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**

## Gates-Chili High School

**in**

## Gates-Chili Central School District

**February 2004**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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: John Brondon | | Phone: (585)247-5050 |
|---|---|---|
| **Organization 2002–03** | Grade Range | Student Enrollment |
| | 9-12 | 1634 |

| | |
|---|---|
| **2001–02 School District-wide Total Expenditure per Pupil** | $11,786 |

| | |
|---|---|
| **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. |

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

| Number of Core Classes | Percent Taught by Highly Qualified Teachers |
|---|---|
| 362 | 96% |

*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.

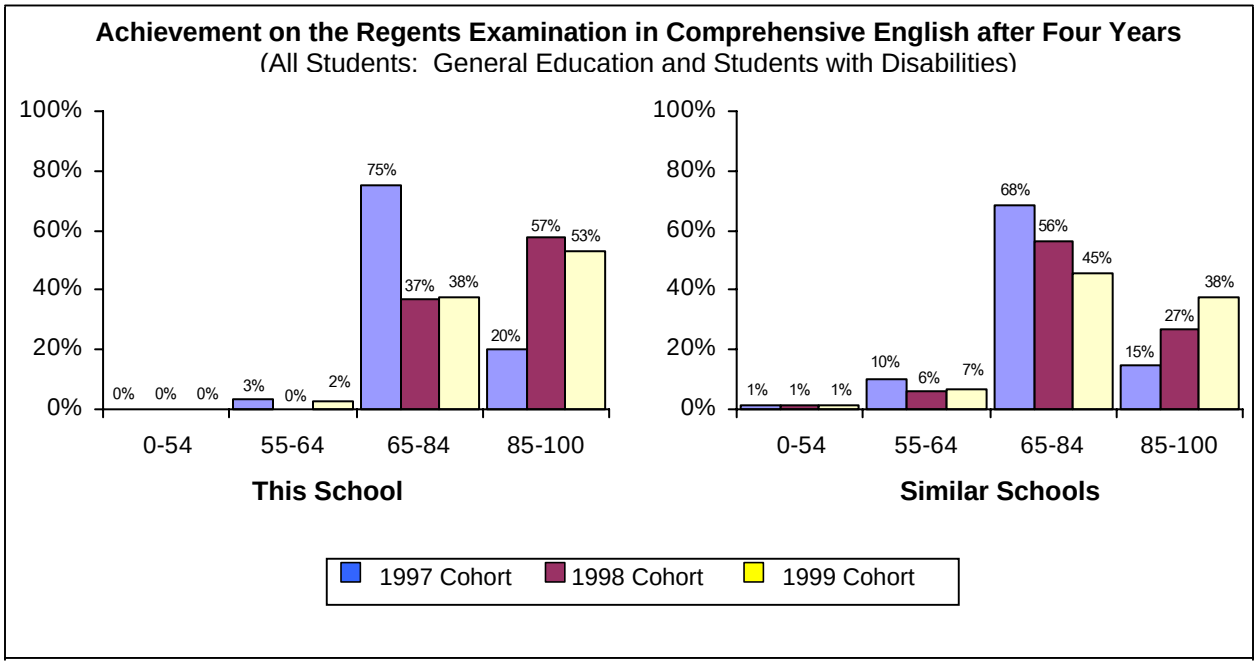
### 2002–03 Percentage of Teachers with No Valid Teaching Certificate*

| Number of Teachers | Percent with No Valid Teaching Certificate |
|---|---|
| 117 | 1% |

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

# High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. A score of 65 or above on the Regents comprehensive examination in English 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. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. 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. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.




| English Graduation Requirement Achievement after Four Years of High School* | | | | | | |
|---|---|---|---|---|---|---|
| | Cohort Members All Students | Highest Score Between 0 and 54 | Highest Score Between 55 and 64 | Highest Score Between 65 and 84 | Highest Score Between 85 and 100 | Approved Alternative Credit |
| **1997 Cohort** | 322 | 0 | 10 | 242 | 65 | 0 |
| **1998 Cohort** | 352 | 0 | 0 | 130 | 202 | 0 |
| **1999 Cohort** | 381 | 0 | 9 | 144 | 203 | 0 |

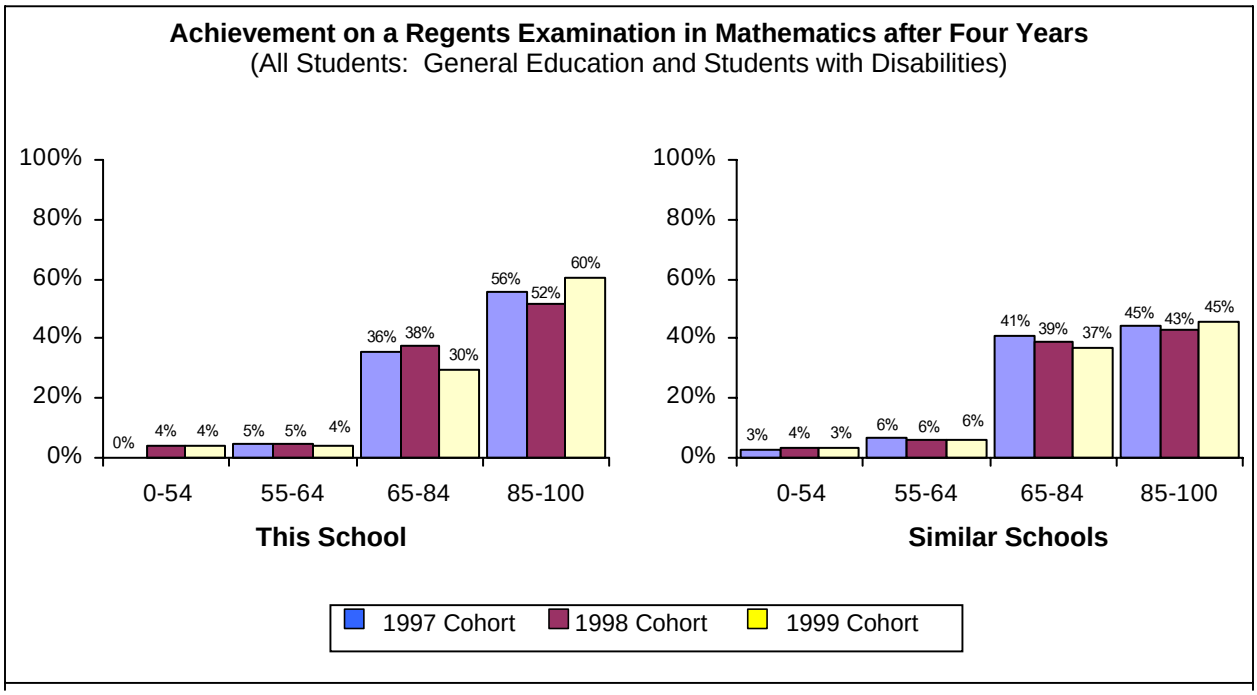
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

| Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement* | | |
|---|---|---|
| | Passed the RCTs | Failed RCT in Reading and/or Writing |
| **1997 Cohort** | 5 | 0 |
| **1998 Cohort** | 1 | 0 |
| **1999 Cohort** | 2 | 0 |

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 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. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. 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. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.




| Mathematics Graduation Requirement Achievement after Four Years of High School* | | | | | | |
|---|---|---|---|---|---|---|
| | Cohort Members All Students | Highest Score Between 0 and 54 | Highest Score Between 55 and 64 | Highest Score Between 65 and 84 | Highest Score Between 85 and 100 | Approved Alternative Credit |
| **1997 Cohort** | 322 | 1 | 15 | 115 | 180 | 0 |
| **1998 Cohort** | 352 | 15 | 16 | 133 | 182 | 0 |
| **1999 Cohort** | 381 | 16 | 15 | 113 | 229 | 0 |

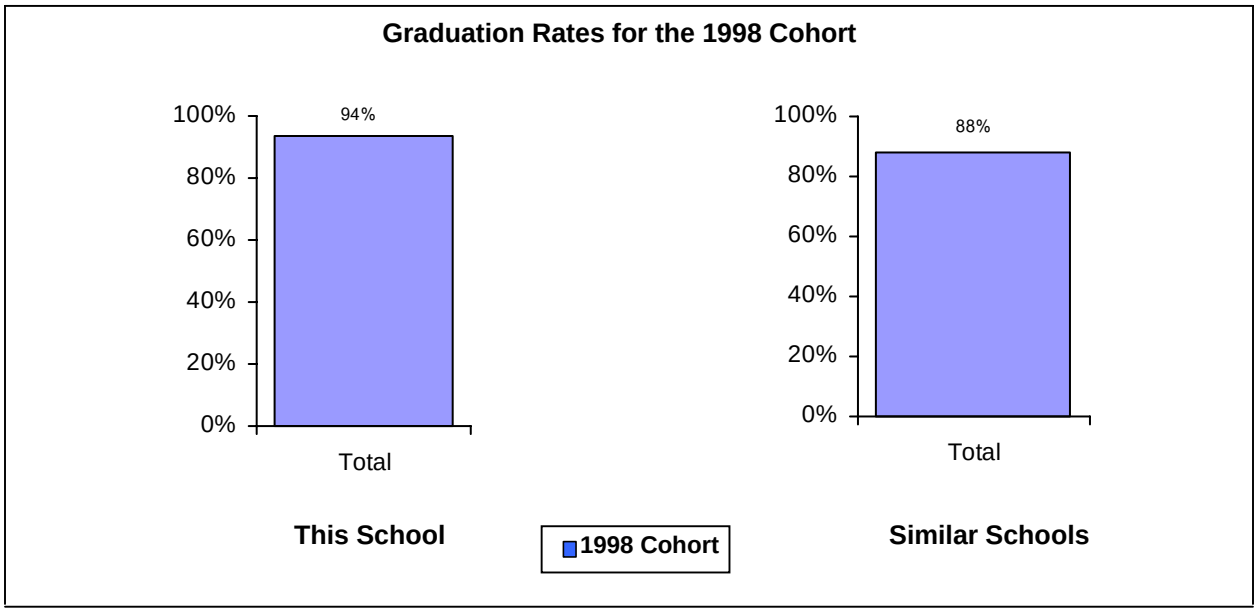
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

| Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement* | | |
|---|---|---|
| | Passed the RCT | Failed at Least One RCT |
| **1997 Cohort** | 11 | 0 |
| **1998 Cohort** | 1 | 0 |
| **1999 Cohort** | 1 | 0 |

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.




| Cohort Graduation Rates | | | | |
|---|---|---|---|---|
| | **Cohort Members* (a)** | **Transfers to GED (b)** | **Graduation Rate Cohort Members (a+b)** | **Number Graduated** |
| 1998 Cohort | 369 | 3 | 372 | 348 |

*Count as of August 31st of the fourth year after first entering grade 9.

# 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*.

# 1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 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 data in these tables show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.

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

| Student Subgroup | 1998 Cohort | | | | | 1999 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 | 2 | s | s | s | s | 2 | s | s | s | s |
| Black | 29 | 0 | 24 | 0 | 83% | 42 | 2 | 33 | 1 | 86% |
| Hispanic | 6 | s | s | s | s | 10 | 1 | 8 | 0 | 90% |
| Asian or Pacific Islander | 7 | 0 | 7 | 0 | 100% | 6 | s | s | s | s |
| White | 308 | 0 | 294 | 1 | 96% | 321 | 6 | 300 | 1 | 96% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| Small Group Totals **(s)** | 8 | 0 | 7 | 0 | 88% | 8 | 0 | 6 | 0 | 75% |
| **Results by Disability Status** | | | | | | | | | | |
| General-education students | 345 | 0 | 328 | 0 | 95% | 362 | 5 | 338 | 0 | 95% |
| Students with disabilities | 7 | 0 | 4 | 1 | 71% | 19 | 4 | 9 | 2 | 79% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| **Results by Gender** | | | | | | | | | | |
| Female | 177 | 0 | 167 | 0 | 94% | 174 | 3 | 159 | 2 | 94% |
| Male | 175 | 0 | 165 | 1 | 95% | 207 | 6 | 188 | 0 | 94% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| **Results by English Proficiency Status** | | | | | | | | | | |
| English proficient | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| Limited English proficient | 0 | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 0% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| **Results by Income Level** | | | | | | | | | | |
| Economically disadvantaged | 0 | 0 | 0 | 0 | 0% | 22 | 1 | 16 | 0 | 77% |
| Not disadvantaged | 352 | 0 | 332 | 1 | 95% | 359 | 8 | 331 | 2 | 95% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| **Results by Migrant Status** | | | | | | | | | | |
| Migrant family | 0 | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 0% |
| Not migrant family | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |
| Total | 352 | 0 | 332 | 1 | 95% | 381 | 9 | 347 | 2 | 94% |

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

| Student Subgroup | 1998 Cohort | | | | | 1999 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 | 2 | s | s | s | s | 2 | s | s | s | s |
| Black | 29 | 1 | 23 | 0 | 83% | 42 | 6 | 33 | 0 | 93% |
| Hispanic | 6 | s | s | s | s | 10 | 1 | 9 | 0 | 100% |
| Asian or Pacific Islander | 7 | 0 | 7 | 0 | 100% | 6 | s | s | s | s |
| White | 308 | 15 | 277 | 1 | 95% | 321 | 8 | 292 | 1 | 94% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| Small Group Totals **(s)** | 8 | 0 | 8 | 0 | 100% | 8 | 0 | 8 | 0 | 100% |
| **Results by Disability Status** | | | | | | | | | | |
| General-education students | 345 | 14 | 313 | 0 | 95% | 362 | 13 | 338 | 0 | 97% |
| Students with disabilities | 7 | 2 | 2 | 1 | 71% | 19 | 2 | 4 | 1 | 37% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| **Results by Gender** | | | | | | | | | | |
| Female | 177 | 9 | 158 | 0 | 94% | 174 | 1 | 166 | 0 | 96% |
| Male | 175 | 7 | 157 | 1 | 94% | 207 | 14 | 176 | 1 | 92% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| **Results by English Proficiency Status** | | | | | | | | | | |
| English proficient | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| Limited English proficient | 0 | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 0% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| **Results by Income Level** | | | | | | | | | | |
| Economically disadvantaged | 0 | 0 | 0 | 0 | 0% | 22 | 2 | 18 | 0 | 91% |
| Not disadvantaged | 352 | 16 | 315 | 1 | 94% | 359 | 13 | 324 | 1 | 94% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| **Results by Migrant Status** | | | | | | | | | | |
| Migrant family | 0 | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 0% |
| Not migrant family | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |
| Total | 352 | 16 | 315 | 1 | 94% | 381 | 15 | 342 | 1 | 94% |

# Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30th of the fourth year after first entering grade 9 and in the second two columns if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.

| | 1998 Cohort as of June 30, 2002 | | 1998 Cohort as of August 31, 2002 | |
|---|---|---|---|---|
| **Student Subgroup** | **Graduation Rate Cohort** | **Graduation Rate** | **Graduation Rate Cohort** | **Graduation Rate** |
| **Results by Race/Ethnicity** | | | | |
| American Indian/Alaskan Native | 2 | s | 2 | s |
| Black | 30 | 83% | 35 | 86% |
| Hispanic | 6 | s | 8 | 75% |
| Asian or Pacific Islander | 7 | 100% | 7 | s |
| White | 310 | 95% | 320 | 95% |
| Total | 355 | 94% | 372 | 94% |
| Small Group Totals **(s)** | 8 | 88% | 9 | 100% |
| **Results by Disability Status** | | | | |
| General-education students | 348 | 95% | 347 | 95% |
| Students with disabilities | 7 | 71% | 25 | 76% |
| Total | 355 | 94% | 372 | 94% |
| **Results by Gender** | | | | |
| Female | 179 | 93% | 182 | 94% |
| Male | 176 | 95% | 190 | 93% |
| Total | 355 | 94% | 372 | 94% |
| **Results by English Proficiency Status** | | | | |
| English proficient | 355 | 94% | 372 | 94% |
| Limited English proficient | 0 | 0% | 0 | 0% |
| Total | 355 | 94% | 372 | 94% |
| **Results by Income Level** | | | | |
| Economically disadvantaged | 0 | 0% | 0 | 0% |
| Not disadvantaged | 355 | 94% | 372 | 94% |
| Total | 355 | 94% | 372 | 94% |
| **Results by Migrant Status** | | | | |
| Migrant family | 0 | 0% | 0 | 0% |
| Not migrant family | 355 | 94% | 372 | 94% |
| Total | 355 | 94% | 372 | 94% |

# 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 40$^{th}$ 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.