

630300-01-0001

The New York State School Report Card  
for  
Big Cross Street School  
in  
Glens Falls 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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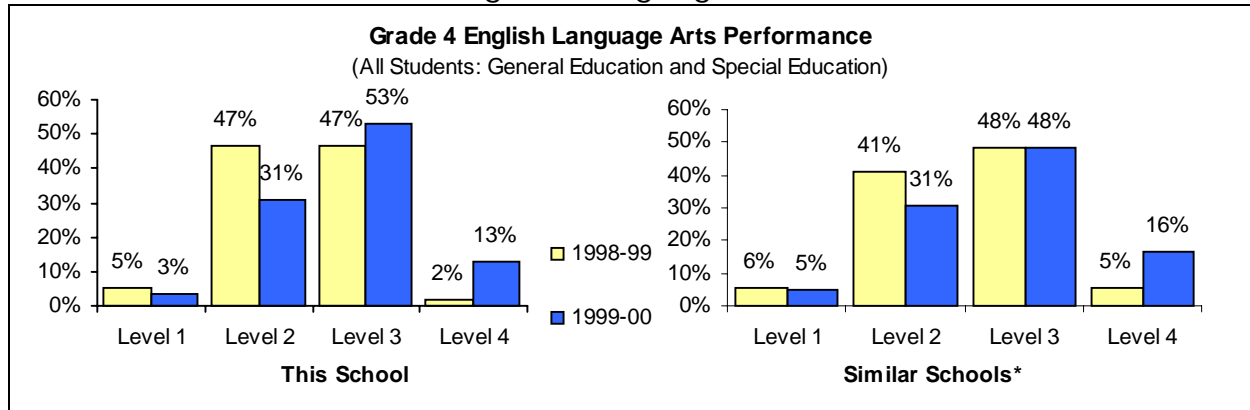
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# Grade 4

## English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	1	21	26	1	49	650
	Special Education	0	0	0	2	6	1	0	9	611
	All Students	0	0	0	3	27	27	1	58	644
Jan 2000	General Education		0	1	#	#	#	#	58	#
	Special Education	0	0	0	#	#	#	#	4	#
	All Students	0	0	1	2	19	33	8	62	656

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

<b>Level 4</b> (692-800)	<b>These students exceed the standards and are moving toward high performance on the Regents examination.</b> 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.
<b>Level 3</b> (645-691)	<b>These students meet the standards and, with continued steady growth, should pass the Regents examination.</b> 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.
<b>Level 2</b> (603-644)	<b>These students need extra help to meet the standards and pass the Regents examination.</b> 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.
<b>Level 1</b> (455-602)	<b>These students have serious academic deficiencies.</b> 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>.

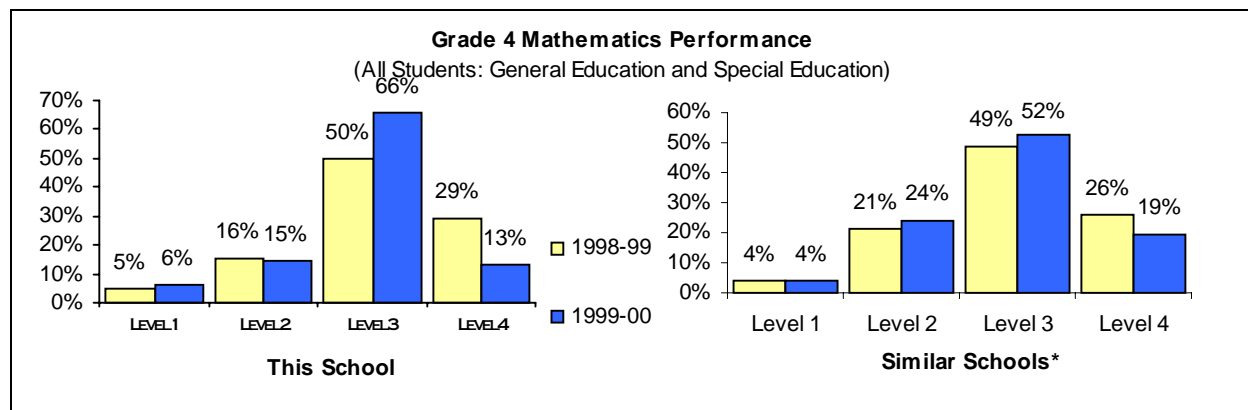
1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> 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 <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	0	6	26	17	49	666
	Special Education	0	0	0	3	3	3	0	9	613
	All Students	0	0	1	3	9	29	17	58	658
May 2000	General Education		0	2	2	8	39	8	57	652
	Special Education	0	0	0	2	1	2	0	5	614
	All Students	0	0	2	4	9	41	8	62	649

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

<b>Level 4</b> (678-810)	<b>These students exceed the standards and are moving toward high performance on the Regents examination.</b> 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.
<b>Level 3</b> (637-677)	<b>These students meet the standards and, with continued steady growth, should pass the Regents examination.</b> 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.
<b>Level 2</b> (602-636)	<b>These students need extra help to meet the standards and pass the Regents examination.</b> 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.
<b>Level 1</b> (448-601)	<b>These students have serious academic deficiencies.</b> 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).

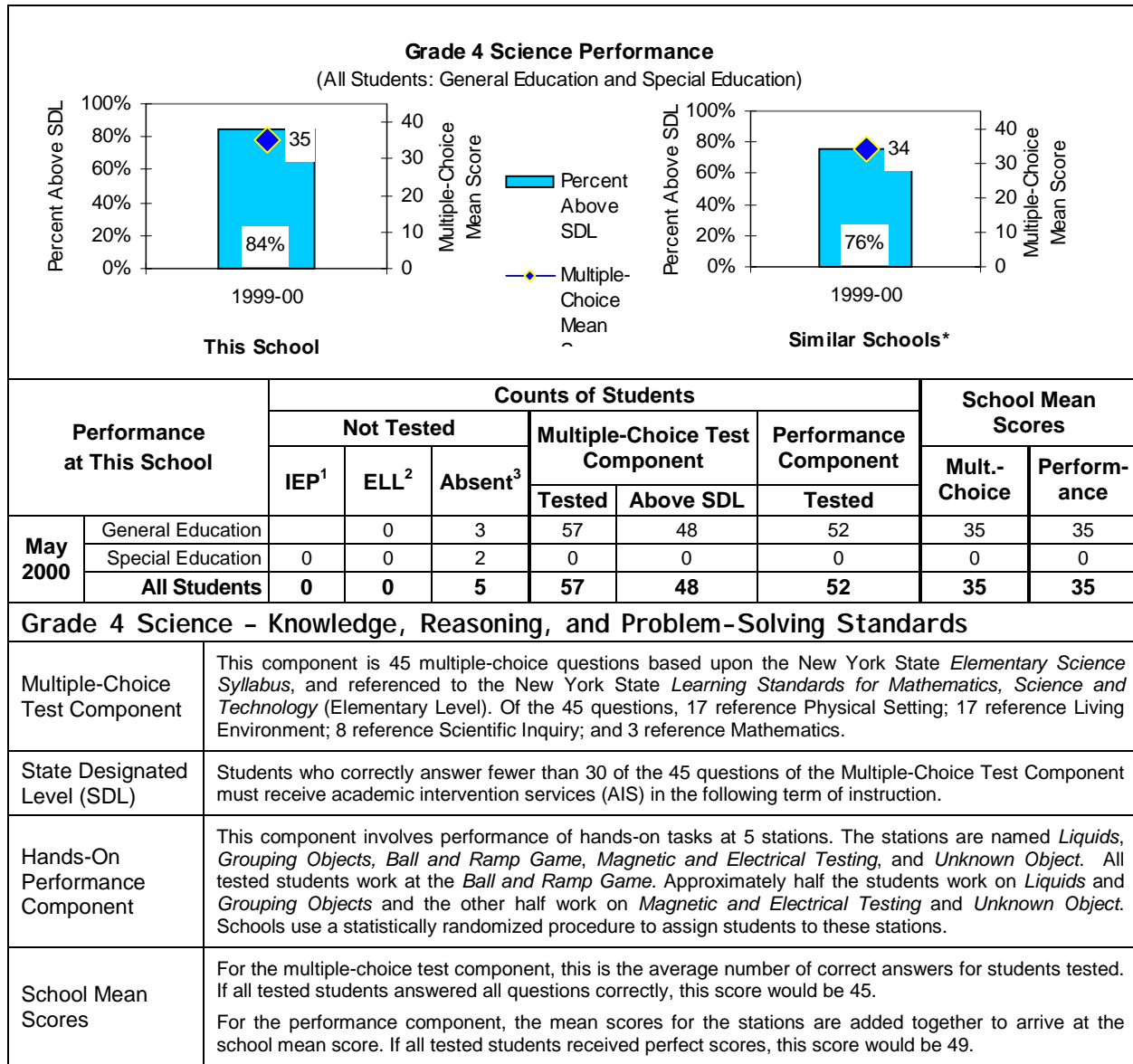
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but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



\* 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 30<sup>th</sup> 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. Jean Young			Phone: (518)792-2619
<b>Organization 1999-2000</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-5	338	23	2

<b>1998-99 School District-wide Total Expenditure per Pupil</b>	\$8,678
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Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	0
Kindergarten	52	Grade 8	0
Grade 1	55	Grade 9	0
Grade 2	61	Grade 10	0
Grade 3	47	Grade 11	0
Grade 4	61	Grade 12	0
Grade 5	52	Ungraded Elementary with Disabilities	10
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	113	32.2%	97	28.5%	93	27.5%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 15. All schools in this group are elementary level schools in school districts with average 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.
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<sup>1</sup> 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.

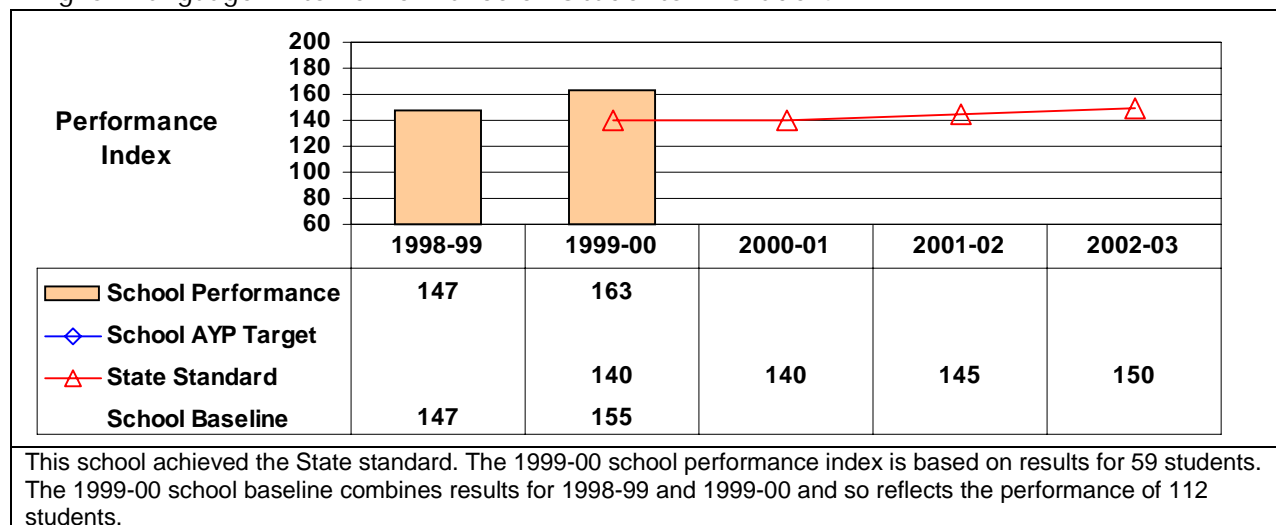
A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating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



## Mathematics Performance of Students in Grade 4

