# The New York State School District Report Card for Oceanside Union Free School District

An Overview of Academic Performance



March 2002



The University of the State of New York

The State Education Department

March 26, 2002

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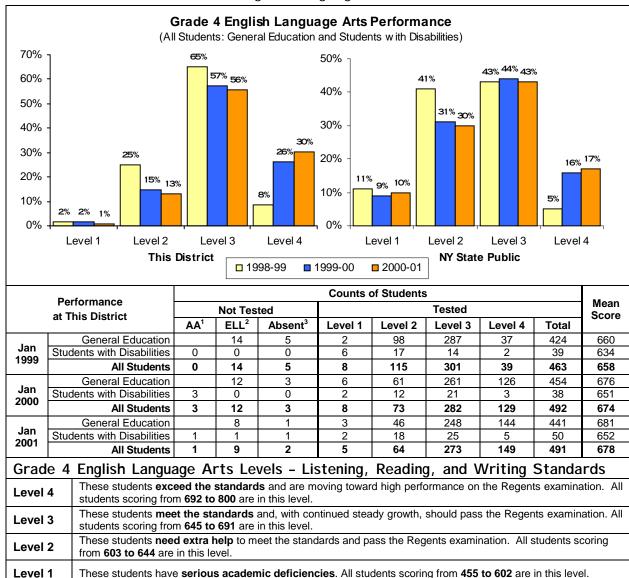
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### **Elementary Level**

English Language Arts



#### 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
January 2001	9	9

<sup>1</sup> For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

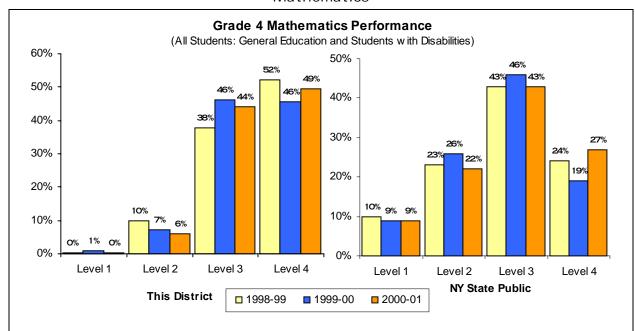
These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.

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

<sup>#</sup> 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.

# **Elementary Level**

#### **Mathematics**



	Performance	Counts of Students								
at This District		Not Tested			Tested					Mean Score
	at This District	$AA^1$	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	00010
luno	General Education		0	1	1	37	164	241	443	682
June 1999	Students with Disabilities	0	0	0	0	10	18	9	37	657
1999	All Students	0	0	1	1	47	182	250	480	680
May	General Education		3	0	3	29	210	224	466	680
2000	Students with Disabilities	3	0	0	2	7	23	6	38	654
2000	All Students	3	3	0	5	36	233	230	504	678
May 2001	General Education		0	0	0	17	195	242	454	686
	Students with Disabilities	1	0	0	2	14	28	8	52	652
2001	All Students	1	0	0	2	31	223	250	506	682

Grade 4	Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards					
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>678 to 810</b> are in this level.					
Level 3	Level 3 These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.					
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>602 to 636</b> are in this level.					
Level 1	These students have serious academic deficiencies. All students scoring from 448 to 601 are in this level.					

For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

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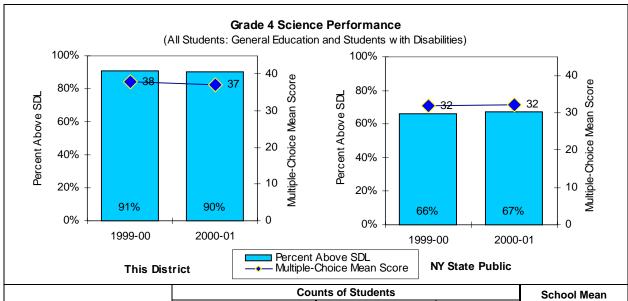
<sup>2</sup> These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but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

<sup>3</sup> These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

<sup>#</sup> 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.

## **Elementary Level**

Science



				School Mean Scores					
Performance at This District		Not Tested				Multiple-Choice Test		Performance	
		AA <sup>1</sup> ELL <sup>2</sup>		Absent <sup>3</sup>	Com	ponent	Component	Mult	Perfor-
			ELL	Absent	Tested	Above SDL	Tested	Choice	mance
May	General Education		3	3	463	427	462	38	40
2000	Students with Disabilities	3	0	1	37	29	37	33	40
2000	All Students	3	3	4	500	456	499	38	40
May	General Education		0	0	453	424	452	38	38
2001	Students with Disabilities	0	0	0	52	32	52	32	39
2001	All Students	0	0	0	505	456	504	37	38

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 <i>Elementary Science Syllabus</i> , and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (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.
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.

<sup>1</sup> For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

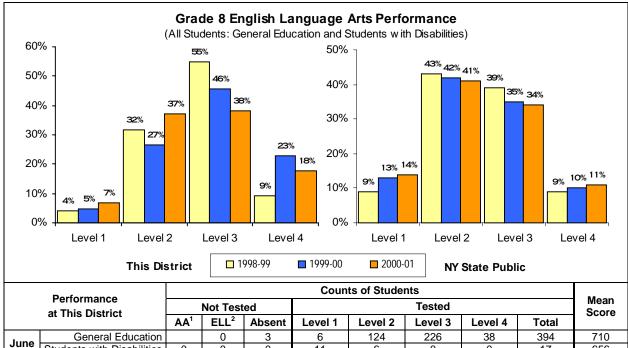
<sup>2</sup> These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this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

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

<sup>#</sup> 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.

#### Middle Level

#### English Language Arts



	at This District	Not Tested			Tested					Score
	at This District	AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4	Total	] 00010
luna	General Education		0	3	6	124	226	38	394	710
June 1999	Students with Disabilities	0	0	0	11	6	0	0	17	656
1999	All Students	0	0	3	17	130	226	38	411	707
May	General Education		4	3	13	108	209	107	437	718
2000	Students with Disabilities	0	0	0	10	17	4	0	31	672
2000	All Students	0	4	3	23	125	213	107	468	715
May	General Education		4	1	13	162	195	90	460	713
2001	Students with Disabilities	9	0	1	23	30	3	2	58	669
2001	All Students	9	4	2	36	192	198	92	518	708
_			<u> </u>			_	1.	1 14/ '1'	<u> </u>	

#### Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>739 to 830</b> are in this level.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
Level 1	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> are in this level.

#### 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 2001	4	#

<sup>1</sup> For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

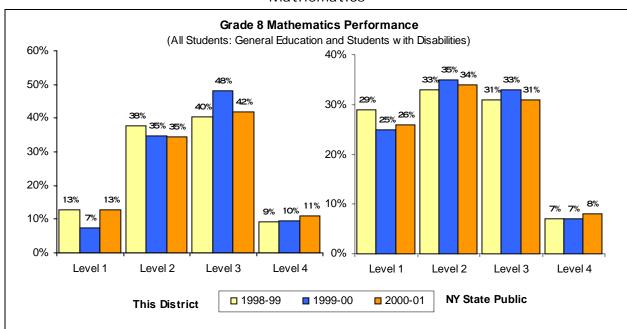
<sup>2</sup> These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.

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

<sup>#</sup> 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.

#### Middle Level

#### Mathematics



Doufournous		Counts of Students								Mean
	Performance at This District		Not Tested			Tested				
	at IIII3 District	AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4	Total	Score
luno	General Education		0	1	38	157	169	38	402	718
June 1999	Students with Disabilities	0	0	1	15	1	0	0	16	643
1999	All Students	0	0	2	53	158	169	38	418	715
May	General Education		0	8	22	145	224	45	436	724
2000	Students with Disabilities	0	0	0	13	17	1	0	31	680
2000	All Students	0	0	8	35	162	225	45	467	721
Max	General Education		0	1	39	157	212	56	464	722
May 2001	Students with Disabilities	9	0	2	27	23	6	1	57	683
2001	All Students	9	0	3	66	180	218	57	521	718

#### Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

	3 · 3·
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>760 to 882</b> are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.
Level 1	These students have serious academic deficiencies. All students scoring from 517 to 680 are in this level.

<sup>\*</sup> 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 <a href="http://www.emsc.nysed.gov/repcrd2002/similar.html">http://www.emsc.nysed.gov/repcrd2002/similar.html</a>

<sup>1</sup> For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

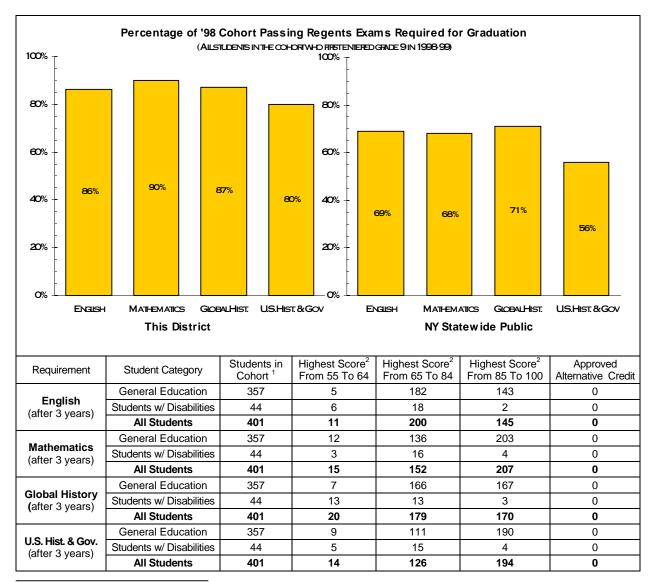
<sup>2</sup> These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this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

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

<sup>#</sup> 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.

# High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

<sup>#</sup> 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 "All Students" category.

#### School District Profile

Superintendent: Dr. Herb R. Brown Phone: (516)678-1215									
Organizati 2000-01	ion	School District Staff <sup>1</sup> (both full- and part-time)							
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals					
K-12	6,286	509	95	77					

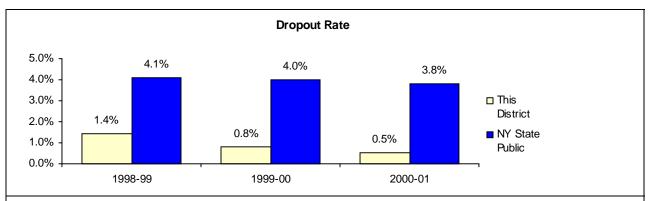
1999-00 School District Total Expenditure per Pupil	\$11,948
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	516
Kindergarten	475	Grade 8	501
Grade 1	483	Grade 9	512
Grade 2	500	Grade 10	430
Grade 3	467	Grade 11	381
Grade 4	506	Grade 12	431
Grade 5	512	Ungraded Elementary with Disabilities	49
Grade 6	493	Ungraded Secondary with Disabilities	30

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	197	3.2%	378	6.1%	180	2.9%
Eligible For Free Lunch	279	4.6%	266	4.3%	213	3.4%

#### Need to Resource Capacity (N/RC) Group

The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 6. This district has low needs relative to local resource capacity.



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.

<sup>&</sup>lt;sup>1</sup> Some district-employed staff serve in more than one school. These shared people are included in counts reported here.