

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



**OVERVIEW OF DISTRICT PERFORMANCE IN
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE
AND
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE
for
Hewlett-Woodmere Union Free School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

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

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status 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 *Accountability Status Report* provides information as to whether a district 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, mathematics, and science 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. 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 district, including general-education students and students with disabilities. In the *Overview*, 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, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

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

District Profile

| | | |
|---------------------------------------|-------------|----------------------|
| Superintendent: Lester M. Omotani | | Phone: (516)374-8100 |
| Organization 2003–04 | Grade Range | Student Enrollment |
| | NA | 3182 |

| | |
|---|----------|
| 2002–03 District-wide Total Expenditure per Pupil | \$19,033 |
| 2002–03 NYS Public Schools Total Expenditure per Pupil | \$13,085 |

2003–04 Core Classes Taught by Highly Qualified Teachers*

| Total Number of Core Classes | Percent Taught by Highly Qualified Teachers |
|------------------------------|---|
| 801 | 98% |

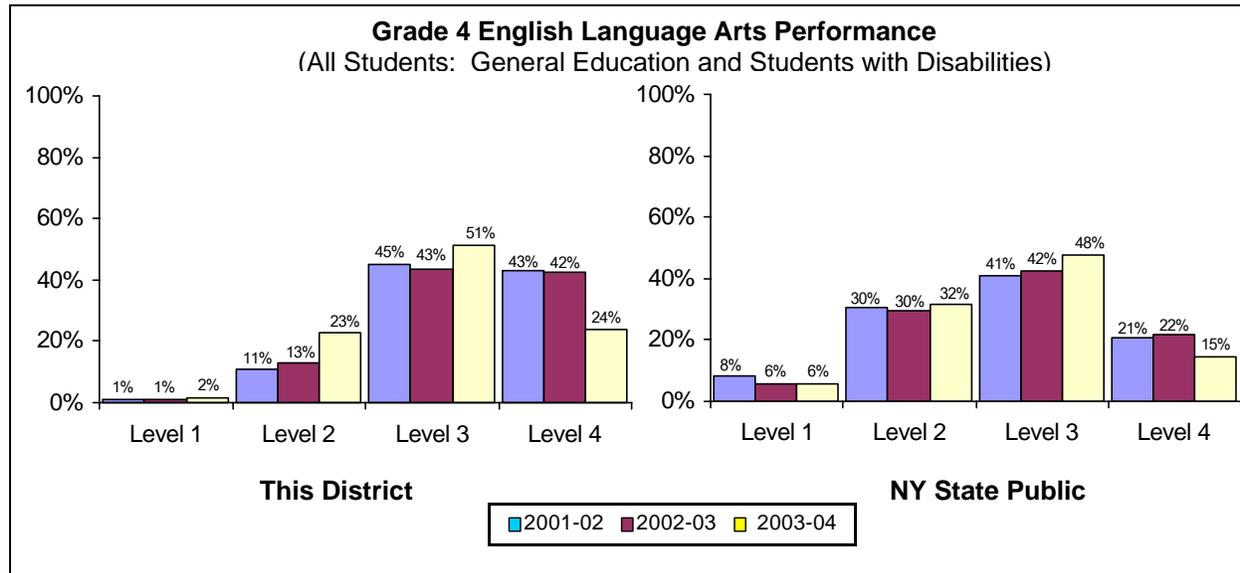
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

| Total Number of Teachers | Percent with No Valid Teaching Certificate |
|--------------------------|--|
| 298 | 0% |

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



| Performance at This District | Counts of Students | | | | | Mean Score |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------|------------|
| | Level 1 455–602 | Level 2 603–644 | Level 3 645–691 | Level 4 692–800 | Total Tested | |
| Jan–Feb 2002 | 2 | 25 | 102 | 98 | 227 | 691 |
| Feb 2003 | 3 | 30 | 101 | 99 | 233 | 684 |
| Feb 2004 | 4 | 54 | 122 | 57 | 237 | 669 |

| Elementary-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 . |

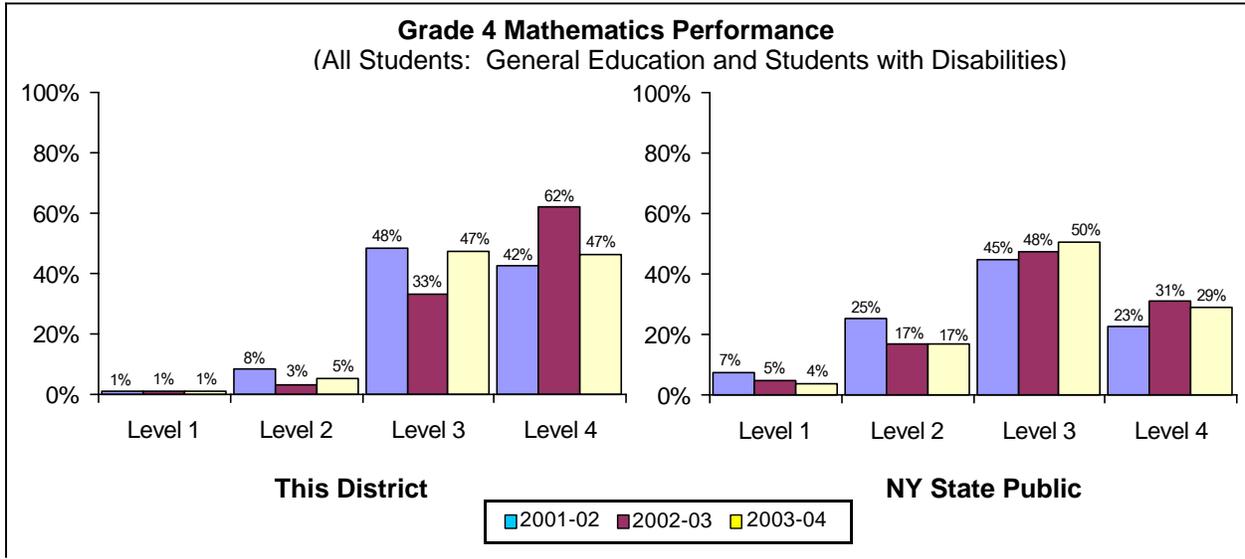
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

| Grade 4 | Level 1 | Level 2 | Level 3 | Level 4 | Total Tested |
|---------|---------|---------|---------|---------|--------------|
| 2004 | 0 | 1 | 0 | 6 | 7 |

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

| Elementary Level | AA–Level 1 | AA–Level 2 | AA–Level 3 | AA–Level 4 | Total Tested |
|------------------|------------|------------|------------|------------|--------------|
| 2003–04 | # | # | # | # | 1 |

Elementary Level Mathematics



| Performance at This District | Counts of Students | | | | | Total Tested | Mean Score |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--|--------------|------------|
| | Level 1 448–601 | Level 2 602–636 | Level 3 637–677 | Level 4 678–810 | | | |
| May 2002 | 2 | 19 | 112 | 98 | | 231 | 680 |
| May 2003 | 3 | 8 | 80 | 150 | | 241 | 688 |
| May 2004 | 2 | 13 | 116 | 114 | | 245 | 681 |

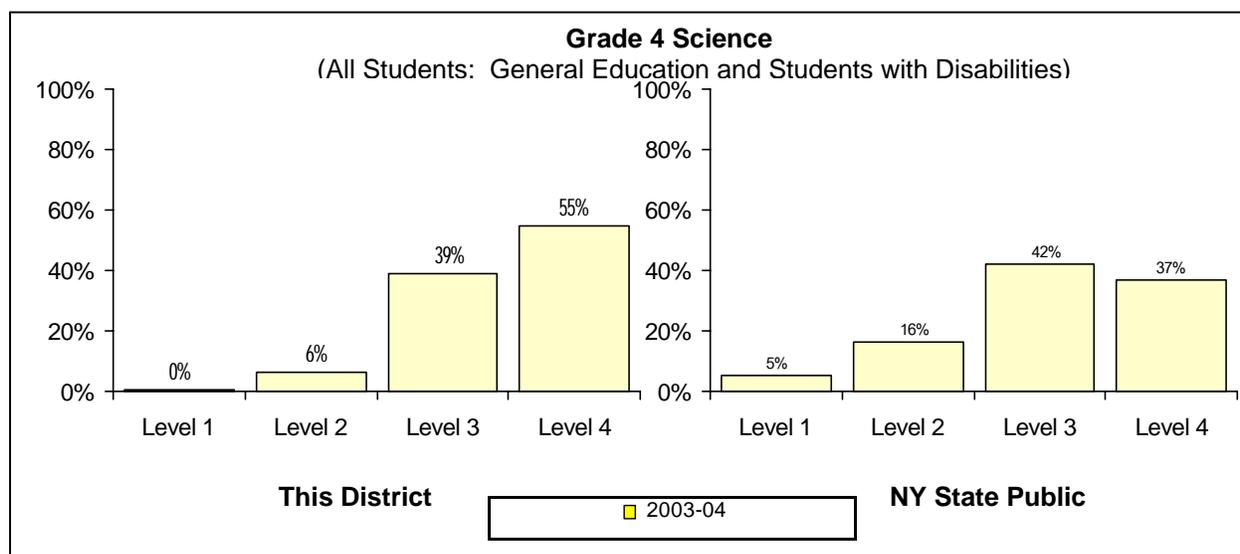
| Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards | |
|--|--|
| Level 4 | These students exceed the standards and are moving toward high performance on the Regents examination. |
| Level 3 | These students meet the standards and, with continued steady growth, 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 Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

| Elementary Level | AA-Level 1 | AA-Level 2 | AA-Level 3 | AA-Level 4 | Total Tested |
|------------------|------------|------------|------------|------------|--------------|
| 2003-04 | # | # | # | # | 1 |

Elementary Level

Science*



| Performance at This District | Counts of Students | | | | | Mean Score |
|------------------------------|--------------------|------------------|------------------|-------------------|--------------|------------|
| | Level 1 0-44 | Level 2 45-64 | Level 3 65-84 | Level 4 85-100 | Total Tested | |
| May 2004 | 1 | 15 | 95 | 133 | 244 | 84 |

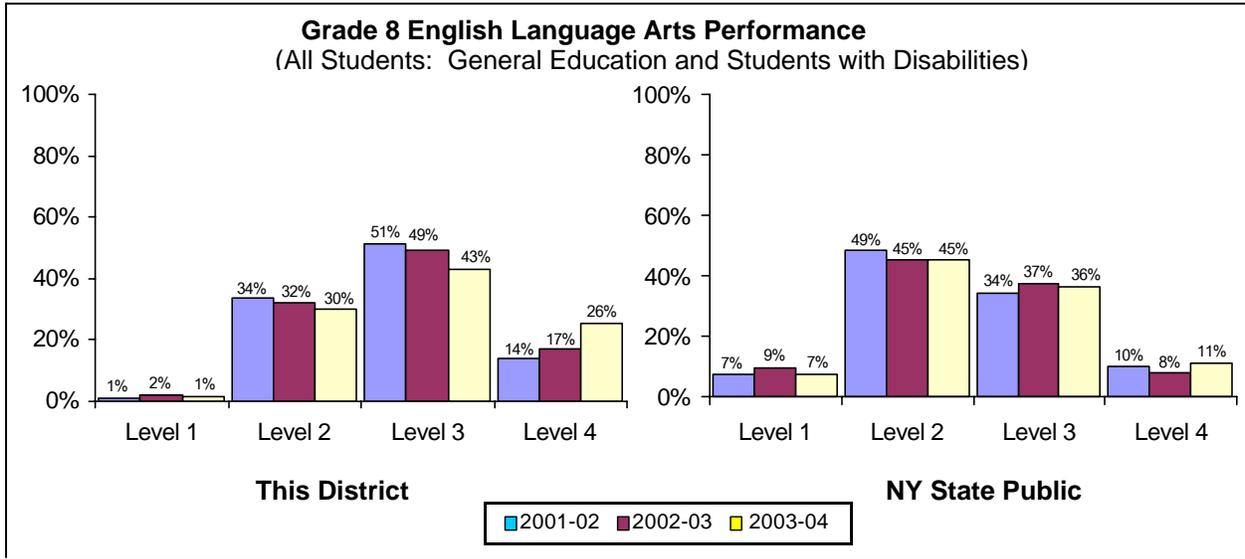
| Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards | |
|--|--|
| Level 4 | These students exceed the standards and are moving toward high performance on the Regents examination. |
| Level 3 | These students meet the standards and, with continued steady growth, should 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 Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

| Elementary Level | AA-Level 1 | AA-Level 2 | AA-Level 3 | AA-Level 4 | Total Tested |
|------------------|------------|------------|------------|------------|--------------|
| 2003-04 | # | # | # | # | 1 |

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

Middle Level English Language Arts



| Performance at This District | Counts of Students | | | | | Mean Score |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------|------------|
| | Level 1 527-659 | Level 2 660-698 | Level 3 699-737 | Level 4 738-830 | Total Tested | |
| March 2002 | 3 | 89 | 136 | 37 | 265 | 711 |
| | Level 1 527-657 | Level 2 658-696 | Level 3 697-736 | Level 4 737-830 | Total Tested | |
| January 2003 | 5 | 87 | 134 | 47 | 273 | 709 |
| January 2004 | 4 | 84 | 119 | 71 | 278 | 719 |

| 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 . |

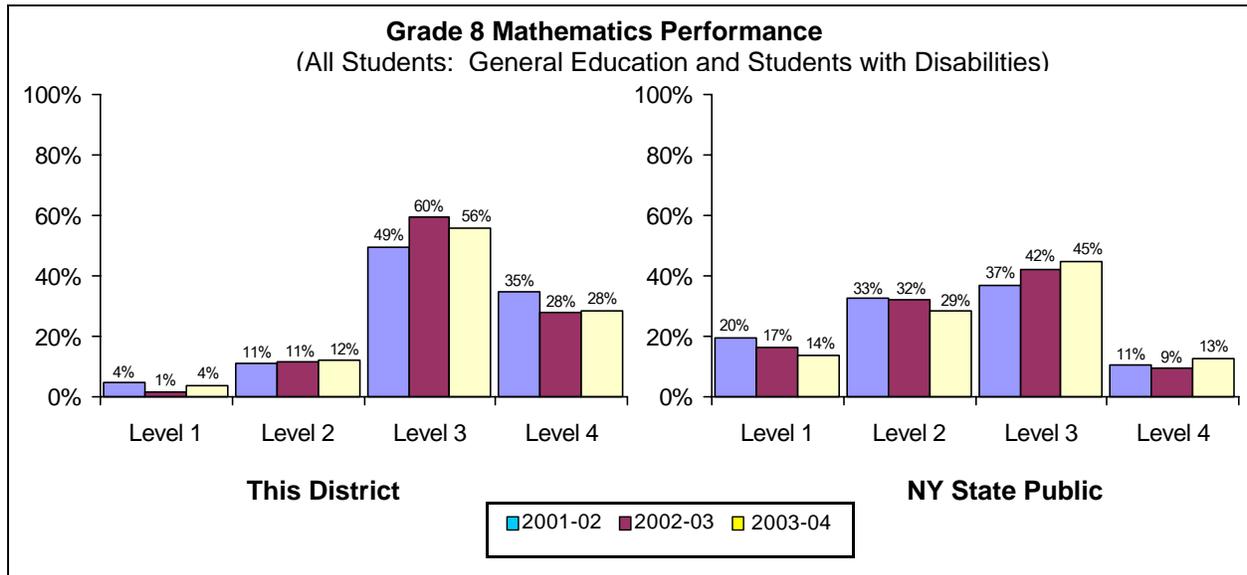
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

| Grade 8 | Level 1 | Level 2 | Level 3 | Level 4 | Total Tested |
|---------|---------|---------|---------|---------|--------------|
| 2004 | 1 | 1 | 1 | 3 | 6 |

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

| Middle Level | AA-Level 1 | AA-Level 2 | AA-Level 3 | AA-Level 4 | Total Tested |
|--------------|------------|------------|------------|------------|--------------|
| 2003-04 | # | # | # | # | 2 |

Middle Level Mathematics



| Performance at This District | Counts of Students | | | | | Mean Score |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------|------------|
| | Level 1 517-680 | Level 2 681-715 | Level 3 716-759 | Level 4 760-882 | Total Tested | |
| May 2002 | 12 | 30 | 132 | 93 | 267 | 745 |
| May 2003 | 4 | 32 | 168 | 78 | 282 | 742 |
| May 2004 | 11 | 34 | 160 | 81 | 286 | 743 |

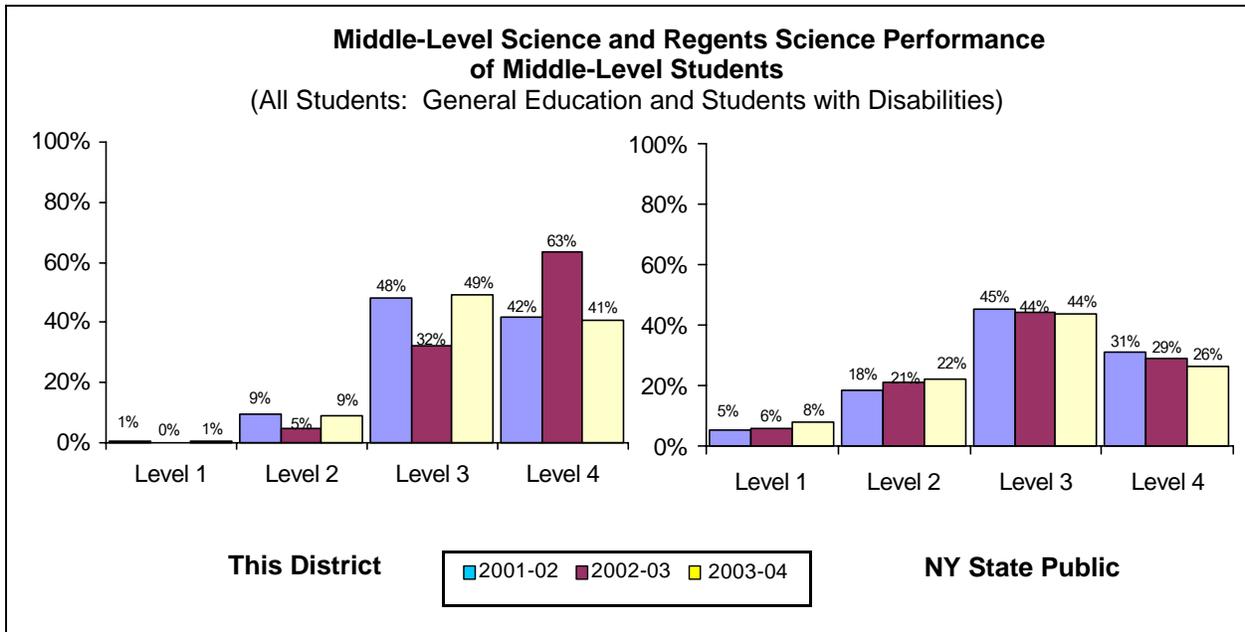
| Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards | |
|---|--|
| Level 4 | These students exceed the standards and are moving toward high performance on the Regents examination. |
| Level 3 | These students meet the standards and, with continued steady growth, should 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 Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

| Middle Level | AA-Level 1 | AA-Level 2 | AA-Level 3 | AA-Level 4 | Total Tested |
|--------------|------------|------------|------------|------------|--------------|
| 2003-04 | # | # | # | # | 2 |

Middle Level

Science



| Performance at This District | | Counts of Students | | | | | Mean Score |
|------------------------------|----------------------|--------------------|---------|---------|---------|--------------|------------|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Total Tested | |
| June 2002 | Middle-Level Science | 1 | 17 | 87 | 76 | 181 | 80 |
| | Regents Science | 0 | 0 | 0 | 0 | 0 | 0 |
| January/ June 2003 | Middle-Level Science | 0 | 13 | 84 | 78 | 175 | 81 |
| | Regents Science | 0 | 0 | 6 | 100 | 106 | 93 |
| January/ June 2004 | Middle-Level Science | 2 | 25 | 117 | 37 | 181 | 75 |
| | Regents Science | 0 | 0 | 23 | 79 | 102 | 89 |

| Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards* | |
|--|---|
| Level 4 | These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination. |
| Level 3 | These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination. |
| Level 2 | These students need extra help to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination. |
| Level 1 | These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination. |

*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

| Middle Level | AA-Level 1 | AA-Level 2 | AA-Level 3 | AA-Level 4 | Total Tested |
|--------------|------------|------------|------------|------------|--------------|
| 2003-04 | # | # | # | # | 1 |

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's