# The New York State Report Card

## 2011–12

School **SMITH CLOVE ELEMENTARY SCHOOL**
School ID **44-12-01-06-0005**
District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**
Principal **DEBRA TURNQUIST**
Telephone **(845) 460-6300**
Grades **K-1**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills 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 supports.

## This report includes:

1 Profile
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

**For more information:**
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

# 1 Profile

School **SMITH CLOVE ELEMENTARY SCHOOL**
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## Enrollment

| | 2009–10 | 2010–11 | 2011–12 |
|---|---|---|---|
| Pre-K | 0 | 0 | |
| Kindergarten | 321 | 286 | 302 |
| Grade 1 | 357 | 334 | 286 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 0 | 0 | 0 |
| Ungraded Elementary | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 |
| Grade 9 | 0 | 0 | 0 |
| Grade 10 | 0 | 0 | 0 |
| Grade 11 | 0 | 0 | 0 |
| Grade 12 | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| **Total K–12** | 678 | 620 | 588 |

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size

| | 2009–10 | 2010–11 | 2011–12 |
|---|---|---|---|
| **Common Branch** | 23 | 22 | 21 |
| **Grade 8** | | | |
| English | | | |
| Mathematics | | | |
| Science | | | |
| Social Studies | | | |
| **Grade 10** | | | |
| English | | | |
| Mathematics | | | |
| Science | | | |
| Social Studies | | | |

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1–6.

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## Demographic Factors

| | 2009–10 | | 2010–11 | | 2011–12 | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Eligible for Free Lunch | 77 | 11% | 74 | 12% | 98 | 17% |
| Reduced Price Lunch | 19 | 3% | 15 | 2% | 21 | 4% |
| Limited English Proficient | 52 | 8% | 53 | 9% | 51 | 9% |
| **Racial/Ethnic Origin** | | | | | | |
| American Indian or Alaska Native | 3 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 32 | 5% | 32 | 5% | 30 | 5% |
| Hispanic or Latino | 115 | 17% | 111 | 18% | 128 | 22% |
| Asian or Native Hawaiian/Other Pacific Islander | 72 | 11% | 61 | 10% | 44 | 7% |
| White | 456 | 67% | 416 | 67% | 385 | 65% |
| Multiracial | 0 | 0% | 0 | 0% | 1 | 0% |

## Demographic Factors Information

*Eligible for Free Lunch* and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions

| | 2008–09 | | 2009–10 | | 2010–11 | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Annual Attendance Rate | | 94% | | 94% | | 95% |
| Student Suspensions | 0 | 0% | 1 | 0% | 1 | 0% |

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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## Teacher Qualifications

| | 2009–10 | 2010–11 | 2011–12 |
|---|---|---|---|
| **Total Number of Teachers** | 41 | 43 | 40 |
| Percent with No Valid Teaching Certificate | 0% | 0% | 0% |
| Percent Teaching Out of Certification | 0% | 0% | 0% |
| Percent with Fewer than Three Years of Experience | 2% | 2% | 5% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 37% | 42% | 43% |
| **Total Number of Core Classes** | 39 | 40 | 38 |
| Percent Not Taught by Highly Qualified Teachers in This School* | 0% | 0% | 0% |
| Percent Not Taught by Highly Qualified Teachers in This District** | 0% | 0% | 1% |
| Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide | 6% | 5% | 4% |
| Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide | 1% | 0% | 1% |
| **Total Number of Classes** | 56 | 59 | 49 |
| Percent Taught by Teachers Without Appropriate Certification | 0% | 0% | 0% |

*Not available at the district or statewide level.
**Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

| | 2008–09 | 2009–10 | 2010–11 |
|---|---|---|---|
| Turnover Rate of Teachers with Fewer than Five Years of Experience | 0% | 0% | 67% |
| Turnover Rate of All Teachers | 3% | 7% | 23% |

## Staff Counts

| | 2009–10 | 2010–11 | 2011–12 |
|---|---|---|---|
| Total Other Professional Staff | 3 | 4 | 3 |
| Total Paraprofessionals* | N/A | N/A | N/A |
| Assistant Principals | 1 | 1 | 1 |
| Principals | 1 | 1 | 1 |

*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K–6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.
In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

School **SMITH CLOVE ELEMENTARY SCHOOL**
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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### English Language Arts

**Level 1: Below Standard**
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
**Level 2: Meets Basic Standard**
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
**Level 3: Meets Proficiency Standard**
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
**Level 4: Exceeds Proficiency Standard**
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### Mathematics

**Level 1: Below Standard**
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
**Level 2: Meets Basic Standard**
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
**Level 3: Meets Proficiency Standard**
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
**Level 4: Exceeds Proficiency Standard**
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at http://www.p12.nysed.gov/irs/sirs/.

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## New York State English as a Second Language Achievement Test (NYSESLAT)

| | | All Students | | | | | General-Education Students | | | | | Students with Disabilities | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Tested | Percent of students scoring in each performance level: | | | | Total Tested | Percent of students scoring in each performance level: | | | | Total Tested | Percent of students scoring in each performance level: | | | |
| | | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. |
| **Listening and Speaking (Grades K–1)** | 2011–12 | 49 | 0% | 20% | 55% | 24% | 45 | – | – | – | – | 4 | – | – | – | – |
| | 2010–11 | 54 | 2% | 15% | 56% | 28% | 49 | 2% | 16% | 53% | 29% | 5 | 0% | 0% | 80% | 20% |
| | 2009–10 | 52 | 4% | 21% | 44% | 31% | 44 | 5% | 16% | 45% | 34% | 8 | 0% | 50% | 38% | 13% |
| **Reading and Writing (Grades K–1)** | 2011–12 | 49 | 37% | 35% | 18% | 10% | 45 | – | – | – | – | 4 | – | – | – | – |
| | 2010–11 | 54 | 35% | 46% | 13% | 6% | 49 | 37% | 43% | 14% | 6% | 5 | 20% | 80% | 0% | 0% |
| | 2009–10 | 52 | 46% | 37% | 17% | 0% | 44 | 41% | 39% | 20% | 0% | 8 | 75% | 25% | 0% | 0% |
| **Listening and Speaking (Grades 2–4)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Reading and Writing (Grades 2–4)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Listening and Speaking (Grades 5–6)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Reading and Writing (Grades 5–6)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Listening and Speaking (Grades 7–8)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Reading and Writing (Grades 7–8)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Listening and Speaking (Grades 9–12)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| **Reading and Writing (Grades 9–12)** | 2011–12 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |

NOTE
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.