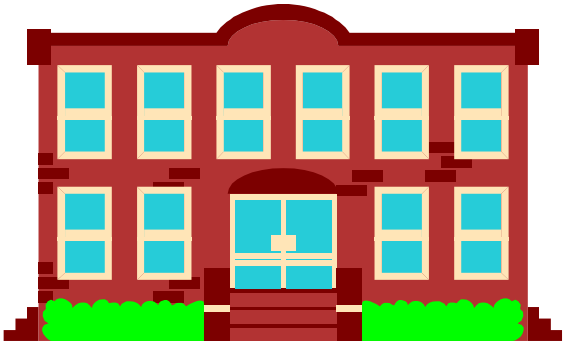
081200-05-0002

The New York State School Report Card
for
Stanford J. Gibson Primary School
in
Norwich City School District

An Overview of Academic Performance



February 2001

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

March 16, 2001

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School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
New York State Education Department
Albany, NY 12234

e-mail: ***RPTCARD@mail.nysed.gov***

School Profile

Principal: Ms. Dara Lewis			Phone: (607)337-3216
Organization 1999-2000		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-3	560	44	5

1998-99 School District-wide Total Expenditure per Pupil	$8,936

Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	0
Kindergarten	145	Grade 8	0
Grade 1	178	Grade 9	0
Grade 2	153	Grade 10	0
Grade 3	84	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	269	44.2%	309	50.7%	228	40.7%

Similar Schools Group	This school is in Similar Schools Group 12. All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for elementary level schools in these districts.

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

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-2003. Each fall the Commissioner will announce State performance standards for schools for one additional school year.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance gives no credit. In its simplest form, the Performance Index is the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about these accountability statistics is available at the State Education Department Web site (http://www.emsc.nysed.gov/repcrd2001). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned.