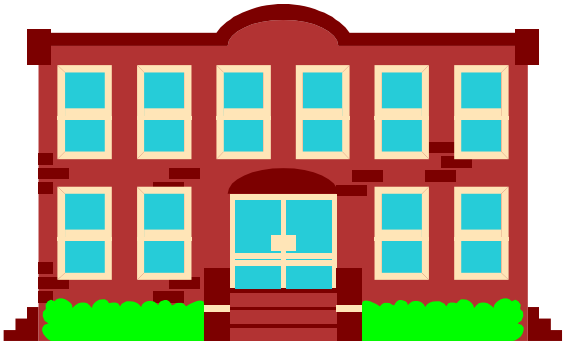
500101-06-0020

The New York State School Report Card for Birchwood School in Clarkstown Central 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

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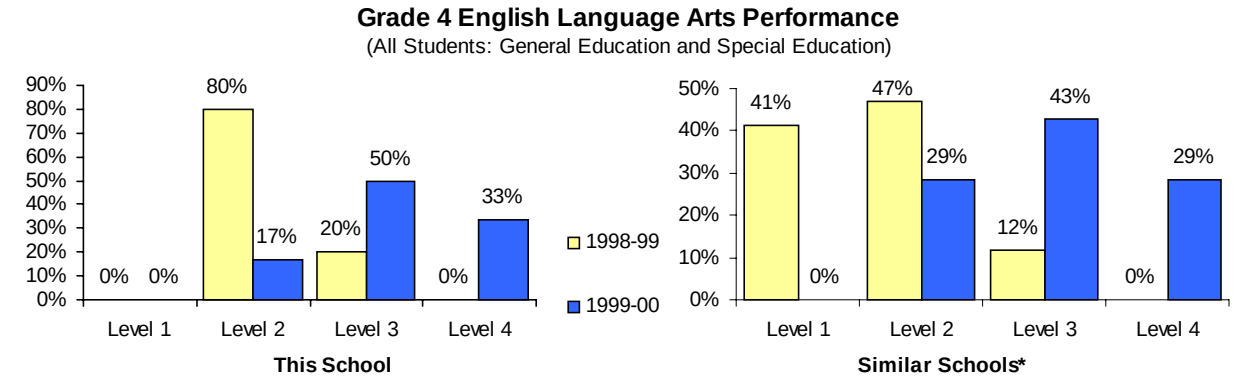
Grade 4

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		0	0	0	0	0	0	0	0
	Special Education	0	0	0	0	4	1	0	5	631
	All Students	**0**	**0**	**0**	**0**	**4**	**1**	**0**	**5**	**631**
Jan 2000	General Education		0	0	0	0	0	0	0	0
	Special Education	0	0	0	0	1	3	2	6	682
	All Students	**0**	**0**	**0**	**0**	**1**	**3**	**2**	**6**	**682**

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	0	0

* 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.

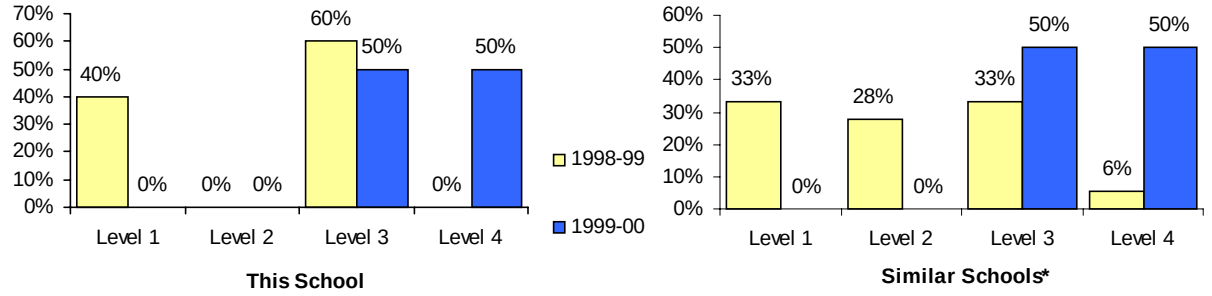
3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

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	0	0	0	0	0	0	0
	Special Education	0	0	0	2	0	3	0	5	627
	All Students	**0**	**0**	**0**	**2**	**0**	**3**	**0**	**5**	**627**
May 2000	General Education		0	0	0	0	0	0	0	0
	Special Education	0	0	0	0	0	3	3	6	684
	All Students	**0**	**0**	**0**	**0**	**0**	**3**	**3**	**6**	**684**

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).

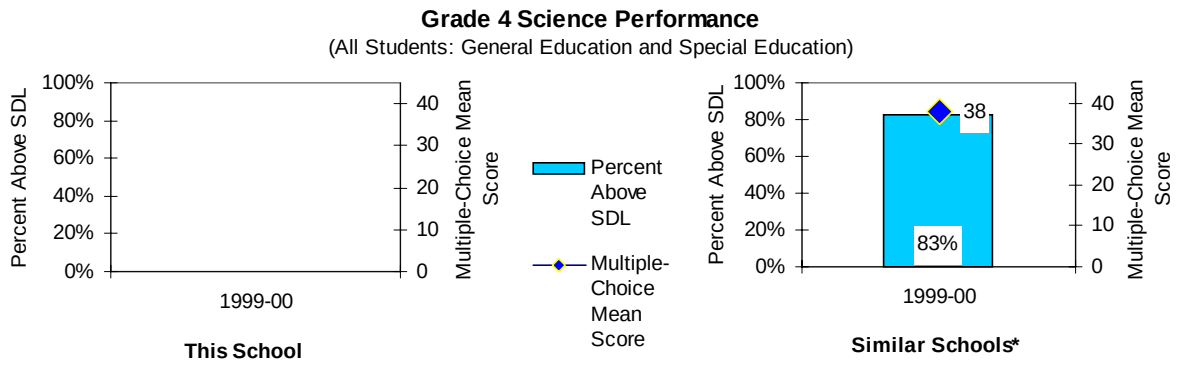
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take 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
	Special Education						6		47
	All Students		**0**	**0**	**0**	**0**	**6**		**47**

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. 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.

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3 These students were enrolled at the time of testing, but did not complete any part of this science assessment.

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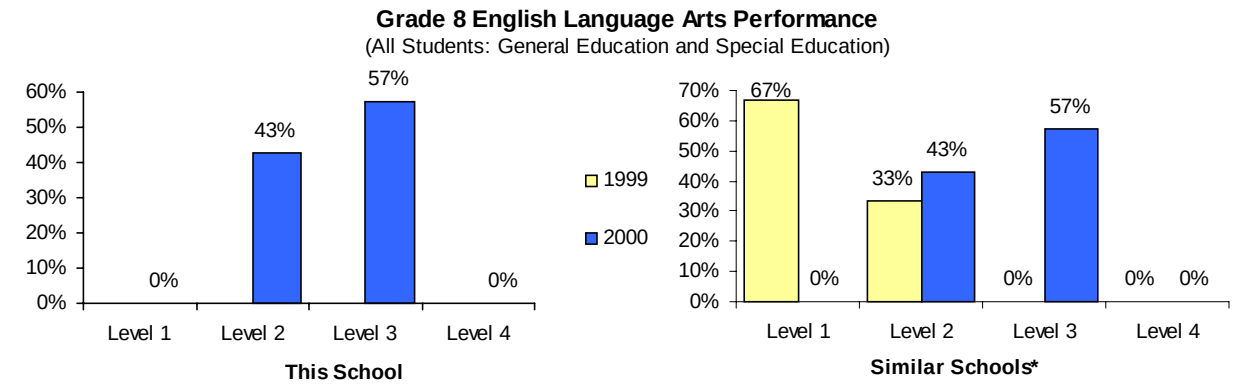
Grade 8

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	
June 1999	General Education		0	0	#	#	#	#	0	#
	Special Education	1	0	0	#	#	#	#	2	#
	All Students	**1**	**0**	**0**	**#**	**#**	**#**	**#**	**2**	**#**
May 2000	General Education		0	0	0	0	0	0	0	0
	Special Education	0	0	0	0	3	4	0	7	698
	All Students	**0**	**0**	**0**	**0**	**3**	**4**	**0**	**7**	**698**

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 are proficient at some commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate-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.
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)

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	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2000	0	0

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

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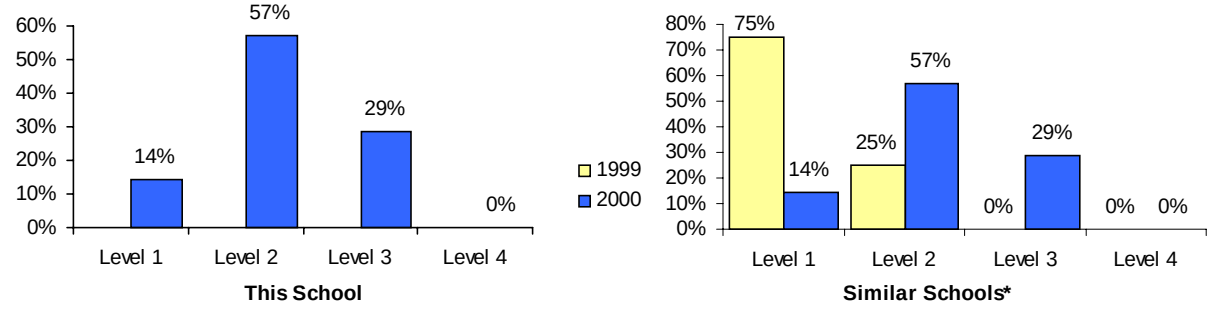
Grade 8

Mathematics

Grade 8 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	0	#	#	#	#	0	#
	Special Education	1	0	0	#	#	#	#	2	#
	All Students	**1**	**0**	**0**	**#**	**#**	**#**	**#**	**2**	**683**
May 2000	General Education		0	0	0	0	0	0	0	0
	Special Education	0	0	0	1	4	2	0	7	708
	All Students	**0**	**0**	**0**	**1**	**4**	**2**	**0**	**7**	**708**

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 are proficient at some 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/repcrd2001/similar.html

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

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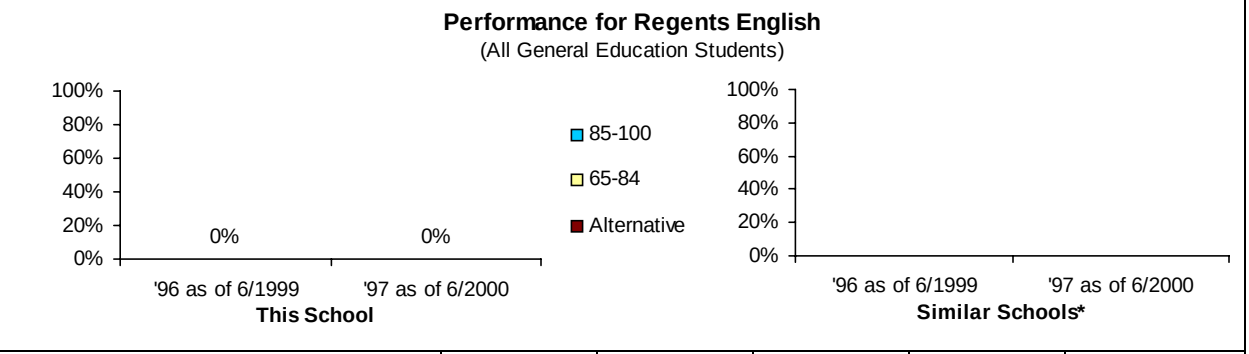
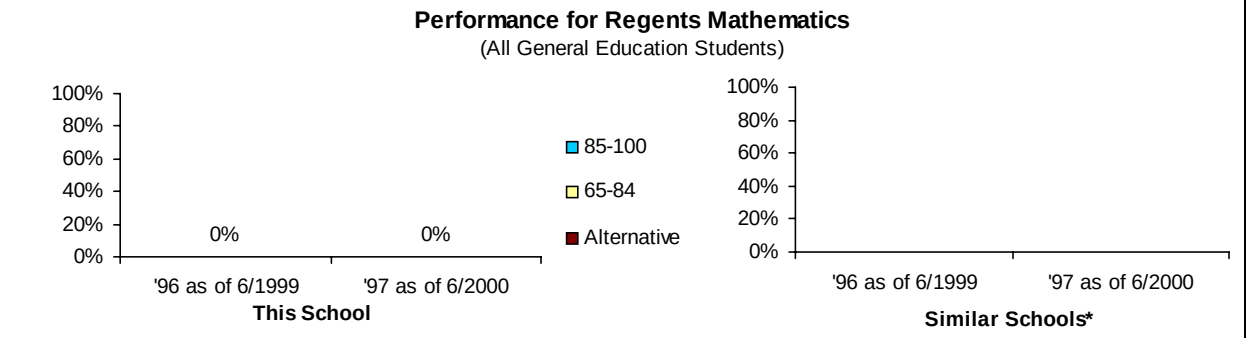
Cohort Performance

This section presents the success of students in this school on Regents examinations after three years of high school. The first block presents information about success on the Regents examination in comprehensive English. The second block presents information about success on any Regents examination in mathematics. A cohort[1] is identified by the year in which the member students first entered grade 9.



Counts of Students		Cohort[1] Membership	Highest Score[2] From 55 To 64	Highest Score[2] From 65 To 84	Highest Score[2] From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort[1]	**General Education**	**0**	**0**	**0**	**0**	**0**
	Special Education	7	0	3	0	0
	All Students	7	0	3	0	0
1997 Cohort[1]	**General Education**	**0**	**0**	**0**	**0**	**0**
	Special Education	12	2	4	0	0
	All Students	12	2	4	0	0



Counts of Students		Cohort[1] Membership	Highest Score[2] From 55 To 64	Highest Score[2] From 65 To 84	Highest Score[2] From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort[1]	**General Education**	**0**	**0**	**0**	**0**	**0**
	Special Education	7	0	0	1	0
	All Students	7	0	0	1	0
1997 Cohort[1]	**General Education**	**0**	**0**	**0**	**0**	**0**
	Special Education	12	1	2	1	0
	All Students	12	1	2	1	0

* 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] The cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations as of July 2000.

[2] Only the highest score of each student is counted, regardless of how many times 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. Arthur Jakubowitz			Phone: (845)353-4510
Organization 1999-2000		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
UE	80	19	7

1998-99 School District-wide Total Expenditure per Pupil	$11,501

Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
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	28
Grade 6	0	Ungraded Secondary with Disabilities	52

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	21	25.9%	7	8.8%	15	18.8%

Similar Schools Group	This school is in Similar Schools Group 55. All schools in this group are public special schools. These schools exclusively serve students with disabilities in an ungraded program.

[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.

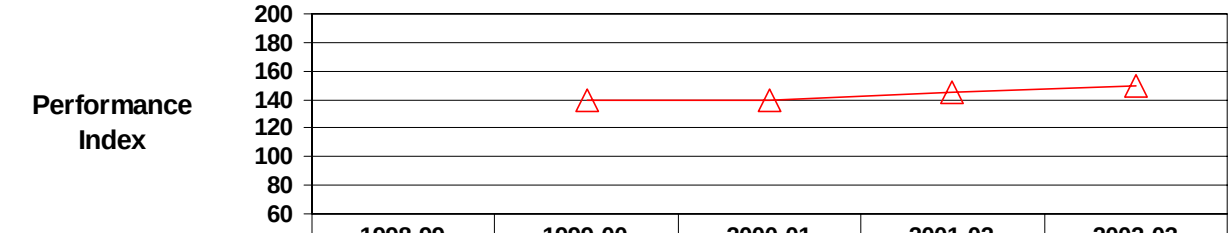
A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating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

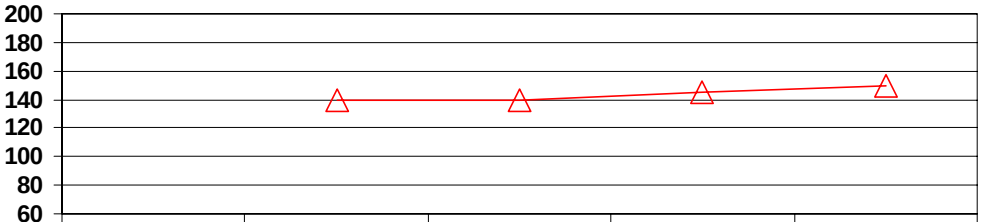
English Language Arts Performance of Students in Grade 4



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

Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 10).

Mathematics Performance of Students in Grade 4



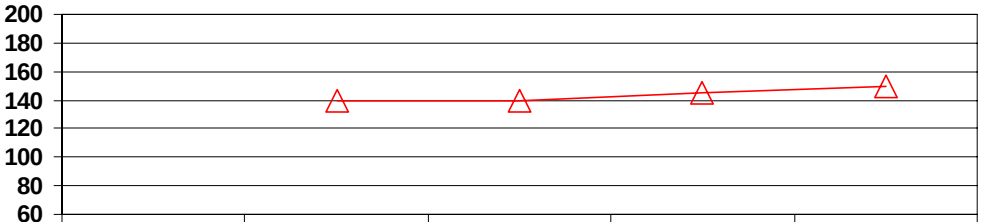
	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance					
School AYP Target					
State Standard		140	140	145	150
School Baseline					

Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 9).

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.

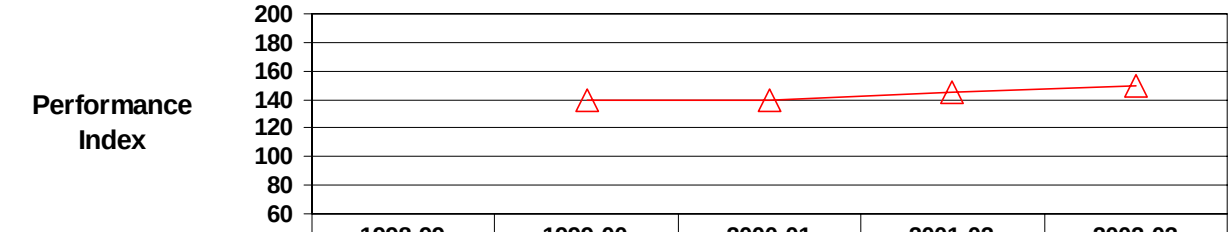
English Language Arts Performance of Students in Grade 8



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

Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 9).

Mathematics Performance of Students in Grade 8



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

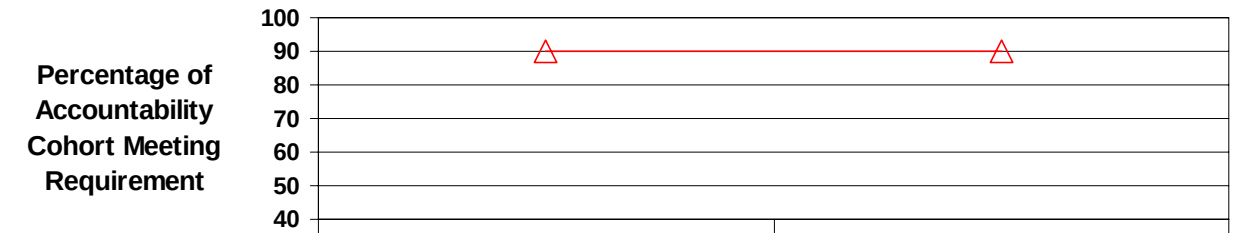
Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 9).

Secondary-Level School Performance

At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

For this year, the cohort is defined as all students who first entered grade 9 in 1996-97, who entered a NY State school before October 1998 and who were enrolled at this school for the time from June 19, 1999 through June 16, 2000. Commissioner's Regulations allow certain students to be excluded from the cohort.

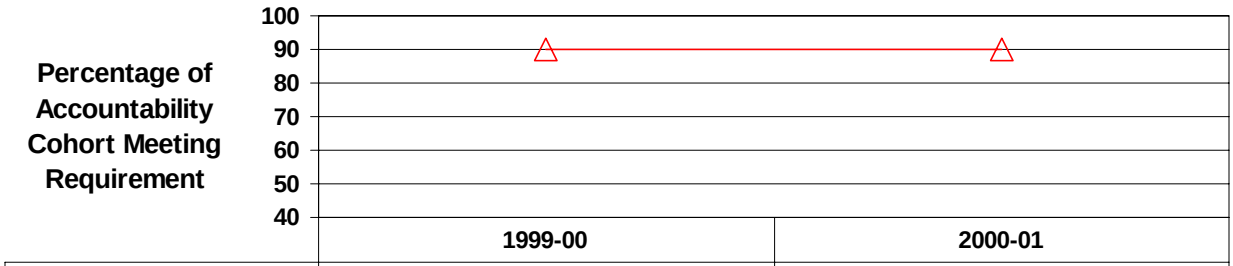
English Graduation Requirement Performance of High School Cohort After Four Years



	1999-00	2000-01
School Performance		
School AYP Target		
State Standard	90	90
School Baseline		

Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 6).

Mathematics Graduation Requirement Performance of High School Cohort After Four Years

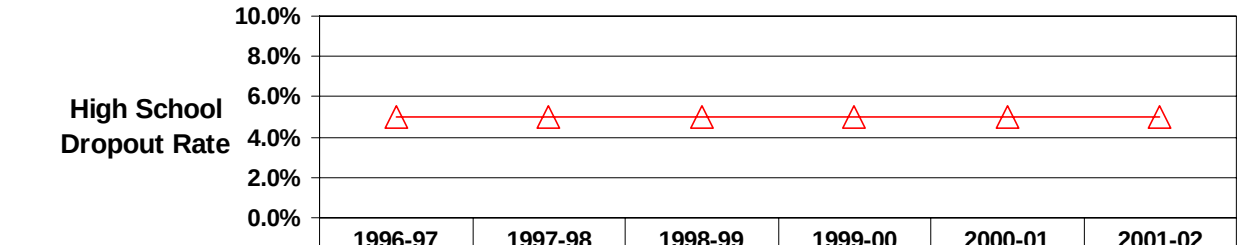


	1999-00	2000-01
School Performance		
School AYP Target		
State Standard	90	90
School Baseline		

Neither performance index nor baseline is computed because fewer than 20 students' results are available (Baseline N = 6).

High School Dropout Rate

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.



	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
School Performance						
School AYP Target						
State Standard	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
School Baseline						

This school achieved the State standard.