

WATERMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State 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 school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	–	4	–	–	4
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–
White	4	–	4	–	–	4
English Language Learners	–	–	–	–	–	–
Students with Disabilities	–	–	–	–	–	–
Economically Disadvantaged	4	–	4	–	–	–

EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	–
Hispanic or Latino	–
Multiracial	–
White	4
English Language Learners	–
Students with Disabilities	–
Economically Disadvantaged	4

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	76	161.2	3
	Math	76	174.3	3
	Science	–	–	3
	Combined	152	167.8	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	2	–	–
Hispanic or Latino	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	2	–	–
Multiracial	ELA	2	–	–
	Math	2	–	–
	Science	–	–	–
	Combined	4	–	–
White	ELA	72	159	3
	Math	72	175.7	3
	Science	–	–	3
	Combined	144	167.4	3
English Language Learners	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	2	–	–
Students with Disabilities	ELA	2	–	–
	Math	1	–	–
	Science	–	–	–

Subgroup	Subject	Cohort	Index	Level
	Combined	3	–	–
Economically Disadvantaged	ELA	17	129.4	3
	Math	17	141.2	3
	Science	–	–	3
	Combined	34	135.3	3

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	76	161.2	4
	Math	76	174.3	4
	Science	–	–	4
	Combined	76	167.8	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	1	–	–
Hispanic or Latino	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	1	–	–
Multiracial	ELA	2	–	–
	Math	2	–	–
	Science	–	–	–
	Combined	2	–	–
White	ELA	72	159	4
	Math	72	175.7	4
	Science	–	–	4
	Combined	72	167.4	4
English Language Learners	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	1	–	–
Students with Disabilities	ELA	2	–	–
	Math	1	–	–
	Science	–	–	–

Subgroup	Subject	Cohort	Index	Level
	Combined	1	–	–
Economically Disadvantaged	ELA	17	129.4	4
	Math	17	141.2	4
	Science	–	–	4
	Combined	17	135.3	4

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
White	4
Economically Disadvantaged	4

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	—	76	—	—	—	—	—	—	—	—
	Math	—	76	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Multiracial	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
White	ELA	—	72	—	—	—	—	—	—	—	—
	Math	—	72	—	—	—	—	—	—	—	—
English Language Learners	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	—	17	—	—	—	—	—	—	—	—
	Math	—	17	—	—	—	—	—	—	—	—

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	3.3	172	6	3.5%	3.3%	15%	13.3%	9.2%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—
Hispanic or Latino	—	9	—	—	—	—	—	—	—	—
Multiracial	—	5	—	—	—	—	—	—	—	—
White	2.9	164	4	2.4%	2.9%	10.7%	9.7%	7.4%	5%	4
Students with Disabilities	—	23	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	50	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	3	16%	1	100%	0	0%
THIS DISTRICT	9	8%	1	33%	2	2%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	—	1	—	—	—	—	—

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