

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



**OVERVIEW OF DISTRICT PERFORMANCE IN ENGLISH
LANGUAGE ARTS, MATHEMATICS, AND SCIENCE
AND
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE
for**

Franklin Square Union Free School District

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *District Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *District Accountability Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your district or on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of District Performance in English Language Arts, Mathematics, and Science

District Profile

Superintendent: Dr. Timothy E. Lafferty		Phone: (516)481-4100	
Organization 2001-02		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	1,887	128	15

2000-01 School District Total Expenditure per Pupil	\$10,874
2000-01 NYS Public Schools Total Expenditure per Pupil	\$11,871

Student Demographics	1999-2000		2000-2001		2001-2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	86	4.6%	75	4.0%	64	3.4%
Eligible for Free Lunch	95	5.7%	87	5.3%	88	4.7%

2001-02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
186	100%

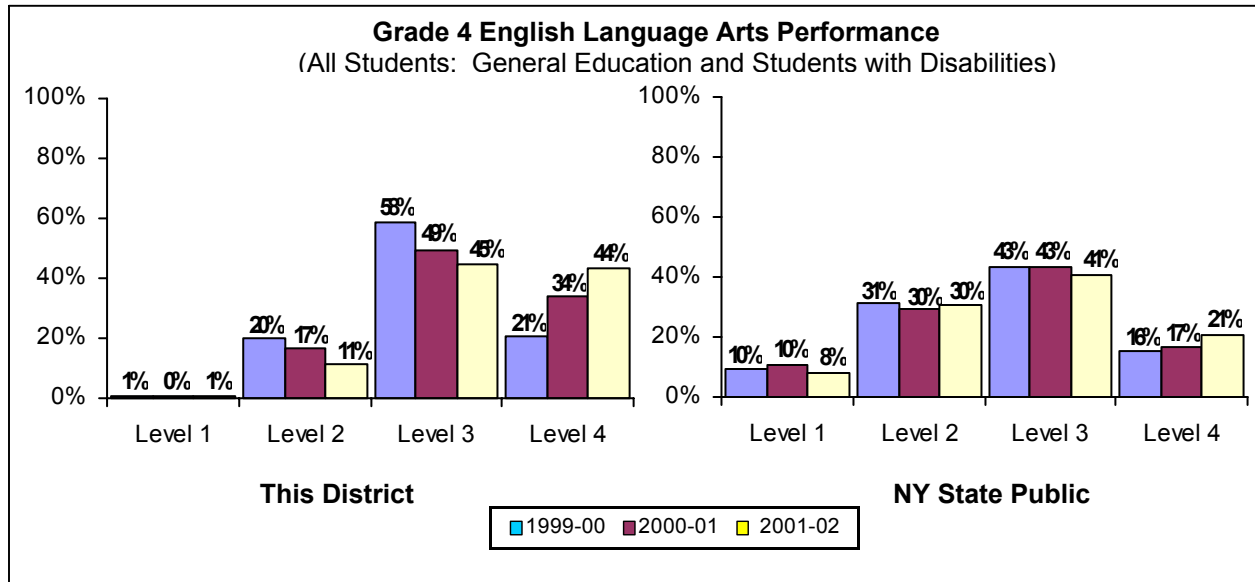
*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

2001-02 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent No Valid Teaching Certificate
128	0%

*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

Elementary Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2000	2	51	149	53	255	669
Jan–Feb 2001	1	44	131	90	266	678
Jan–Feb 2002	2	35	139	136	312	690

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

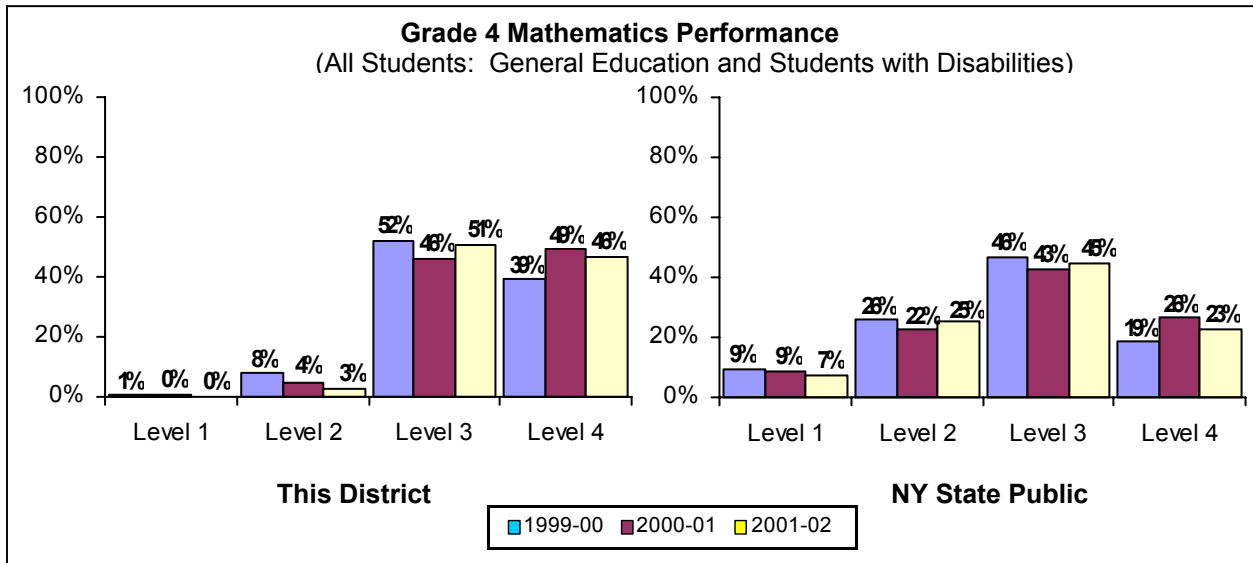
Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	#	#

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	2	#	#	#	#

Elementary Level Mathematics



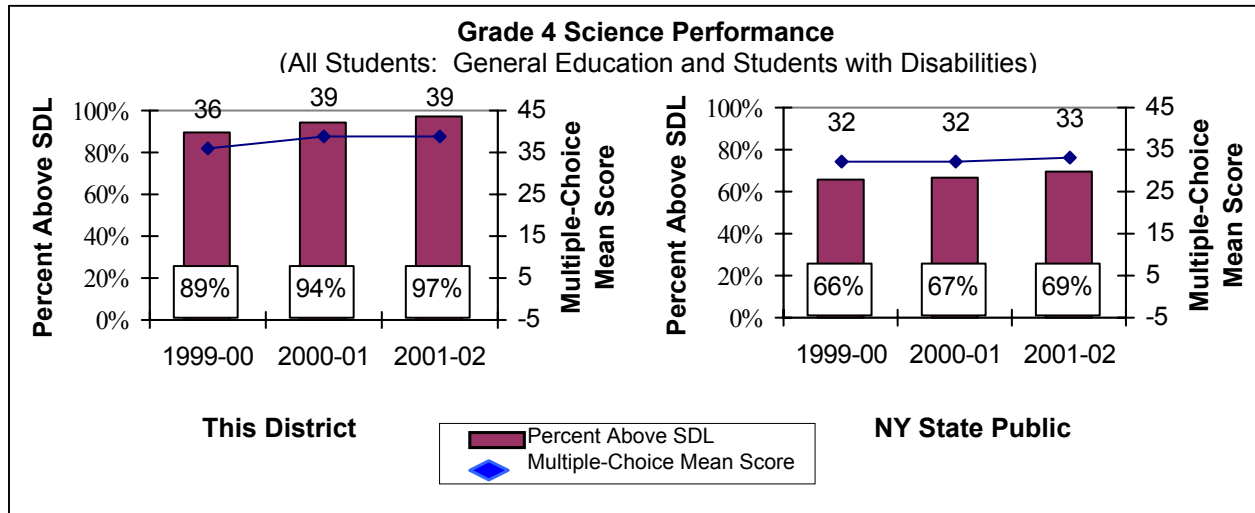
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	2	20	135	102	259	672
May 2001	1	12	123	132	268	680
May 2002	1	8	156	143	308	677

Elementary-Level Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	2	#	#	#	#

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	257	230	36
May 2001	266	250	39
May 2002	312	304	39

Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 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).
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 in the following term of instruction.
School Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

All Students

	Number Tested	Mean Score
May 2000	257	39
May 2001	266	40
May 2002	310	41

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the district report card provides performance data by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any district tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps.

Elementary Level English Language Arts

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	4	s	s	s	2	s	s	s
Hispanic	22	100%	82%	45%	7	s	s	s
Asian or Pacific Islander	2	s	s	s	2	s	s	s
White	238	100%	84%	34%	301	99%	88%	44%
Total	266	100%	83%	34%	312	99%	88%	44%
Small Group Totals (s)	6	100%	50%	0%	11	100%	82%	36%
Results by Disability Status								
General-education students	233	100%	91%	38%	273	100%	89%	47%
Students with disabilities	33	97%	30%	6%	39	97%	79%	21%
Total	266	100%	83%	34%	312	99%	88%	44%
Results by Gender								
Female	132	100%	86%	40%	152	100%	92%	47%
Male	134	99%	81%	28%	160	99%	84%	41%
Total	266	100%	83%	34%	312	99%	88%	44%
Results by English Proficiency Status								
English proficient	262	s	s	s	312	99%	88%	44%
Limited English proficient	4	s	s	s	0	0%	0%	0%
Total	266	100%	83%	34%	312	99%	88%	44%
Results by Income Level								
Economically disadvantaged	14	100%	79%	36%	22	100%	86%	36%
Not disadvantaged	252	100%	83%	34%	290	99%	88%	44%
Total	266	100%	83%	34%	312	99%	88%	44%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	266	100%	83%	34%	312	99%	88%	44%
Total	266	100%	83%	34%	312	99%	88%	44%

Elementary Level Mathematics

Student Subgroup	2000-01				2001-02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	4	s	s	s	2	s	s	s
Hispanic	24	100%	96%	54%	10	s	s	s
Asian or Pacific Islander	2	s	s	s	2	s	s	s
White	238	100%	95%	49%	294	100%	98%	47%
Total	268	100%	95%	49%	308	100%	97%	46%
Small Group Totals (s)	6	100%	83%	50%	14	93%	86%	36%
Results by Disability Status								
General-education students	236	100%	98%	53%	271	100%	97%	49%
Students with disabilities	32	97%	75%	25%	37	100%	97%	30%
Total	268	100%	95%	49%	308	100%	97%	46%
Results by Gender								
Female	133	100%	97%	48%	151	99%	97%	44%
Male	135	99%	93%	50%	157	100%	97%	48%
Total	268	100%	95%	49%	308	100%	97%	46%
Results by English Proficiency Status								
English proficient	261	100%	95%	50%	306	s	s	s
Limited English proficient	7	100%	100%	14%	2	s	s	s
Total	268	100%	95%	49%	308	100%	97%	46%
Results by Income Level								
Economically disadvantaged	15	100%	87%	33%	23	100%	100%	30%
Not disadvantaged	253	100%	96%	50%	285	100%	97%	48%
Total	268	100%	95%	49%	308	100%	97%	46%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	268	100%	95%	49%	308	100%	97%	46%
Total	268	100%	95%	49%	308	100%	97%	46%

Elementary Level Science Multiple-Choice

Student Subgroup	2000-01		2001-02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native			0	0%
Black			2	s
Hispanic			10	s
Asian or Pacific Islander			2	s
White			298	98%
Total			312	97%
Small Group Totals (s)			14	86%
Results by Disability Status				
General-education students	235	97%	273	98%
Students with disabilities	31	71%	39	95%
Total	266	94%	312	97%
Results by Gender				
Female			152	98%
Male			160	97%
Total			312	97%
Results by English Proficiency Status				
English proficient			309	s
Limited English proficient			3	s
Total			312	97%
Results by Income Level				
Economically disadvantaged			23	96%
Not disadvantaged			289	98%
Total			312	97%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			312	97%
Total			312	97%

Glossary

Cohort Data: A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors who were at risk of not meeting the State learning Standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range, as determined by the results of the component retest.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. Students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 40 students in a group are neither valid nor reliable. If a school does not have 40 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.