students	50	46
Students with disabilities	8	1
Total	58	47

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 school report card provides performance data 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 school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps.

1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 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 Accomodation Plan may qualify for a local diploma by passing Regents competency tests. The Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						0	0	0	0	0%
Black						0	0	0	0	0%
Hispanic						0	0	0	0	0%
Asian or Pacific Islander						1	s	s	s	s
White						57	s	s	s	s
Total						58	2	47	1	86%
Small Group Totals **(s)**						58	2	47	1	86%
Results by Disability Status										
General-education students	37	3	28	0	84%	50	1	46	0	94%
Students with disabilities	7	0	1	0	14%	8	1	1	1	38%
Total	44	3	29	0	73%	58	2	47	1	86%
Results by Gender										
Female						30	0	26	0	87%
Male						28	2	21	1	86%
Total						58	2	47	1	86%
Results by English Proficiency Status										
English proficient	44	3	29	0	73%	58	2	47	1	86%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	44	3	29	0	73%	58	2	47	1	86%
Results by Income Level										
Economically disadvantaged						3	s	s	s	s
Not disadvantaged						55	s	s	s	s
Total						58	2	47	1	86%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						58	2	47	1	86%
Total						58	2	47	1	86%

Performance on the Mathematics Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						0	0	0	0	0%
Black						0	0	0	0	0%
Hispanic						0	0	0	0	0%
Asian or Pacific Islander						1	s	s	s	s
White						57	s	s	s	s
Total						58	3	42	1	79%
Small Group Totals **(s)**						58	3	42	1	79%
Results by Disability Status										
General-education students	37	1	28	0	78%	50	3	41	0	88%
Students with disabilities	7	0	0	3	43%	8	0	1	1	25%
Total	44	1	28	3	73%	58	3	42	1	79%
Results by Gender										
Female						30	0	22	0	73%
Male						28	3	20	1	86%
Total						58	3	42	1	79%
Results by English Proficiency Status										
English proficient						58	3	42	1	79%
Limited English proficient						0	0	0	0	0%
Total						58	3	42	1	79%
Results by Income Level										
Economically disadvantaged						3	s	s	s	s
Not disadvantaged						55	s	s	s	s
Total						58	3	42	1	79%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						58	3	42	1	79%
Total						58	3	42	1	79%

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity		
American Indian/Alaskan Native	0	0%
Black	0	0%
Hispanic	0	0%
Asian or Pacific Islander	1	s
White	57	s
Total	58	81%
Small Group Totals **(s)**	58	81%
Results by Disability Status		
General-education students	50	92%
Students with disabilities	8	12%
Total	58	81%
Results by Gender		
Female	30	80%
Male	28	82%
Total	58	81%
Results by English Proficiency Status		
English proficient	58	81%
Limited English proficient	0	0%
Total	58	81%
Results by Income Level		
Economically disadvantaged	3	s
Not disadvantaged	55	s
Total	58	81%
Results by Migrant Status		
Migrant family	0	0%
Not migrant family	58	81%
Total	58	81%

Glossary

Cohort Data: A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. 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 at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Similar Schools: Similar schools are schools that are grouped by common district and student demographic characteristics, including grade range of students served by the school, school district financial resources, and needs of the school student population. More information about similar school groups may be found on the Web at http://www.emsc.nysed.gov/repcrd2002/similar.html.

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 were 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 40 students in a group are neither valid nor reliable. If a school does not have 40 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.