# The New York State School District Report Card for Westmoreland Central School District

An Overview of Academic Performance



February 2000



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

March 6, 2000

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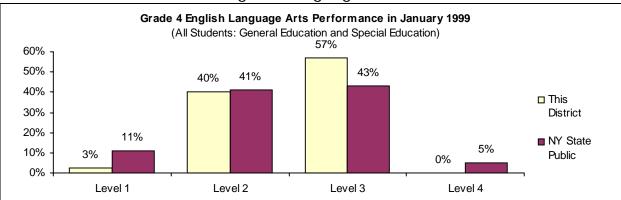
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# **English Language Arts**



Performance - in This District -		Counts of Students						Maan		
		Not Tested		Tested				Mean Score		
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	Score
1	General Education		0	0	1	38	59	0	98	651
Jan	Special Education	2	0	0	2	7	5	0	14	633
1999	All Students	2	0	0	3	45	64	0	112	648

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

<b>Level 4</b> (692-800)	These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each standard for elementary students, and proficient 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)	These students meet the standards and, with continued steady growth, should pass the Regents examination. 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)	These students need extra help to meet the standards and pass the Regents examination. 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)	These students have serious academic deficiencies. 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)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning 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.<sup>2</sup> Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 1999	0	0

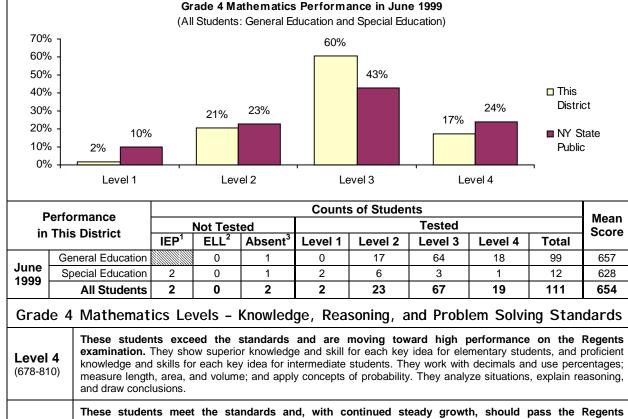
<sup>1</sup> These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

<sup>2</sup> These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who perform below the 30<sup>th</sup> percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

<sup>3</sup> These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

<sup>#</sup> 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.

### **Mathematics**



Level 3
(637-677)

These students meet the standards and, with continued steady growth, should pass the Regents examination. 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.

# **Level 2** (602-636)

These students need extra help to meet the standards and pass the Regents examination. 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.

# **Level 1** (448-601)

These students have serious academic deficiencies. They show no evidence of any 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.

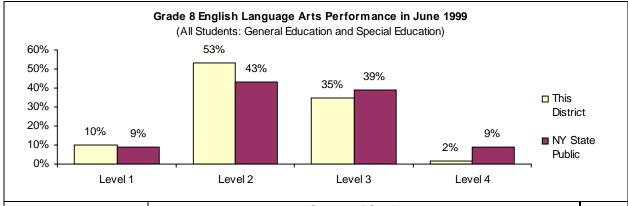
<sup>1</sup> These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

<sup>2</sup> These students were not required to take this test because they were English language learners (ELL) who performed 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.

<sup>3</sup> These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

<sup>#</sup> 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.

# **English Language Arts**



Performance in This District		Counts of Students								
		Not Tested		Tested				Mean Score		
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	Score
	General Education		0	1	7	51	37	2	97	696
June	Special Education	0	0	0	4	7	1	0	12	668
1999	All Students	0	0	1	11	58	38	2	109	693

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

Of auc	Grade & English Language Arts Levels - Listening, Reading, and Writing Standards						
Level 4 (739-830)  These students exceed the standards and are moving toward high performance examination. They show superior knowledge and skill for each standard for intermediate students commencement-level skills in listening, reading and writing. Students show thorough understanding written and oral text. Students' writing is consistently well organized, insightful, and thoroughly sophisticated and effective language and few or no errors in spelling, grammar, or punctuation.							
<b>Level 3</b> (701-738)	These students meet the standards and, with continued steady growth, should pass the Regents examination. 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)	These students need extra help to meet the standards and pass the Regents examination. 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)	These students have serious academic deficiencies. They show no evidence of any 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)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning 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.<sup>2</sup> Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 1999	0	0

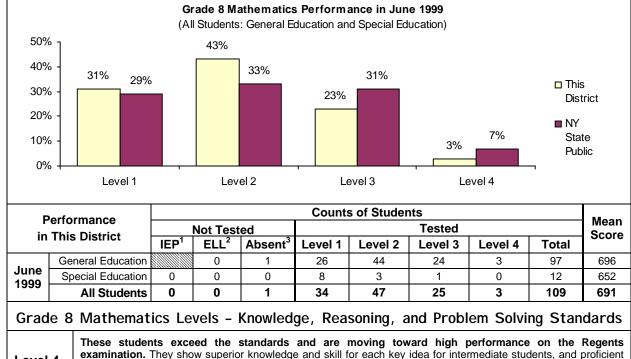
<sup>1</sup> These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

<sup>2</sup> 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. Other grade 4 ELL students must take this test.

<sup>3</sup> These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

<sup>#</sup> 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.

### **Mathematics**



<b>Level 4</b> (760-882)	L commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solution					
<b>Level 3</b> (716-759)	These students meet the standards and, with continued steady growth, should pass the Regents examination. 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)	These students need extra help to meet the standards and pass the Regents examination. 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)	These students have serious academic deficiencies. They show no evidence of any 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.					

<sup>1</sup> These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

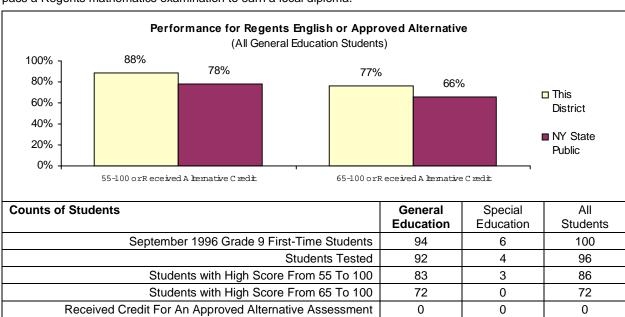
<sup>2</sup> These students were not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this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

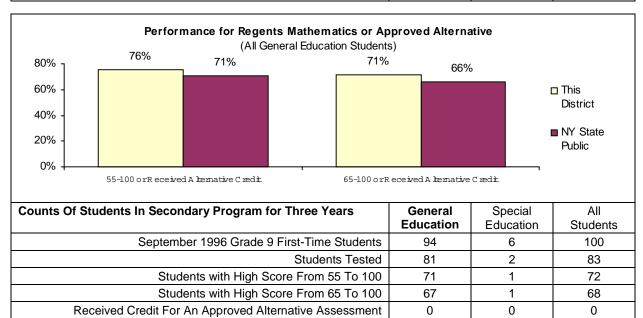
<sup>3</sup> These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

<sup>#</sup> 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 cohort includes all students enrolled in this district in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma. Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.





Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

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<sup>#</sup> 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: Mr. John P. Dunn Phone: (315)853-6199					
Organizati 1998-99	on	Sch	nool Staff (both full- and part-ti	me)	
Grade Range	Student Enrollment	Count of Count of Other Teachers Professionals		Count of Paraprofessionals	
K-12	1,323	89	10	41	

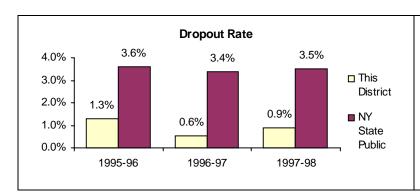
Public Total Expenditure per Pupil	1997-98
This School District	\$7,935
New York State	\$9,810

District Student Enrollment						
Grade Levels	October 1998	Grade Levels	October 1998			
Pre-Kindergarten	0	Grade 7	97			
Kindergarten	91	Grade 8	111			
Grade 1	101	Grade 9	111			
Grade 2	114	Grade 10	80			
Grade 3	107	Grade 11	95			
Grade 4	111	Grade 12	71			
Grade 5	121	Ungraded Elementary with Disabilities	0			
Grade 6	113	Ungraded Secondary with Disabilities	0			

Student Demographics	1996-97		1997-98		1998-99		
	Count	Percent	Count	Percent	Count	Percent	NY Statewide Public Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%	7.5%
Eligible For Free Lunch	218	16.5%	191	14.4%	240	18.1%	38.5%

# **Need / Resource Capacity Group**

The Education Department groups school districts for policy analysis based on certain demographic factors. This is a school district with average student needs in relation to district resource capacity.



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.