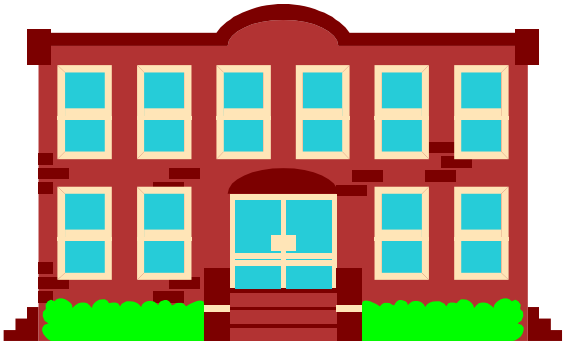
280210-03-0007

# The New York State School Report Card for Plaza Elementary School in Baldwin Union Free School District

*An Overview of Academic Performance*



**February 2001**

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

**March 18, 2001**

# THE UNIVERSITY OF THE STATE OF NEW YORK

**Regents of The University**


| | |
|---|---|
| CARL T. HAYDEN, *Chancellor*, A.B., J.D. | Elmira |
| DIANE O'NEILL MCGIVERN, *Vice Chancellor*, B.S.N., M.A., Ph.D. | Staten Island |
| ADELAIDE L. SANFORD, B.A., M.A., P.D. | Hollis |
| SAUL B. COHEN, B.A., M.A., Ph.D. | New Rochelle |
| JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. | Peru |
| ROBERT M. BENNETT, B.A., M.S. | Tonawanda |
| ROBERT M. JOHNSON, B.S., J.D. | Lloyd Harbor |
| ANTHONY S. BOTTAR, B.A., J.D. | Syracuse |
| MERRYL H. TISCH, B.A., M.A. | New York |
| ENA L. FARLEY, B.A., M.A., Ph.D. | Brockport |
| GERALDINE D. CHAPEY, B.A., M.A., Ed.D. | Belle Harbor |
| RICARDO E. OQUENDO, B.A., J.D. | Bronx |
| ARNOLD B. GARDNER, B.A., LL.B. | Buffalo |
| CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D. | New York |
| HARRY PHILLIPS, 3rd, B.A., M.S.F.S. | Hartsdale |

## President of The University and Commissioner of Education
RICHARD P. MILLS

## Chief Operating Officer
RICHARD H. CATE

## Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education
JAMES A. KADAMUS

## Coordinator, Facilities, Management and Information Services
CHARLES SZUBERLA

## Coordinator, Information, Reporting and Technology Services
MARTHA P. MUSSER


---


The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

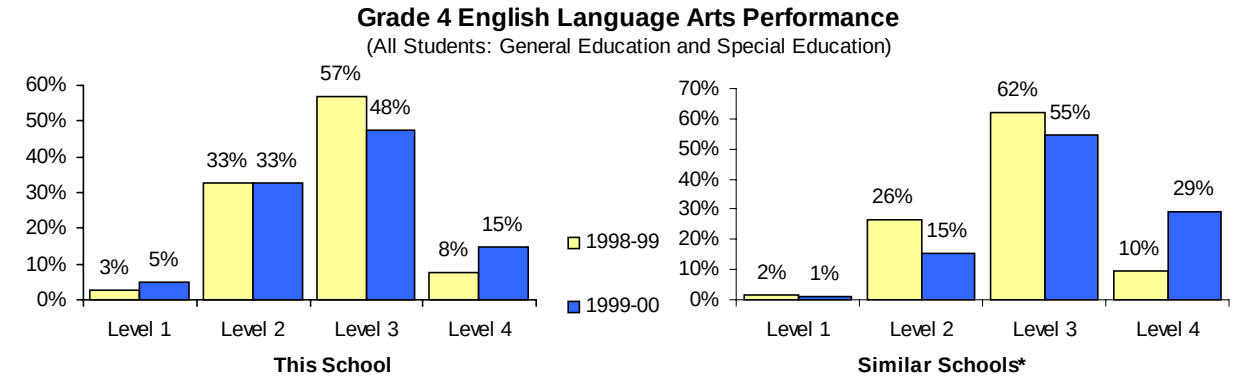

Please address all correspondence about this report that is not related to data corrections to:


***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***

# Grade 4

## English Language Arts




| 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 | |
| Jan 1999 | General Education | | 2 | 0 | 3 | 31 | 55 | 8 | 97 | 653 |
| | Special Education | 0 | 1 | 0 | 0 | 3 | 4 | 0 | 7 | 649 |
| | **All Students** | **0** | **3** | **0** | **3** | **34** | **59** | **8** | **104** | **653** |
| Jan 2000 | General Education | | 4 | 1 | 4 | 22 | 37 | 12 | 75 | 661 |
| | Special Education | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 5 | 623 |
| | **All Students** | **0** | **4** | **1** | **4** | **26** | **38** | **12** | **80** | **658** |

### Grade 4 English Language Arts Levels – Listening, Reading, and Writing Standards

| | |
|---|---|
| **Level 4** (692-800) | **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 elementary students and are proficient at some intermediate-level skills in listening, reading and writing. Students show thorough understanding of written and oral text. Students' writing is well organized with minor errors that do not interfere with readability. |
| **Level 3** (645-691) | **These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each standard for elementary students and show some intermediate-level skills in listening, reading and writing. Students show understanding of written and oral text. Students' writing is generally focused and organized with minor errors that do not interfere with readability. |
| **Level 2** (603-644) | **These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each standard for elementary students but none of the intermediate-level skills in listening, reading and writing. Students show partial understanding of written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with readability. |
| **Level 1** (455-602) | **These students have serious academic deficiencies.** They show no evidence of any proficiency in one or more of the elementary standards and incomplete proficiency in all three of the standards. Students show minimal understanding of written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with readability. |

### 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 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

| Grade 4 | English Proficiency Below Effective Participation Level | Making Appropriate Progress |
|---|---|---|
| February 2000 | 4 | # |

* 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 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

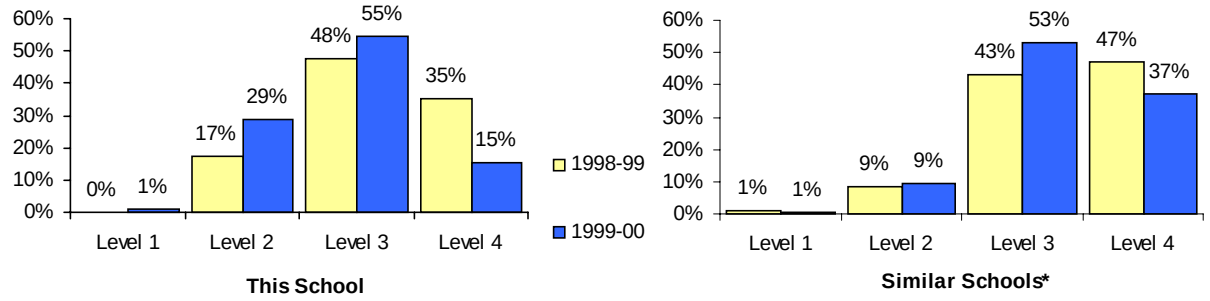
3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

\# 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 4

## Mathematics

**Grade 4 Mathematics Performance**
(All Students: General Education and Special Education)




| 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 | 1 | 0 | 14 | 48 | 35 | 97 | 667 |
| | Special Education | 0 | 0 | 0 | 0 | 4 | 2 | 2 | 8 | 646 |
| | **All Students** | **0** | **0** | **1** | **0** | **18** | **50** | **37** | **105** | **665** |
| May 2000 | General Education | | 0 | 1 | 1 | 21 | 45 | 12 | 79 | 654 |
| | Special Education | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 5 | 644 |
| | **All Students** | **0** | **0** | **1** | **1** | **24** | **46** | **13** | **84** | **654** |

## Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards

| | |
|---|---|
| **Level 4** (678-810) | **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 elementary students and proficient knowledge and skills for some key ideas for intermediate students. They work with decimals and use percentages; measure length, area, and volume; and apply concepts of probability. They analyze situations, explain reasoning, and draw conclusions. |
| **Level 3** (637-677) | **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 elementary students and some knowledge and skills for each key idea for intermediate students. They have a basic understanding of real world data, use appropriate units of measure and understand fundamentals of geometry. They can justify a reasonable solution. |
| **Level 2** (602-636) | **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 elementary students but no knowledge and skills for the key ideas for intermediate students. They use basic mathematics facts, work with whole numbers, and identify units of measurement. They can use manipulatives to solve for an unknown. |
| **Level 1** (448-601) | **These students have serious academic deficiencies.** They show no evidence of proficiency in one or more of the elementary key ideas and incomplete proficiency in all seven key ideas. They know some basic addition and subtraction, how to count to find answers, and understand that some events are more likely than others. |

* 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/repcrd2001/similar.html.

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

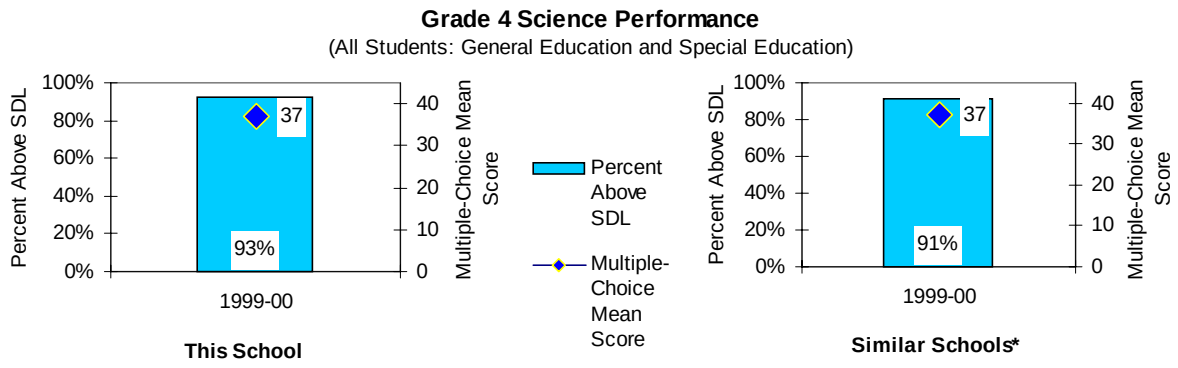
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take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

# Grade 4

## Science




| Performance at This School | | Counts of Students | | | | | | School Mean Scores | |
|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Multiple-Choice Test Component | | Performance Component | | |
| | | IEP[1] | ELL[2] | Absent[3] | Tested | Above SDL | Tested | Mult.-Choice | Perform-ance |
| May 2000 | General Education | | 0 | 1 | 78 | 72 | 77 | 37 | 38 |
| | Special Education | 0 | 0 | 0 | 5 | 5 | 5 | 33 | 42 |
| | **All Students** | **0** | **0** | **1** | **83** | **77** | **82** | **37** | **39** |

## Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards

| | |
|---|---|
| Multiple-Choice Test Component | This component is 45 multiple-choice questions based upon the New York State *Elementary Science Syllabus*, and referenced to the New York State *Learning Standards for Mathematics, Science and Technology* (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics. |
| State Designated Level (SDL) | Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction. |
| Hands-On Performance Component | This component involves performance of hands-on tasks at 5 stations. The stations are named *Liquids*, *Grouping Objects, Ball and Ramp Game*, *Magnetic and Electrical Testing*, and *Unknown Object*. All tested students work at the *Ball and Ramp Game*. Approximately half the students work on *Liquids* and *Grouping Objects* and the other half work on *Magnetic and Electrical Testing* and *Unknown Object*. Schools use a statistically randomized procedure to assign students to these stations. |
| School Mean Scores | For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.<br>For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49. |

* 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/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 this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was 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 did not complete any part of this science 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. Charlene Maniscalco | | | Phone: (516)377-9361 |
|---|---|---|---|
| **Organization 1999-2000** | | School Staff[1] (both full- and part-time) | |
| Grade Range | Student Enrollment | Count of Teachers | Count of Other Professionals |
| K-6 | 613 | 35 | 4 |

| **1998-99 School District-wide Total Expenditure per Pupil** | $11,511 |
|---|---|

| **Student Enrollment** | | | |
|---|---|---|---|
| Grade Level | October 1999 | Grade Level | October 1999 |
| Pre-Kindergarten | 0 | Grade 7 | 0 |
| Kindergarten | 77 | Grade 8 | 0 |
| Grade 1 | 88 | Grade 9 | 0 |
| Grade 2 | 82 | Grade 10 | 0 |
| Grade 3 | 89 | Grade 11 | 0 |
| Grade 4 | 82 | Grade 12 | 0 |
| Grade 5 | 102 | Ungraded Elementary with Disabilities | 0 |
| Grade 6 | 93 | 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 | 22 | 3.7% | 24 | 4.1% | 19 | 3.1% |
| Eligible For Free Lunch | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

| **Similar Schools Group** | This school is in Similar Schools Group 17. All schools in this group are elementary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle 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.

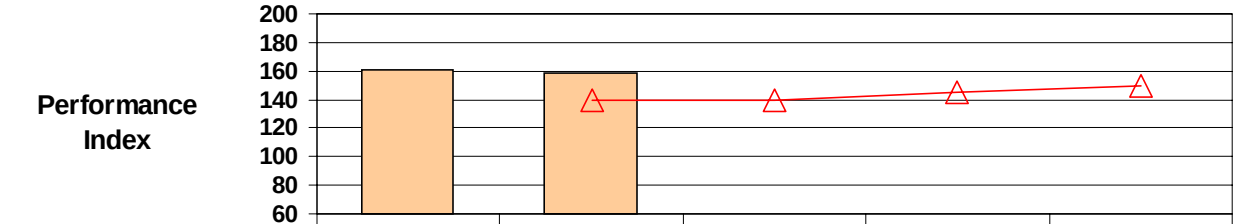
A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating 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.

## Elementary-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 4 assessments.

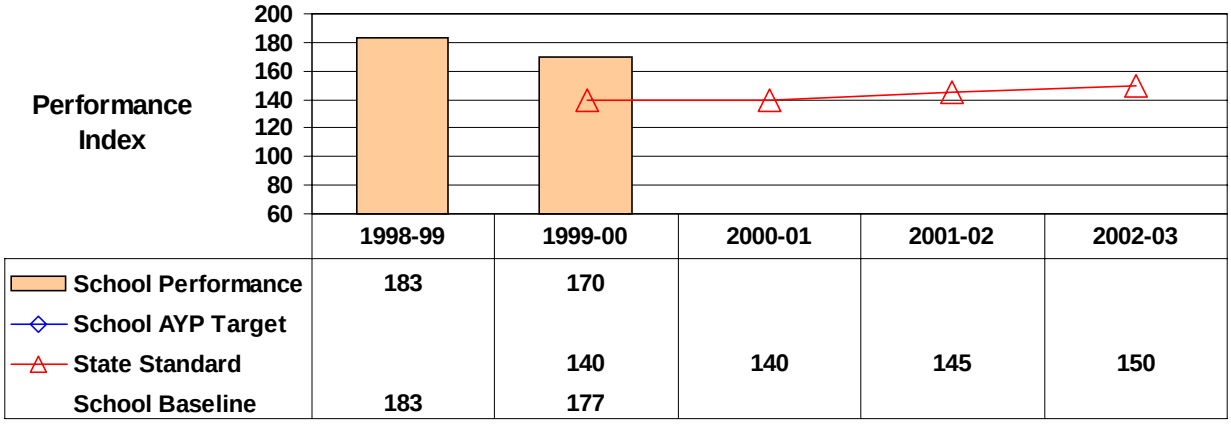
### English Language Arts Performance of Students in Grade 4




| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| School Performance | 161 | 159 | | | |
| School AYP Target | | | | | |
| State Standard | | 140 | 140 | 145 | 150 |
| School Baseline | 161 | 160 | | | |

This school achieved the State standard. The 1999-00 school performance index is based on results for 80 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 186 students.

## Mathematics Performance of Students in Grade 4




This school achieved the State standard. The 1999-00 school performance index is based on results for 80 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 184 students.