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The New York State School District Report Card  
for  
Remsenburg-Speonk Union Free School District

*An Overview of Academic Performance*



**March 2002**



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

**March 28, 2002**

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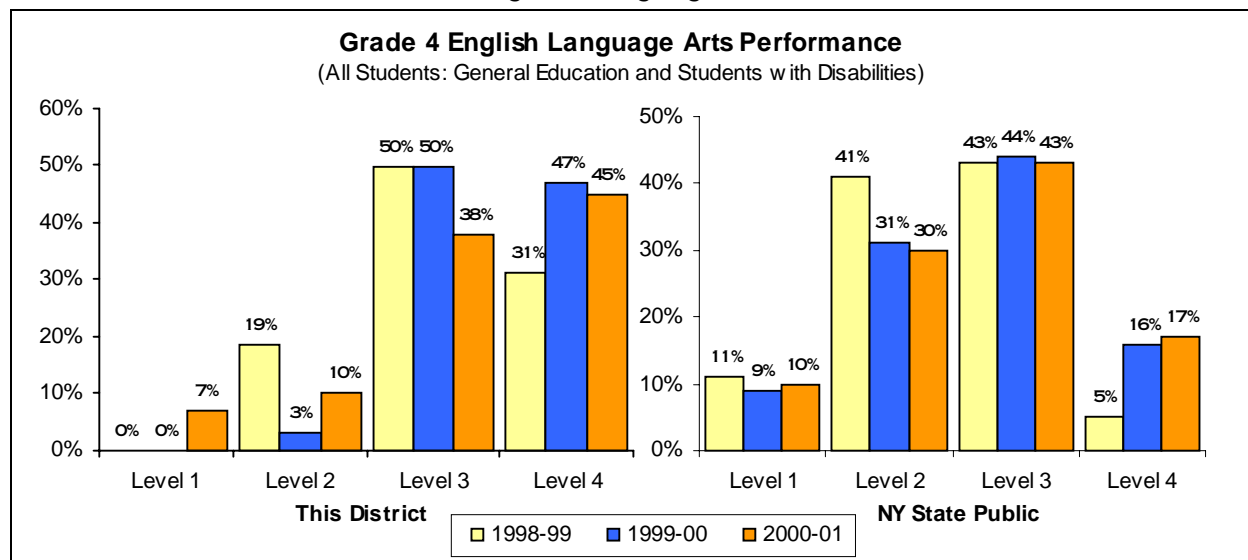
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## Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		0	0	#	#	#	#	14	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>16</b>	<b>672</b>
Jan 2000	General Education		0	0	#	#	#	#	30	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>15</b>	<b>32</b>	<b>689</b>
Jan 2001	General Education		0	0	0	1	9	12	22	700
	Students with Disabilities	0	0	0	2	2	2	1	7	642
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>13</b>	<b>29</b>	<b>686</b>

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

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>692 to 800</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>645 to 691</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>603 to 644</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>455 to 602</b> are in this level.

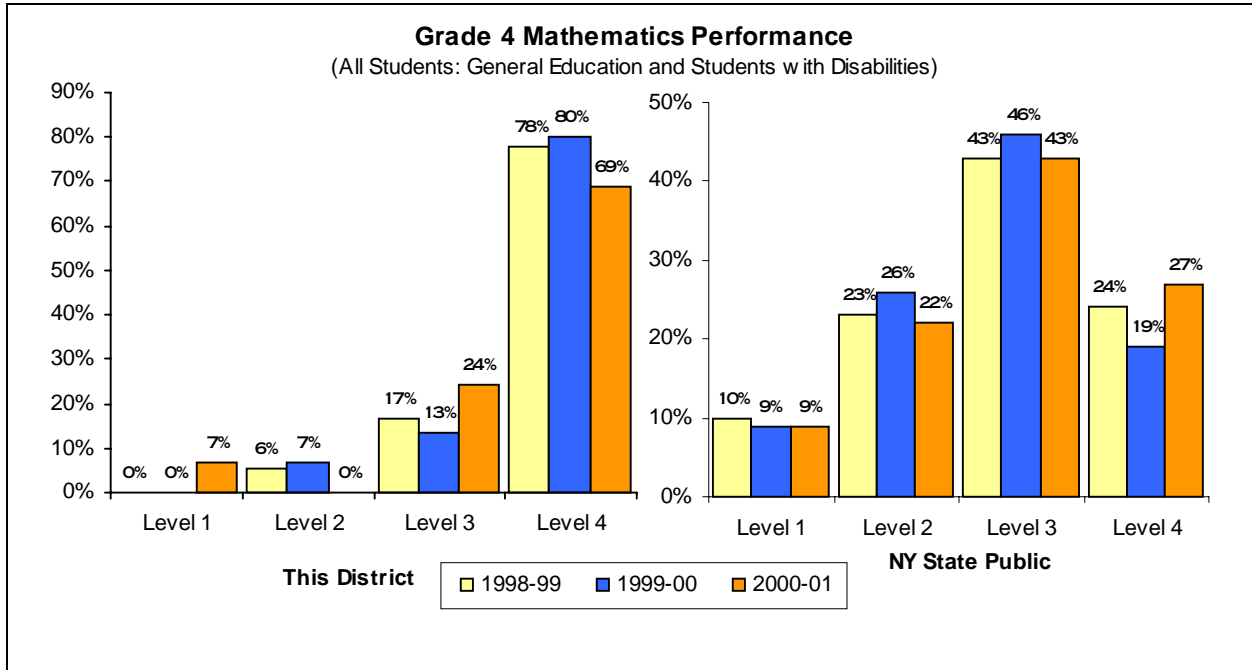
### Performance of English Language Learners (ELL)

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 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	0	0

- 1 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.
  - 2 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.
  - 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.

# Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	#	#	#	#	16	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>18</b>	<b>701</b>
May 2000	General Education		0	0	#	#	#	#	28	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>24</b>	<b>30</b>	<b>703</b>
May 2001	General Education		0	0	0	0	6	16	22	707
	Students with Disabilities	0	0	0	2	0	1	4	7	672
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>20</b>	<b>29</b>	<b>699</b>

### Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	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.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>637 to 677</b> are in this level.
<b>Level 2</b>	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.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>448 to 601</b> are in this level.

1 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.

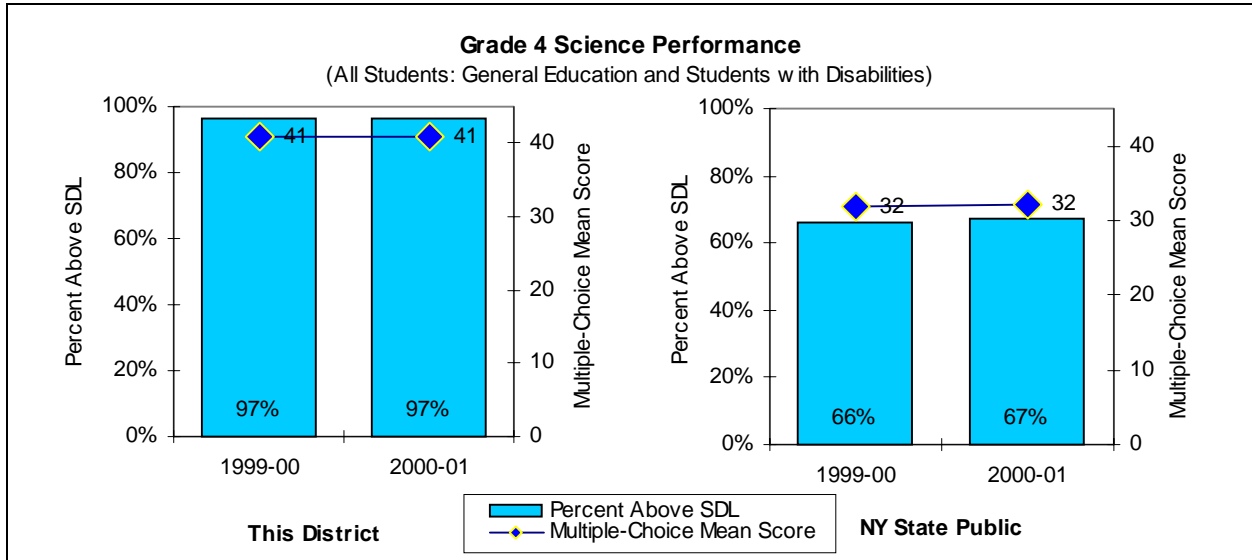
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but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

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

# Elementary Level

## Science



Performance at This District	Counts of Students						School Mean Scores		
	Not Tested			Multiple-Choice Test Component		Performance Component	Mult.-Choice	Performance	
	AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Tested	Above SDL	Tested			
May 2000	General Education		0	3	27	#	27	#	#
	Students with Disabilities	0	0	0	2	#	2	#	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>29</b>	<b>28</b>	<b>29</b>	<b>41</b>	<b>42</b>
May 2001	General Education		0	0	22	22	22	43	43
	Students with Disabilities	0	0	0	7	6	7	35	24
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>28</b>	<b>29</b>	<b>41</b>	<b>43</b>

### Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

<b>Multiple-Choice Test Component</b>	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.
<b>State Designated Level (SDL)</b>	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.
<b>Performance Component</b>	This component involves performance of hands-on tasks at 5 stations. The stations are named <i>Liquids</i> , <i>Grouping Objects</i> , <i>Ball and Ramp Game</i> , <i>Magnetic and Electrical Testing</i> , and <i>Unknown Object</i> . All tested students work at the <i>Ball and Ramp Game</i> . Approximately half the students work on <i>Liquids</i> and <i>Grouping Objects</i> and the other half work on <i>Magnetic and Electrical Testing</i> and <i>Unknown Object</i> . Schools use a statistically randomized procedure to assign students to these stations.
<b>School Mean Scores</b>	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.

- 1 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.
  - 2 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.
  - 3 These students were enrolled at the time of testing but did not complete any part of this science 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 District Profile

Superintendent: Dr. Irene Nowell		Phone: (631)325-0203		
<b>Organization 2000-01</b>		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-6	160	21	4	1

<b>1999-00 School District Total Expenditure per Pupil</b>	\$15,622
<b>1999-00 NY State Public Schools Total Expenditure per Pupil</b>	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	22	Grade 8	0
Grade 1	22	Grade 9	0
Grade 2	23	Grade 10	0
Grade 3	17	Grade 11	0
Grade 4	27	Grade 12	0
Grade 5	28	Ungraded Elementary with Disabilities	0
Grade 6	21	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	1	0.6%	3	1.8%	3	1.9%
Eligible For Free Lunch	17	10.3%	14	8.5%	4	2.5%

<b>Need to Resource Capacity (N/RC) Group</b>	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.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are included in counts reported here.