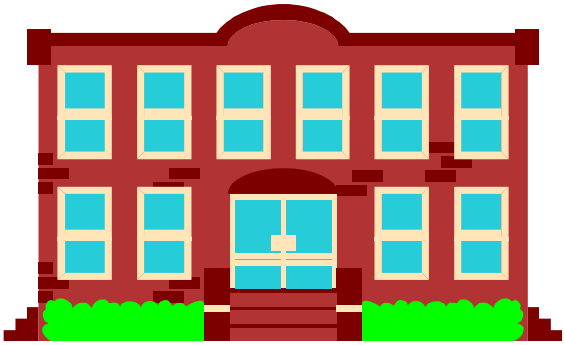
580304-02-0001

The New York State School Report Card for Springs School in Springs 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

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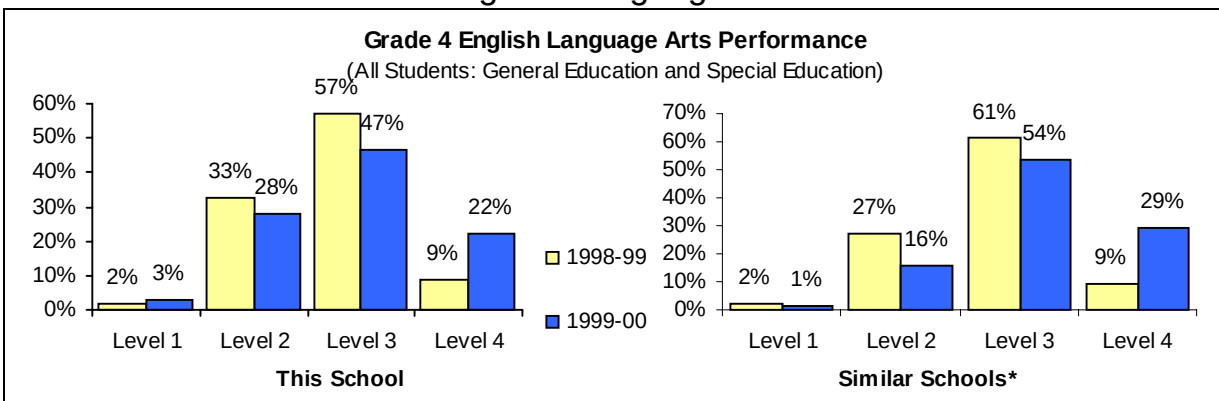
Grade 4

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		3	2	1	15	27	5	48	657
	Special Education	0	0	0	0	4	6	0	10	651
	All Students	**0**	**3**	**2**	**1**	**19**	**33**	**5**	**58**	**656**
Jan 2000	General Education		6	0	1	14	24	13	52	665
	Special Education	0	1	0	1	4	6	1	12	646
	All Students	**0**	**7**	**0**	**2**	**18**	**30**	**14**	**64**	**661**

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	7	5

* 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).

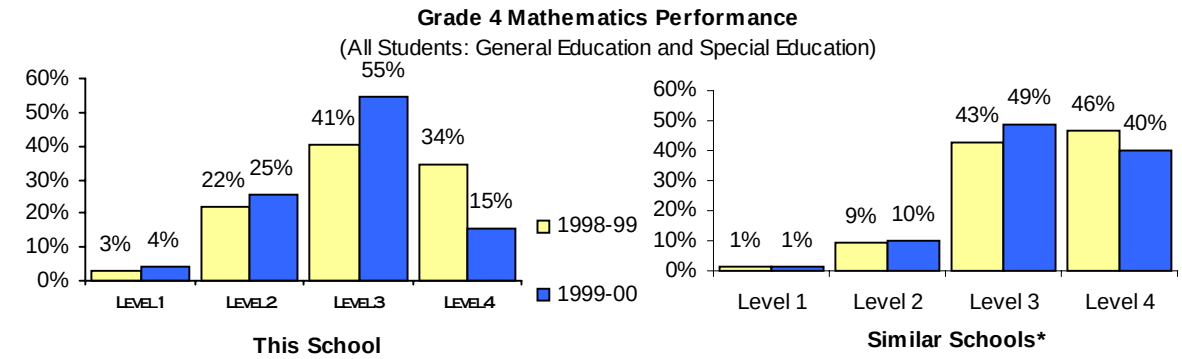
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

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



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	2	12	20	20	54	662
	Special Education	0	0	0	0	2	6	2	10	655
	All Students	**0**	**0**	**0**	**2**	**14**	**26**	**22**	**64**	**661**
May 2000	General Education		0	0	3	10	35	10	58	653
	Special Education	0	0	0	0	8	4	1	13	639
	All Students	**0**	**0**	**0**	**3**	**18**	**39**	**11**	**71**	**651**

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.

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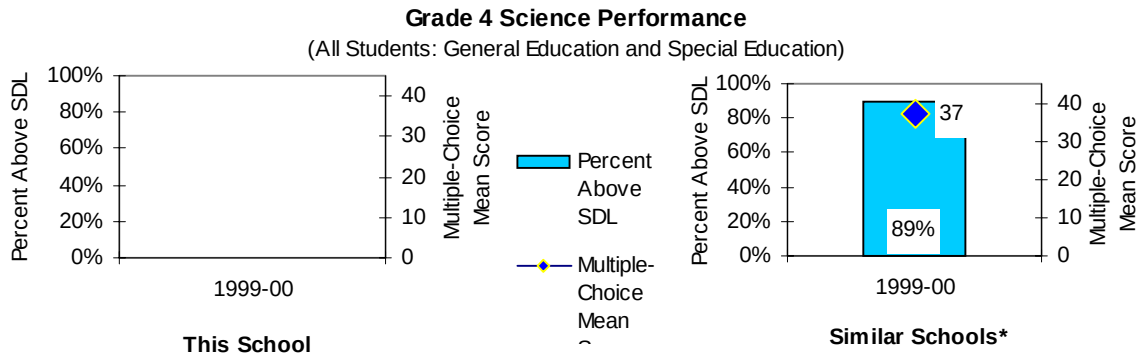
Grade 4

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	58	0	0	0	0	0
	Special Education	0	0	13	0	0	0	0	0
	All Students	**0**	**0**	**71**	**0**	**0**	**0**		**0**

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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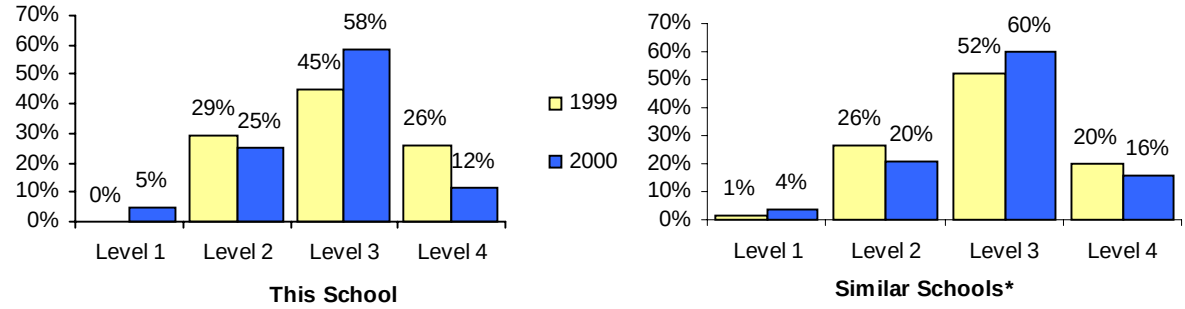
Grade 8

English Language Arts

Grade 8 English Language Arts 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		2	2	0	13	27	17	57	725
	Special Education	0	0	0	0	6	2	0	8	690
	All Students	**0**	**2**	**2**	**0**	**19**	**29**	**17**	**65**	**721**
May 2000	General Education		5	0	0	9	30	7	46	716
	Special Education	0	0	0	3	6	5	0	14	685
	All Students	**0**	**5**	**0**	**3**	**15**	**35**	**7**	**60**	**709**

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	5	0

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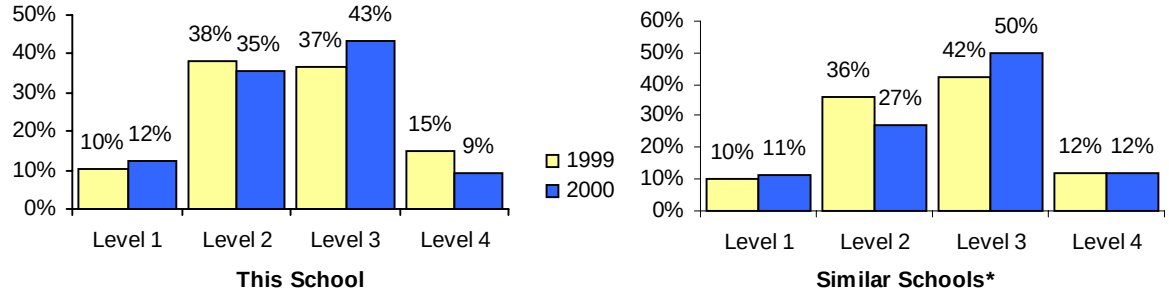
Grade 8

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	4	4	23	23	10	60	725
	Special Education	0	0	0	3	3	2	0	8	688
	All Students	**0**	**0**	**4**	**7**	**26**	**25**	**10**	**68**	**720**
May 2000	General Education		0	0	5	13	28	5	51	722
	Special Education	0	0	0	3	10	0	1	14	695
	All Students	**0**	**0**	**0**	**8**	**23**	**28**	**6**	**65**	**716**

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.

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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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School Profile

Principal: Mr. Thomas R. Quinn			Phone: (631)324-0144
Organization 1999-2000		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-8	573	47	3

1998-99 School District-wide Total Expenditure per Pupil	$12,633

Student Enrollment

Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	57
Kindergarten	54	Grade 8	65
Grade 1	57	Grade 9	0
Grade 2	62	Grade 10	0
Grade 3	61	Grade 11	0
Grade 4	69	Grade 12	0
Grade 5	64	Ungraded Elementary with Disabilities	20
Grade 6	64	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	26	4.6%	46	8.1%	14	2.4%
Eligible For Free Lunch	0	0.0%	0	0.0%	0	0.0%

Similar Schools Group	This school is in Similar Schools Group 18. 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 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.

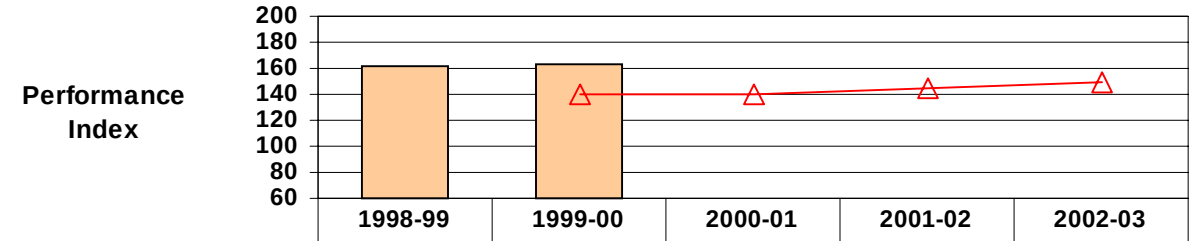
A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating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

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.

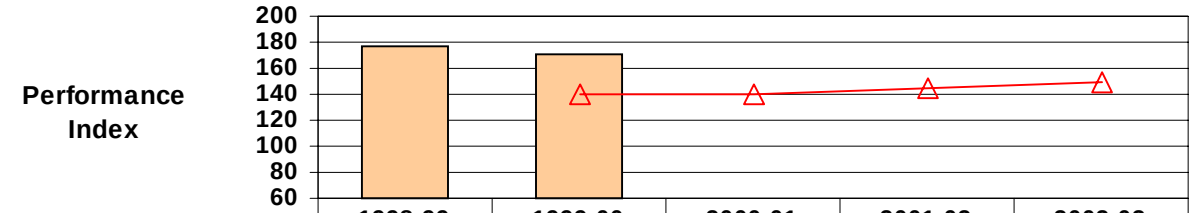
English Language Arts Performance of Students in Grade 4



	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance	162	163			
School AYP Target					
State Standard		140	140	145	150
School Baseline	162	163			

This school achieved the State standard. The 1999-00 school performance index is based on results for 69 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 128 students.

Mathematics Performance of Students in Grade 4



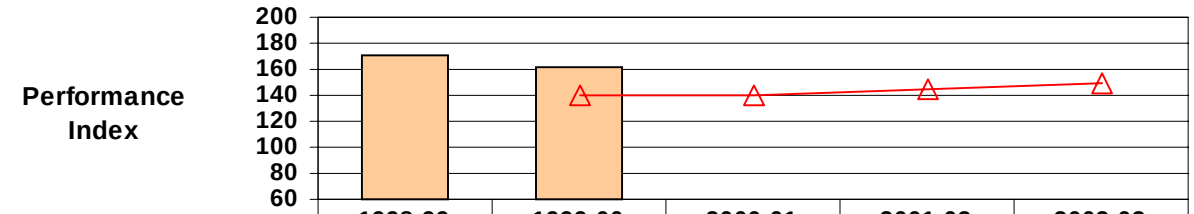
	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance	177	171			
School AYP Target					
State Standard		140	140	145	150
School Baseline	177	174			

This school achieved the State standard. The 1999-00 school performance index is based on results for 69 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 130 students.

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.

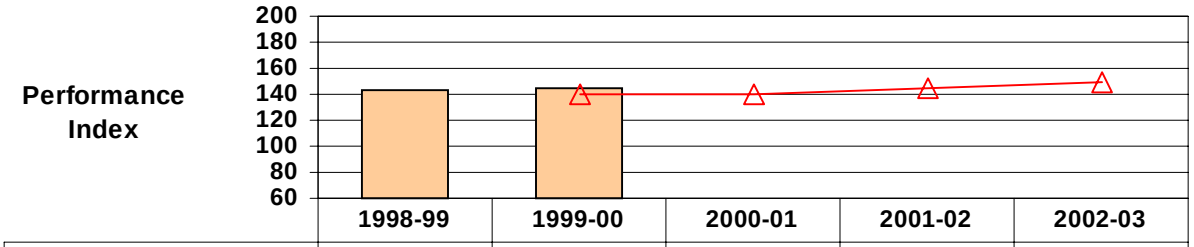
English Language Arts Performance of Students in Grade 8



	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance	171	162			
School AYP Target					
State Standard		140	140	145	150
School Baseline	171	166			

This school achieved the State standard. The 1999-00 school performance index is based on results for 63 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 128 students.

Mathematics Performance of Students in Grade 8



	1998-99	1999-00	2000-01	2001-02	2002-03
School Performance	143	144			
School AYP Target					
State Standard		140	140	145	150
School Baseline	143	144			

This school achieved the State standard. The 1999-00 school performance index is based on results for 63 students. The 1999-00 school baseline combines results for 1998-99 and 1999-00 and so reflects the performance of 130 students.