261600-01-0066

The New York State School Report Card for James Monroe Middle School in Rochester City School District

An Overview of Academic Performance



February 2001



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

March 18, 2001

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English Language Arts Grade 8 English Language Arts Performance (All Students: General Education and Special Education) 70% 70% 61% 60% 55% 60% 60% 50% 50% 41% 34% 1999 40% 40% 30% 30% 20% 22% 21% 17% 19% 18% 16% 20% 2000 20% 9% 4% 10% 10% 2% 2% 0% 0% Level 1 Level 2 Level 3 Level 4 Level 1 Level 2 Level 3 Level 4 Similar Schools* This School **Counts of Students** Performance Mean Tested Not Tested Score at This School IEP¹ ELL² Absent³ Level 1 Level 2 Level 3 Level 4 Total General Education 1 50 24 163 65 5 257 689 June Special Education 12 33 0 62 661 0 1 28 1999 2 191 66 319 All Students 0 62 57 5 684 General Education 25 44 21 97 103 28 249 707 Mav Special Education 0 31 27 29 0 57 685 1 1 2000 All Students 0 26 75 48 126 104 28 306 703 Grade 8 English Language Arts Levels – Listening, Reading, and Writing Standards 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 are proficient at Level 4 some commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate-(739-830)level 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. These students meet the standards and, with continued steady growth, should pass the Regents Level 3 examination. They show knowledge and skill for each standard for intermediate students and some commencementlevel skills in listening, reading and writing. Students show general understanding of intermediate-level written and oral (701-738) text. Students' writing is generally organized and developed with minor errors that do not interfere with readability. These students need extra help to meet the standards and pass the Regents examination. They show Level 2 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 (662-700)simple sentences and vocabulary. Errors sometimes interfere with comprehension. 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 Level 1 show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or (527-661)uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and comprehension.

Grade 8

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students 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	de 8 English Proficiency Below Effective Participation Level Making Appropriate	
June 2000	26	1

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at http://www.emsc.nysed.gov/repcrd2001/similar.html.

1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

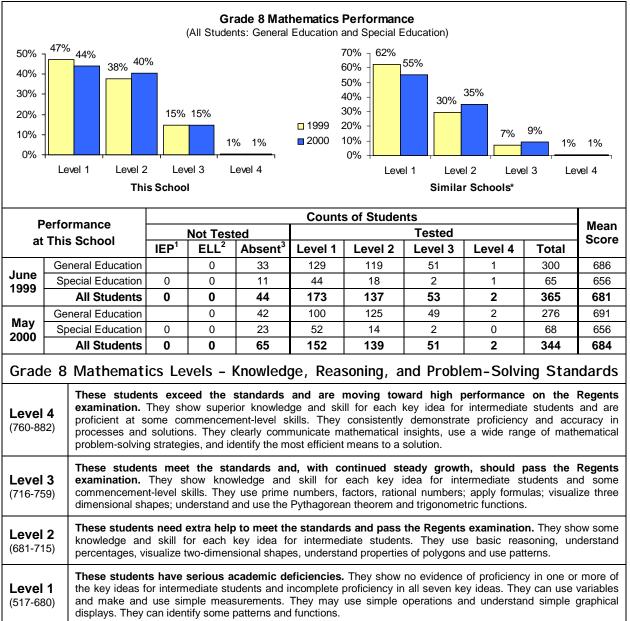
2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

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



^{*} 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 <u>http://www.emsc.nysed.gov/repcrd2001/similar.html</u>

¹ These students were exempt from this test because of disability as 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.

School Profile

Principal: Ms. Lind	a Dianetti	Phone: (716)232-1530			
Organization 1999-2000		School Staff ¹ (both full- and part-time)			
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals		
6-8	1,212	102	21		

1998-99 School District-wide Total Expenditure per Pupil

\$11,245

Student Enrollment					
Grade Level	October 1999	Grade Level	October 1999		
Pre-Kindergarten	0	Grade 7	389		
Kindergarten	0	Grade 8	322		
Grade 1	0	Grade 9	0		
Grade 2	0	Grade 10	0		
Grade 3	0	Grade 11	0		
Grade 4	0	Grade 12	0		
Grade 5	0	Ungraded Elementary with Disabilities	0		
Grade 6	280	Ungraded Secondary with Disabilities	221		

Student Demographics Used To	1997-98		1998-99		1999-2000	
Determine Similar School Groups	Count	Percent	Count	Percent	Count	Percent
English Language Learners	133	11.2%	153	13.6%	126	10.4%
Eligible For Free Lunch	638	53.6%	792	70.2%	1,006	83.0%

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.

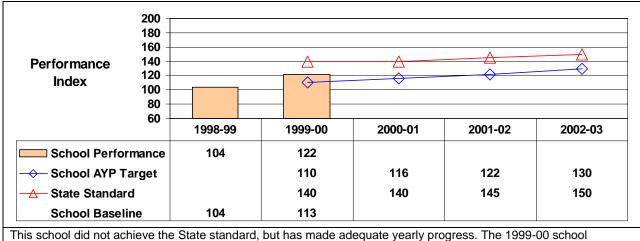
Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program 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 (<u>http://www.emsc.nysed.gov/repcrd2001</u>). 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.

Middle-Level School Performance

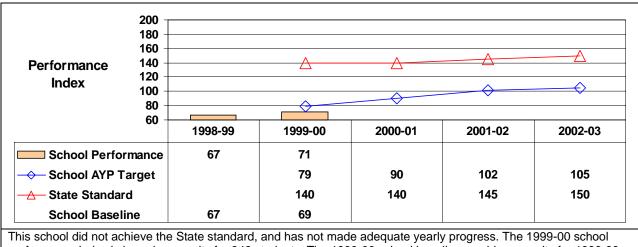
The Performance Index used to measure elementary school performance is computed using aggregate results of continuously enrolled students on the State Grade 8 assessments.



English Language Arts Performance of Students in Grade 8

This school did not achieve the State standard, but has made adequate yearly progress. The 1999-00 school performance index is based on results for 331 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 636 students.

Mathematics Performance of Students in Grade 8



performance index is based on results for 342 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 684 students.