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

Wappingers Falls Junior High School

in

Wappingers Central School District

February 2004

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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: February 2004*, available 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: Cheryl Musante		Phone: (845)298-5200
Organization 2002–03	Grade Range	Student Enrollment
	7-8	975

2001–02 School District-wide Total Expenditure per Pupil	$10,412

Similar Schools Group	This school is in Similar Schools Group 32. All schools in this group are middle 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 middle level schools in these districts.

2002–03 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
225	97%

*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

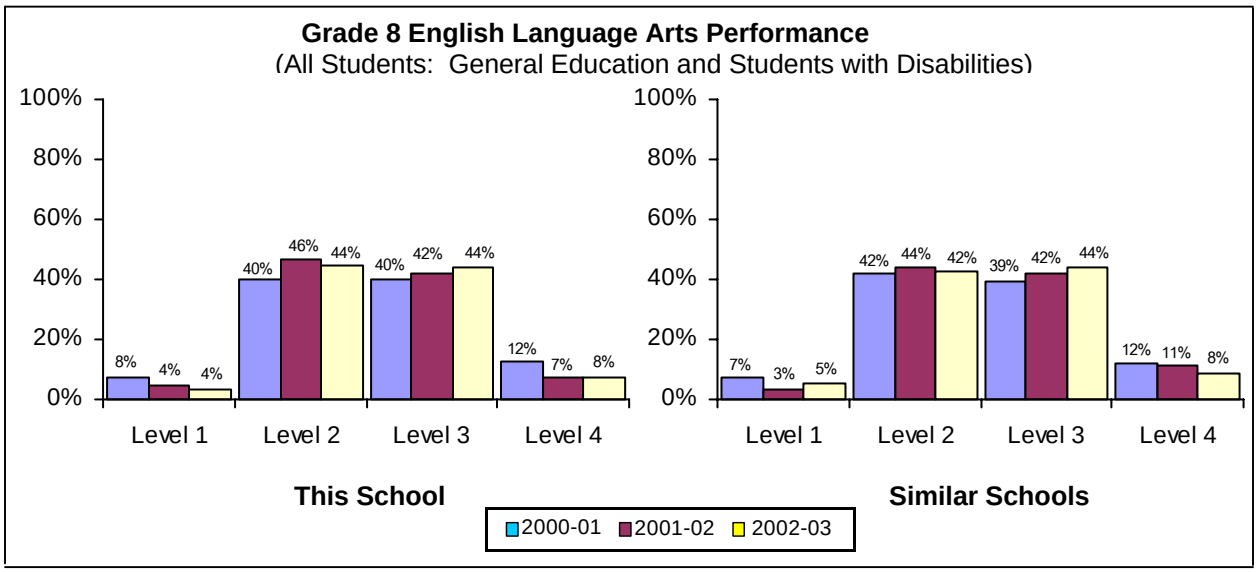
2002–03 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent with No Valid Teaching Certificate
71	0%

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

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 2001	36	190	189	59	474	703
	Level 1 527–659	**Level 2 660–698**	**Level 3 699-737**	**Level 3 738-830**	**Total**	
March 2002	20	208	187	33	448	699
	Level 1 527–657	**Level 2 658–696**	**Level 3 697–736**	**Level 4 737–830**	**Total**	
January 2003	18	222	221	38	499	699

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

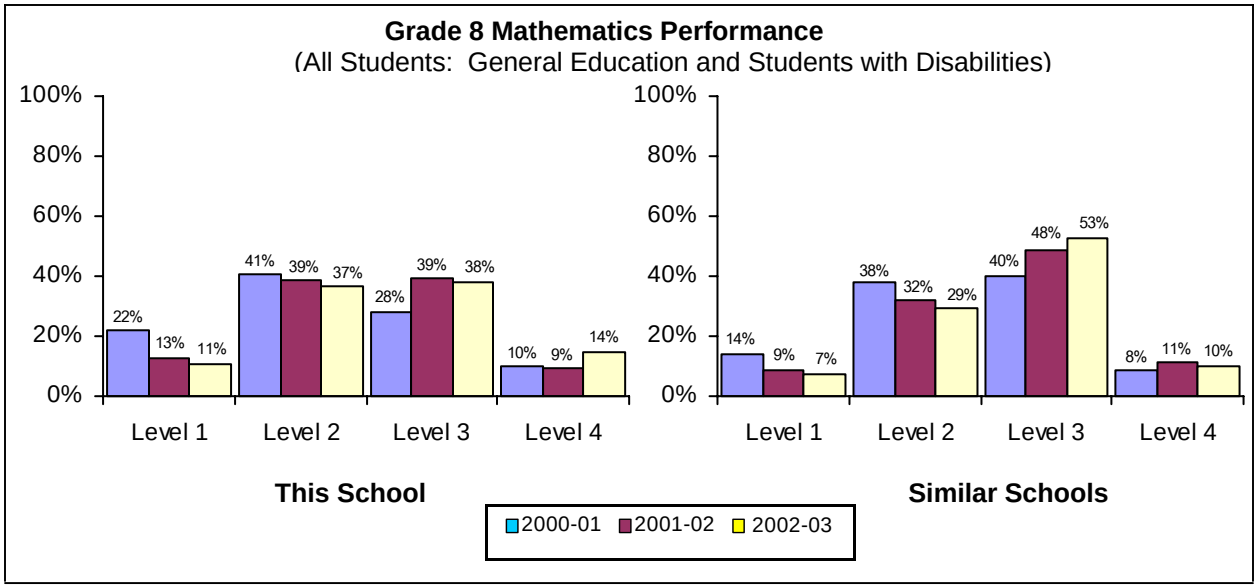
Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	6	1	0	0	5

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

Grade 8	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	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 2001	103	193	132	47	475	706
May 2002	54	167	170	40	431	715
May 2003	55	184	190	72	501	719

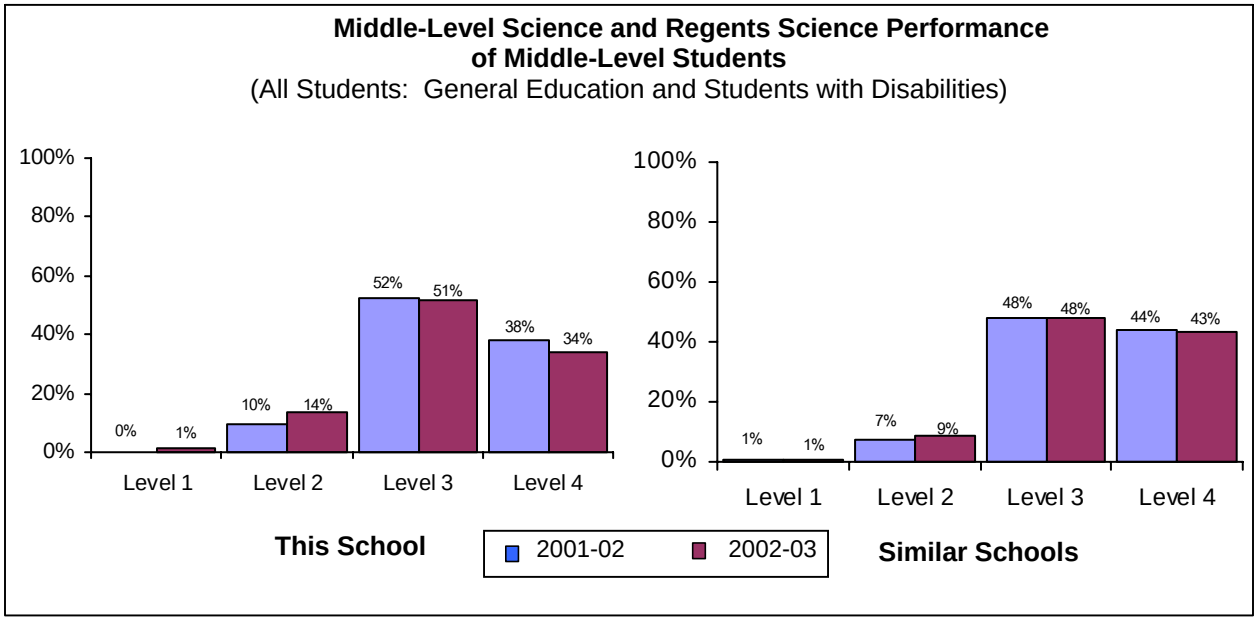
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents 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	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

Middle Level

Science



Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	1	42	226	111	380	78
	Regents Science	0	0	2	54	56	91
January/ June 2003	Middle-Level Science	6	65	242	86	399	75
	Regents Science	0	0	4	75	79	92

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 ***or*** 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 ***or*** 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 ***or*** score 55–64 on a Regents science examination.
Level 1	These students have **serious academic deficiencies** as evidenced in the middle-level science test ***or*** 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	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

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 for two years 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. If your school did not report data for the 2002-03 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Middle Level

English Language Arts

Student Subgroup	2001–02				2002–03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	31	97%	32%	0%	27	96%	48%	0%
Hispanic	45	91%	31%	2%	42	93%	45%	5%
Asian or Pacific Islander	22	95%	64%	5%	30	100%	73%	13%
White	350	96%	52%	9%	400	97%	51%	8%
Total	448	96%	49%	7%	499	96%	52%	8%
Small Group Totals **(s)**	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	382	99%	55%	9%	447	99%	57%	9%
Students with disabilities	66	77%	14%	0%	52	77%	10%	0%
Total	448	96%	49%	7%	499	96%	52%	8%
Results by Gender								
Female	202	95%	58%	10%	237	97%	58%	11%
Male	246	96%	42%	5%	262	96%	46%	5%
Total	448	96%	49%	7%	499	96%	52%	8%
Results by English Proficiency Status								
English proficient	443	96%	50%	7%	499	96%	52%	8%
Limited English proficient	5	40%	0%	0%	0	0%	0%	0%
Total	448	96%	49%	7%	499	96%	52%	8%
Results by Income Level								
Economically disadvantaged	48	92%	33%	4%	58	95%	52%	3%
Not disadvantaged	400	96%	51%	8%	441	97%	52%	8%
Total	448	96%	49%	7%	499	96%	52%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	448	96%	49%	7%	499	96%	52%	8%
Total	448	96%	49%	7%	499	96%	52%	8%

Middle Level

Mathematics

Student Subgroup	2001–02				2002–03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	30	87%	23%	0%	26	69%	27%	0%
Hispanic	44	73%	32%	5%	47	83%	34%	6%
Asian or Pacific Islander	20	90%	70%	30%	30	100%	80%	43%
White	337	89%	52%	9%	398	90%	54%	14%
Total	431	87%	49%	9%	501	89%	52%	14%
Small Group Totals **(s)**	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	365	94%	56%	11%	450	93%	58%	16%
Students with disabilities	66	53%	9%	2%	51	51%	6%	0%
Total	431	87%	49%	9%	501	89%	52%	14%
Results by Gender								
Female	195	85%	50%	11%	236	92%	55%	14%
Male	236	89%	48%	8%	265	86%	50%	15%
Total	431	87%	49%	9%	501	89%	52%	14%
Results by English Proficiency Status								
English proficient	426	88%	49%	9%	495	89%	53%	15%
Limited English proficient	5	60%	0%	0%	6	67%	17%	0%
Total	431	87%	49%	9%	501	89%	52%	14%
Results by Income Level								
Economically disadvantaged	45	84%	27%	0%	57	84%	51%	12%
Not disadvantaged	386	88%	51%	10%	444	90%	52%	15%
Total	431	87%	49%	9%	501	89%	52%	14%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	431	87%	49%	9%	501	89%	52%	14%
Total	431	87%	49%	9%	501	89%	52%	14%

Middle Level

Science

Student Subgroup	2001–02				2002–03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	28	100%	86%	21%	22	95%	68%	18%
Hispanic	42	100%	74%	12%	36	94%	58%	19%
Asian or Pacific Islander	15	100%	87%	53%	16	100%	94%	31%
White	295	100%	91%	31%	325	99%	85%	22%
Total	380	100%	89%	29%	399	98%	82%	22%
Small Group Totals **(s)**	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	317	100%	94%	32%	351	100%	86%	25%
Students with disabilities	63	98%	62%	14%	48	90%	52%	0%
Total	380	100%	89%	29%	399	98%	82%	22%
Results by Gender								
Female	161	99%	86%	22%	184	99%	82%	20%
Male	219	100%	91%	35%	215	98%	83%	23%
Total	380	100%	89%	29%	399	98%	82%	22%
Results by English Proficiency Status								
English proficient	375	100%	90%	30%	395	s	s	s
Limited English proficient	5	100%	20%	0%	4	s	s	s
Total	380	100%	89%	29%	399	98%	82%	22%
Results by Income Level								
Economically disadvantaged	45	100%	82%	22%	47	96%	72%	19%
Not disadvantaged	335	100%	90%	30%	352	99%	84%	22%
Total	380	100%	89%	29%	399	98%	82%	22%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	380	100%	89%	29%	399	98%	82%	22%
Total	380	100%	89%	29%	399	98%	82%	22%

Glossary

Accountability Cohort: An accountability 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 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, 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 accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

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.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (NYSESLAT) as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe disabilities 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 are 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 30 students in a group may be neither valid nor reliable. If a school does not have 30 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.