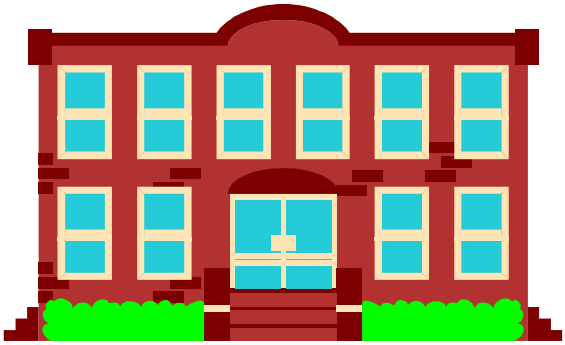
572702-04-0002

# The New York State School Report Card for Jasper-Troupsburg Junior-Senior High School in Jasper-Troupsburg 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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***New York State Education Department***
***Albany, NY 12234***

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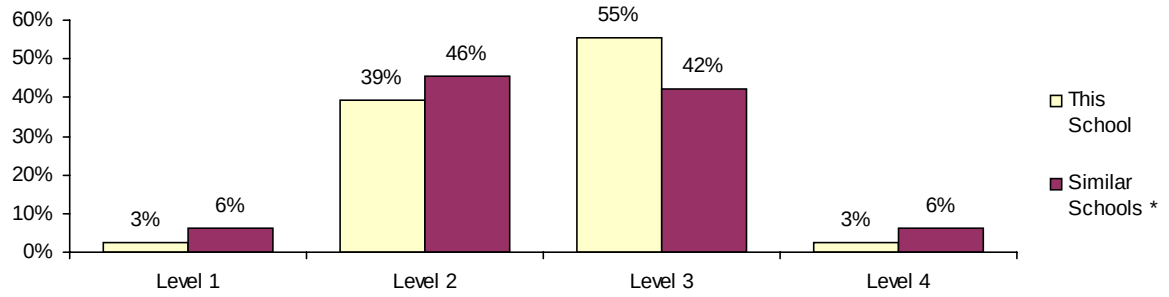
# Grade 8

## English Language Arts

**Grade 8 English Language Arts Performance in June 1999**
(All Students: General Education and Special Education)




| Performance at This School | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | IEP[1] | ELL[2] | Absent | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 1 | 0 | 13 | 19 | 1 | 33 | 705 |
| | Special Education | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 5 | 690 |
| | **All Students** | **0** | **0** | **1** | **1** | **15** | **21** | **1** | **38** | **703** |

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

| | |
|---|---|
| **Level 4** (739-830) | **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 intermediate students, and proficient commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation. |
| **Level 3** (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. |
| **Level 2** (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. |
| **Level 1** (527-661) | **These students have serious academic deficiencies.** They show no evidence of 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 8 ELA test. 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 |

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2000/similar.html.

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

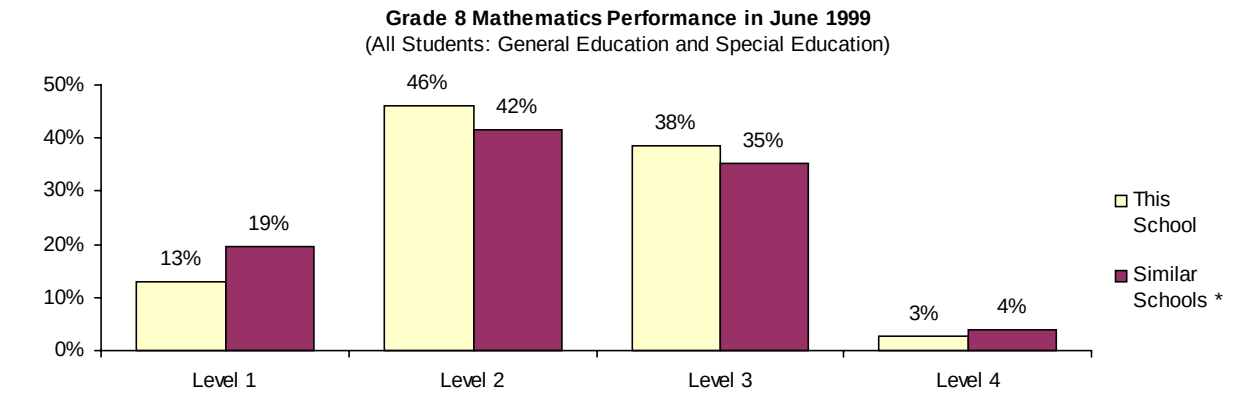
2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment. Other grade 8 ELL students must take this test.

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

\# 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.

# Grade 8

## Mathematics




| Performance at This School | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | IEP[1] | ELL[2] | Absent[3] | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 0 | 3 | 17 | 13 | 1 | 34 | 713 |
| | Special Education | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 5 | 698 |
| | **All Students** | **0** | **0** | **0** | **5** | **18** | **15** | **1** | **39** | **711** |

## Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

| | |
|---|---|
| **Level 4** (760-882) | **These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each key idea for intermediate students, and proficient commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solutions. They clearly communicate mathematical insights, use a wide range of mathematical problem-solving strategies, and identify the most efficient means to a solution. |
| **Level 3** (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. |
| **Level 2** (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. |
| **Level 1** (517-680) | **These students have serious academic deficiencies.** They show no evidence of 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. |

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School** Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2000/similar.html

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

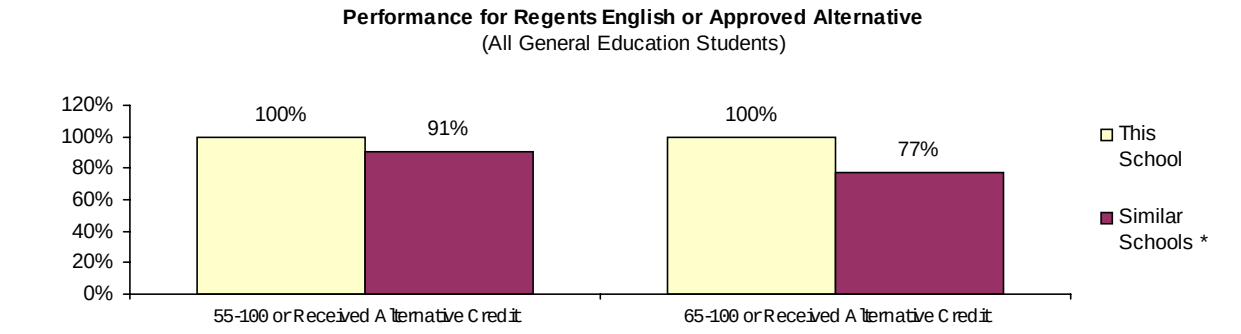
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an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

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

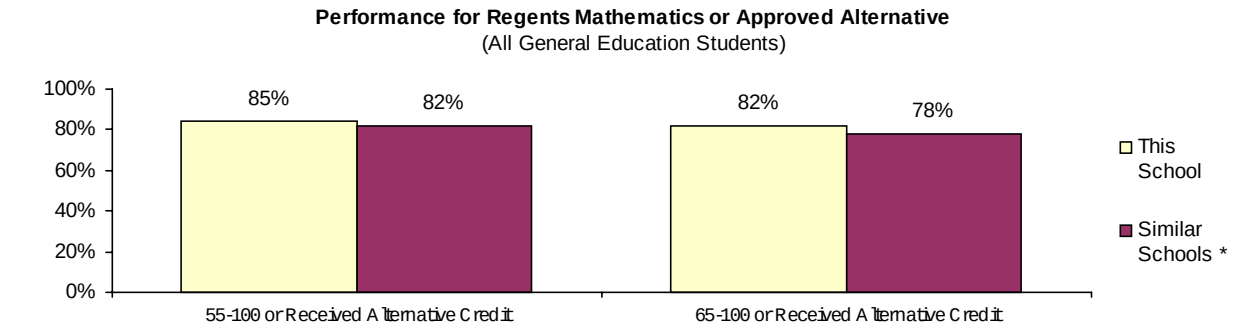
\# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Cohort Performance

This cohort includes all students enrolled in this school 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.[1] 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.




| Counts of Students | General Education | Special Education | All Students |
|---|---|---|---|
| September 1996 Grade 9 First-Time Students | 39 | 5 | 44 |
| Students Tested | 33 | 4 | 37 |
| Students with High Score From 55 To 100 | 33 | 1 | 34 |
| Students with High Score From 65 To 100 | 33 | 1 | 34 |
| Received Credit For An Approved Alternative Assessment | 6 | 1 | 7 |




| Counts of Students | General Education | Special Education | All Students |
|---|---|---|---|
| September 1996 Grade 9 First-Time Students | 39 | 5 | 44 |
| Students Tested | 39 | 5 | 44 |
| Students with High Score From 55 To 100 | 33 | 4 | 37 |
| Students with High Score From 65 To 100 | 32 | 4 | 36 |
| Received Credit For An Approved Alternative Assessment | 0 | 0 | 0 |

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2000/similar.html.

[1] 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.

\# 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 Profile

| Principal: Mr. Robert Cleeves | Phone: (607)792-3675 |
|---|---|

| **Organization 1998-99** | | School Staff[1] (both full- and part-time) | | |
|---|---|---|---|---|
| Grade Range | Student Enrollment | Count of Teachers | Count of Other Professionals | Count of Paraprofessionals |
| 7-12 | 305 | 29 | 3 | 4 |

| **1997-98 School District-wide Total Expenditure per Pupil** | $8,967 |
|---|---|

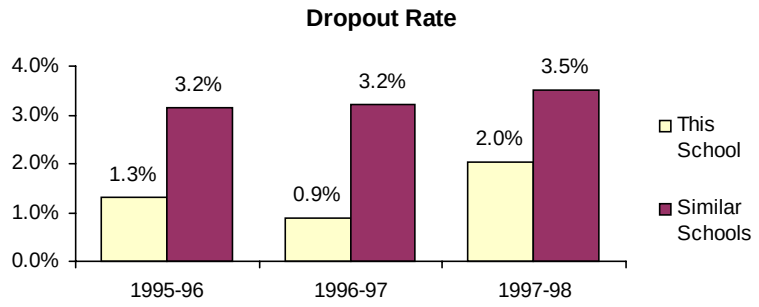
**Student Enrollment**

| Grade Level | October 1998 | Grade Level | October 1998 |
|---|---|---|---|
| Pre-Kindergarten | 0 | Grade 7 | 51 |
| Kindergarten | 0 | Grade 8 | 41 |
| Grade 1 | 0 | Grade 9 | 42 |
| Grade 2 | 0 | Grade 10 | 50 |
| Grade 3 | 0 | Grade 11 | 46 |
| Grade 4 | 0 | Grade 12 | 56 |
| Grade 5 | 0 | Ungraded Elementary with Disabilities | 0 |
| Grade 6 | 0 | Ungraded Secondary with Disabilities | 19 |

| **Student Demographics Used To Determine Similar School Groups** | 1996-97 | | 1997-98 | | 1998-99 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| English Language Learners | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Eligible For Free Lunch | 101 | 30.3% | 85 | 25.1% | 70 | 23.0% |

**Similar Schools Group**

This school is in Similar Schools Group 47. All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.




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.

[1] Some district-employed staff serve in more than one school. These shared people are not reported here.

# School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included[1]. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

## English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

| | Continuously Enrolled Students Required To Take State ELA Tests | | English Language Learners Reported Using Alternative Measure | | Benchmark Percentage |
|---|---|---|---|---|---|
| | Tested (a) | At Or Above Level 2 In English Language Arts (b) | English Language Proficiency Below Effective Participation Level (c) | Making Satisfactory Progress (d) | (b+d)/(a+c) |
| Grade 4 | | | | | NA |
| Grade 8 | 38 | 37 | 0 | 0 | 97% |

## Mathematics Performance of Students in Grades 4 and 8 for 1998-99

| | Continuously Enrolled Students | | Benchmark Percentage |
|---|---|---|---|
| | Tested (a) | At Or Above Level 2 In Math (b) | (b/a) |
| Grade 4 | | | NA |
| Grade 8 | 39 | 34 | 87% |

## Demonstrated Competency of Students in Grade 11 for 1998-99

| Competency Area | Grade 11 Enrollment June 1999 (a) | Regents Level (higher) (b) | RCT Level (lower) (c) | Benchmark Percentage[2] (b+c)/a |
|---|---|---|---|---|
| Reading | 49 | 34 | 11 | 92% |
| Writing | 49 | 34 | 10 | 90% |
| Mathematics | 49 | 37 | 7 | 90% |

[1] All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

[2] The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).