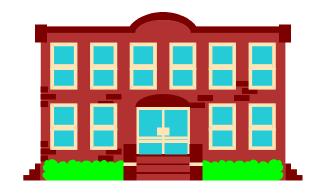
500402-06-0002

The New York State School Report Card for Grandview Elementary School in East Ramapo Central School District (Spring Valley)

An Overview of Academic Performance



March 2002



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

March 27, 2002

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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: <u>RPTCARD@mail.nysed.gov</u>

School Profile

Principal: Dr.	Anita McCarthy	Phone: (845)577-6260		
Organization School Staff ¹ (both full- and part-time) 2000-01 School Staff ¹ (both full- and part-time)			n full- and part-time)	
Grade Range Student Enrollment		Count of Teachers	Count of Other Professionals	
K-3	474	29	5	

\$14,095

1999-00 School District-wide Total Expenditure per Pupil

Student Enrollment							
Grade Level	October 2000	Grade Level	October 2000				
Pre-Kindergarten	0	Grade 7	0				
Kindergarten	133	Grade 8	0				
Grade 1	70	Grade 9	0				
Grade 2	117	Grade 10	0				
Grade 3	102	Grade 11	0				
Grade 4	0	Grade 12	0				
Grade 5	0	Ungraded Elementary with Disabilities	52				
Grade 6	0	Ungraded Secondary with Disabilities	0				

Student Demographics Used To	1998-99		1999-2000		2000-01	
Determine Similar School Groups	Count	Percent	Count	Percent	Count	Percent
English Language Learners	39	7.2%	0	0.0%	25	5.3%
Eligible For Free Lunch	228	58.6%	240	67.8%	231	67.7%

Similar
Schools
GroupThis school is in Similar Schools Group 8. All schools in this group are elementary level schools in urban or
suburban school districts with high student needs in relation to district resources. 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 2002-03.

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 earns no credit. As a guide to understanding, the Performance Index may be understood as 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 this school accountability program is available from the State Education Department Web site (<u>http://www.emsc.nysed.gov/repcrd2002</u>). 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. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.