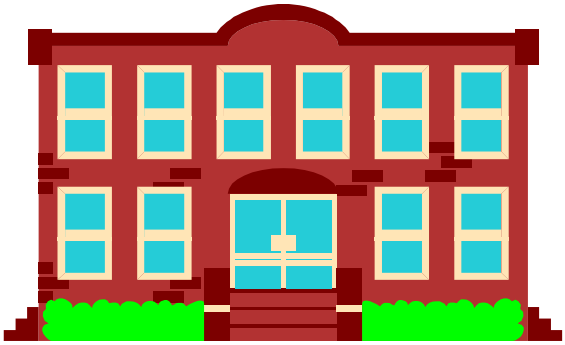
140600-01-0060

The New York State School Report Card for P.S. 60 Riverside Academy in Buffalo City School District

An Overview of Academic Performance



February 2000

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

March 6, 2000

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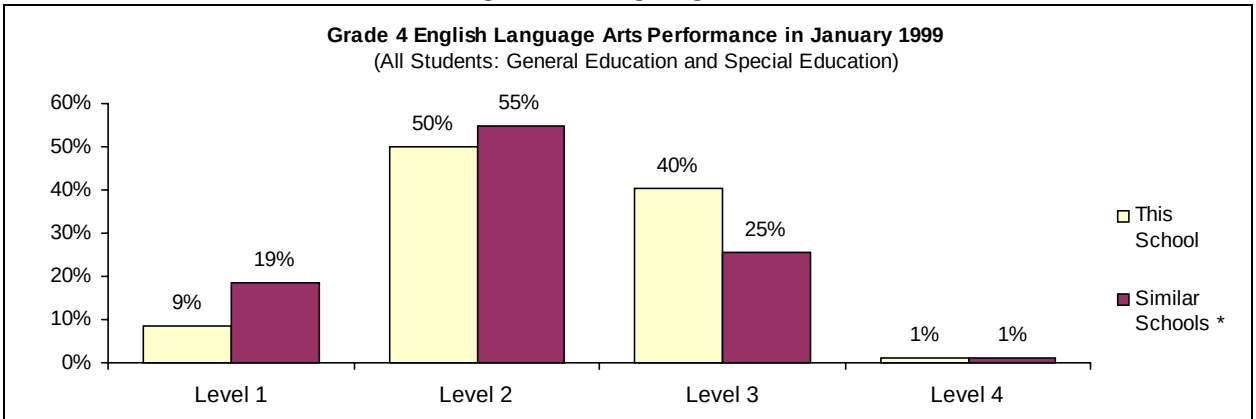
Grade 4

English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	5	4	35	36	1	76	638
	Special Education	6	0	9	4	12	2	0	18	622
	All Students	**6**	**0**	**14**	**8**	**47**	**38**	**1**	**94**	**635**

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

Level 4 (692-800)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each standard for elementary students, and proficient 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.
Level 3 (645-691)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** 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.
Level 2 (603-644)	**These students need extra help to meet the standards and pass the Regents examination.** 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.
Level 1 (455-602)	**These students have serious academic deficiencies.** 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)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning 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 1999	0	0

* 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/repcrd2000/similar.html.

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

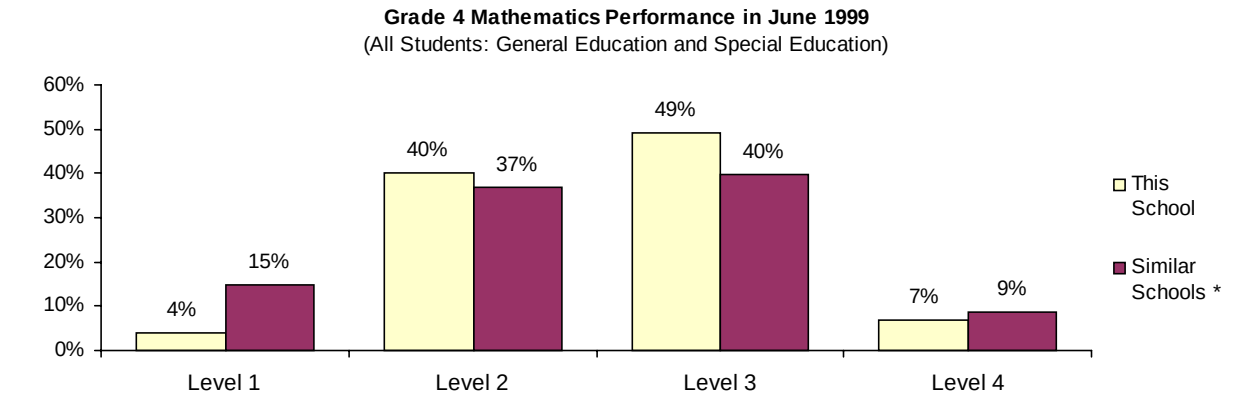
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

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[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	3	1	30	42	7	80	646
	Special Education	0	0	1	3	10	7	0	20	629
	All Students	**0**	**0**	**4**	**4**	**40**	**49**	**7**	**100**	**643**

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

Level 4 (678-810)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each key idea for elementary students, and proficient knowledge and skills for each key idea 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.
Level 3 (637-677)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** 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.
Level 2 (602-636)	**These students need extra help to meet the standards and pass the Regents examination.** 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.
Level 1 (448-601)	**These students have serious academic deficiencies.** 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.

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1 These students with disabilities were exempt from this test because of their disability. This exemption is 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 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.

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

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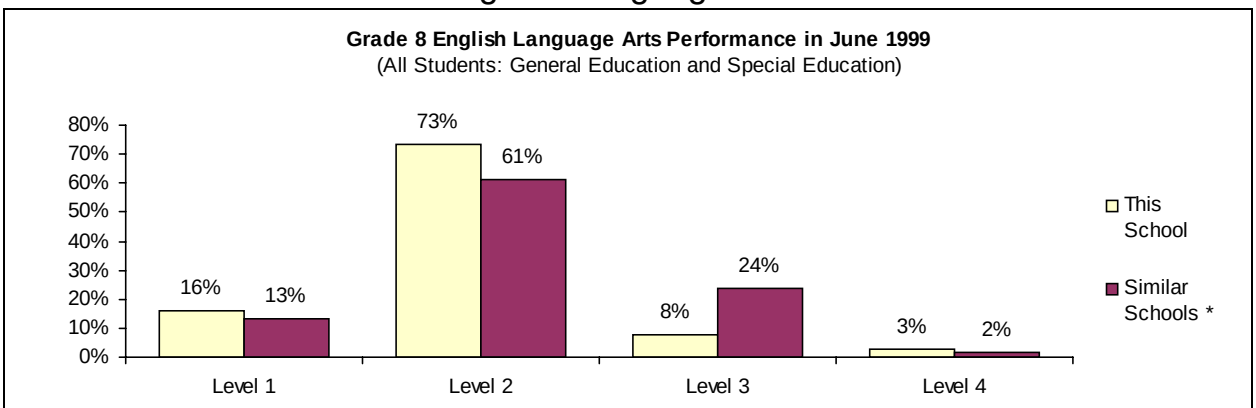
Grade 8

English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	2	7	43	6	2	58	686
	Special Education	0	0	4	5	12	0	0	17	668
	All Students	**0**	**0**	**6**	**12**	**55**	**6**	**2**	**75**	**682**

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

Level 4 (739-830)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each standard for intermediate students, and proficient commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation.
Level 3 (701-738)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each standard for intermediate students, and some commencement-level skills in listening, reading and writing. Students show general understanding of intermediate level written and oral text. Students' writing is generally organized and developed, with minor errors that do not interfere with readability.
Level 2 (662-700)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each standard for intermediate students. Students show partial understanding of intermediate-level written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with comprehension.
Level 1 (527-661)	**These students have serious academic deficiencies.** They show no evidence of proficiency in one or more of the standards for intermediate students and incomplete proficiency in all three of the standards. Students show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and comprehension.

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning 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 1999	0	0

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1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

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

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

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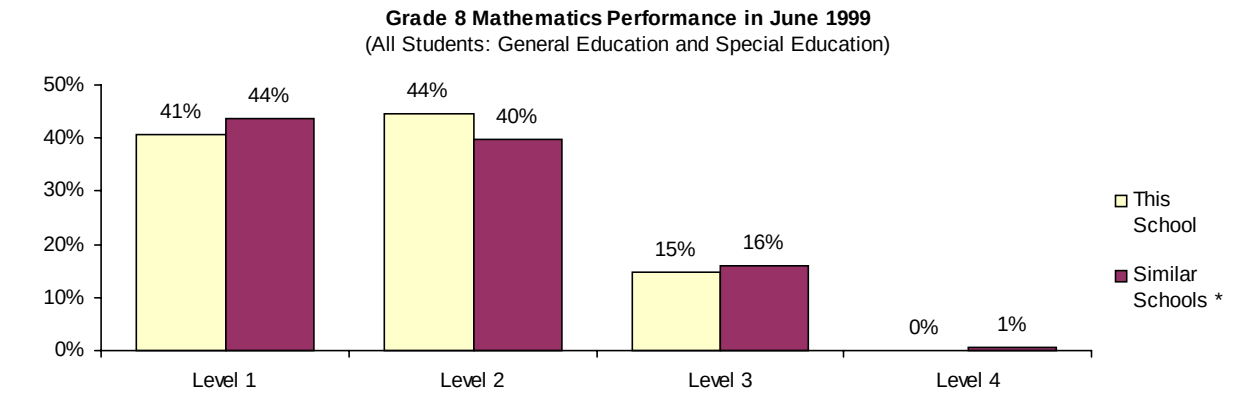
Grade 8

Mathematics



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	19	29	11	0	59	695
	Special Education	0	0	2	14	7	1	0	22	666
	All Students	**0**	**0**	**3**	**33**	**36**	**12**	**0**	**81**	**687**

Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

Level 4 (760-882)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each key idea for intermediate students, and proficient commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solutions. They clearly communicate mathematical insights, use a wide range of mathematical problem-solving strategies, and identify the most efficient means to a solution.
Level 3 (716-759)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each key idea for intermediate students, and some commencement-level skills. They use prime numbers, factors, rational numbers; apply formulas; visualize three dimensional shapes; understand and use the Pythagorean theorem and trigonometric functions.
Level 2 (681-715)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each key idea for intermediate students. They use basic reasoning, understand percentages, visualize two-dimensional shapes, understand properties of polygons and use patterns.
Level 1 (517-680)	**These students have serious academic deficiencies.** They show no evidence of proficiency in one or more of the key ideas for intermediate students and incomplete proficiency in all seven key ideas. They can use variables and make and use simple measurements. They may use simple operations and understand simple graphical displays. They can identify some patterns and functions.

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3 These students were enrolled at the time of testing, but were not present to complete some part of the 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.

School Profile

Principal: Mr. Robert Clemens	Phone: (716)871-6016

Organization 1998-99		School Staff[1] (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
3-8	560	37	3	9

1997-98 School District-wide Total Expenditure per Pupil	$9,451

Student Enrollment

Grade Level	October 1998	Grade Level	October 1998
Pre-Kindergarten	0	Grade 7	68
Kindergarten	0	Grade 8	73
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	0
Grade 3	82	Grade 11	0
Grade 4	92	Grade 12	0
Grade 5	86	Ungraded Elementary with Disabilities	58
Grade 6	69	Ungraded Secondary with Disabilities	32

Student Demographics Used To Determine Similar School Groups	1996-97		1997-98		1998-99	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	447	77.5%	447	78.6%	445	79.5%

Similar Schools Group	This school is in Similar Schools Group 5. All schools in this group are elementary level schools in large cities other than New York City. 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.

School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included[1]. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Benchmark Percentage
	Tested (a)	At Or Above Level 2 In English Language Arts (b)	English Language Proficiency Below Effective Participation Level (c)	Making Satisfactory Progress (d)	(b+d)/(a+c)
Grade 4	87	82	0	0	94%
Grade 8	68	58	0	0	85%

Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students		Benchmark Percentage
	Tested (a)	At Or Above Level 2 In Math (b)	(b/a)
Grade 4	88	85	97%
Grade 8	70	41	59%

Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999 (a)	Regents Level (higher) (b)	RCT Level (lower) (c)	Benchmark Percentage[2] (b+c)/a
Reading				NA
Writing				NA
Mathematics				NA

[1] All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

[2] The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).