580903-02-0000

The New York State School District Report Card for Quogue 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

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

CARL T. HAYDEN, *Chancellor*, A.B., J.D.	Elmira
ADELAIDE L. SANFORD, *Vice Chancellor*, B.A., M.A., P.D.	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D.	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Huntington
ANTHONY S. BOTTAR, B.A., J.D.	North Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo
CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D.	New York
HARRY PHILLIPS, 3rd, B.A., M.S.F.S.	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A.	Bronx

President of The University and Commissioner of Education
RICHARD P. MILLS

Chief Operating Officer
RICHARD H. CATE

Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education
JAMES A. KADAMUS

Coordinator, Facilities, Management and Information Services
CHARLES SZUBERLA

Coordinator, Information, Reporting and Technology Services
MARTHA P. MUSSER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

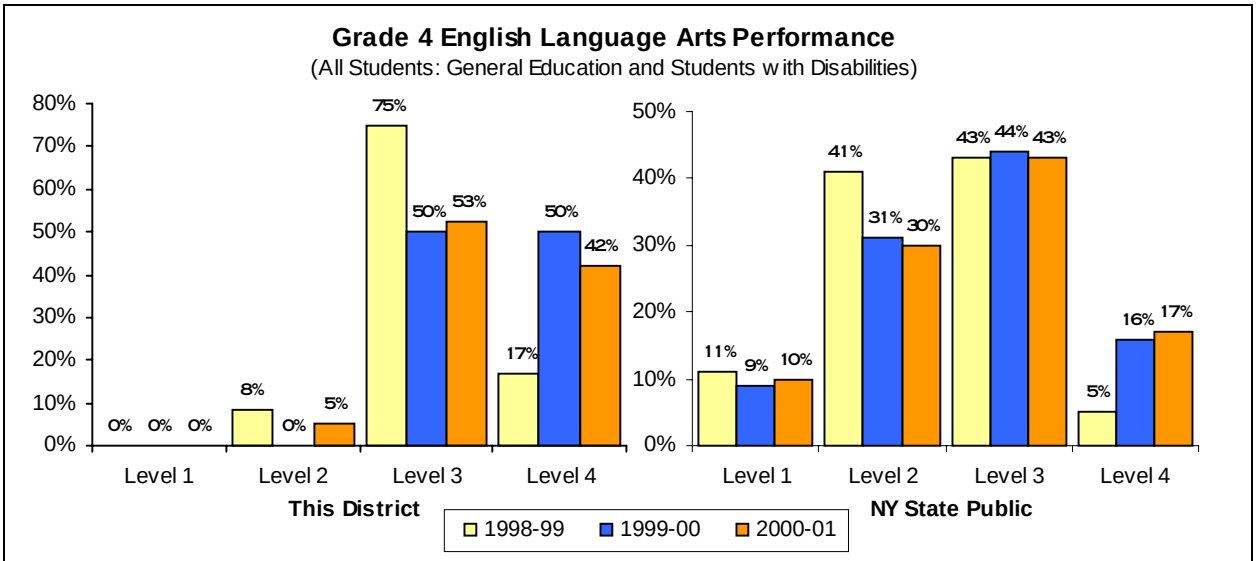
Please address all correspondence about this report that is not related to data corrections to:

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: ***RPTCARD@mail.nysed.gov***

Elementary Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	0	1	9	2	12	679
	Students with Disabilities	0	0	0	0	0	0	0	0	0
	All Students	**0**	**0**	**0**	**0**	**1**	**9**	**2**	**12**	**679**
Jan 2000	General Education		0	0	0	0	8	8	16	694
	Students with Disabilities	0	0	0	0	0	0	0	0	0
	All Students	**0**	**0**	**0**	**0**	**0**	**8**	**8**	**16**	**694**
Jan 2001	General Education		0	0	#	#	#	#	17	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	All Students	**0**	**0**	**0**	**0**	**1**	**10**	**8**	**19**	**692**

Grade 4 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. All students scoring from **692 to 800** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **645 to 691** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **603 to 644** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **455 to 602** 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.

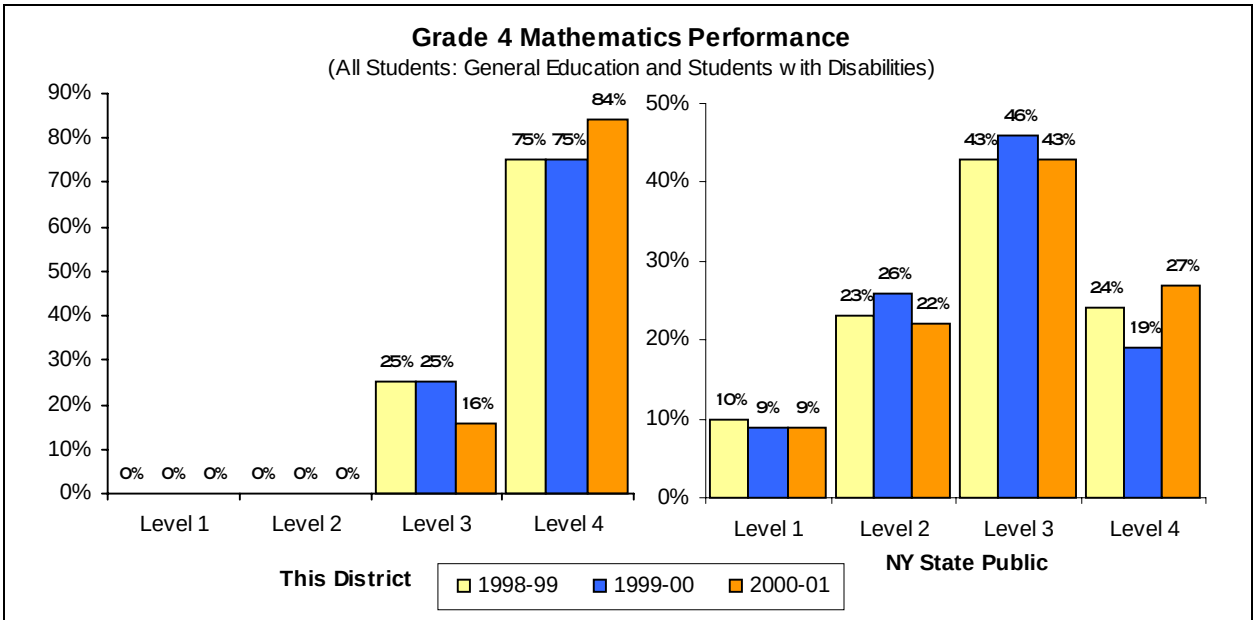
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

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[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	0	0	3	9	12	706
	Students with Disabilities	0	0	0	0	0	0	0	0	0
	All Students	**0**	**0**	**0**	**0**	**0**	**3**	**9**	**12**	**706**
May 2000	General Education		0	0	0	0	4	12	16	709
	Students with Disabilities	0	0	0	0	0	0	0	0	0
	All Students	**0**	**0**	**0**	**0**	**0**	**4**	**12**	**16**	**709**
May 2001	General Education		0	0	#	#	#	#	17	#
	Students with Disabilities	0	0	0	#	#	#	#	2	#
	All Students	**0**	**0**	**0**	**0**	**0**	**3**	**16**	**19**	**705**

Grade 4 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. All students scoring from **678 to 810** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **637 to 677** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **602 to 636** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **448 to 601** 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.

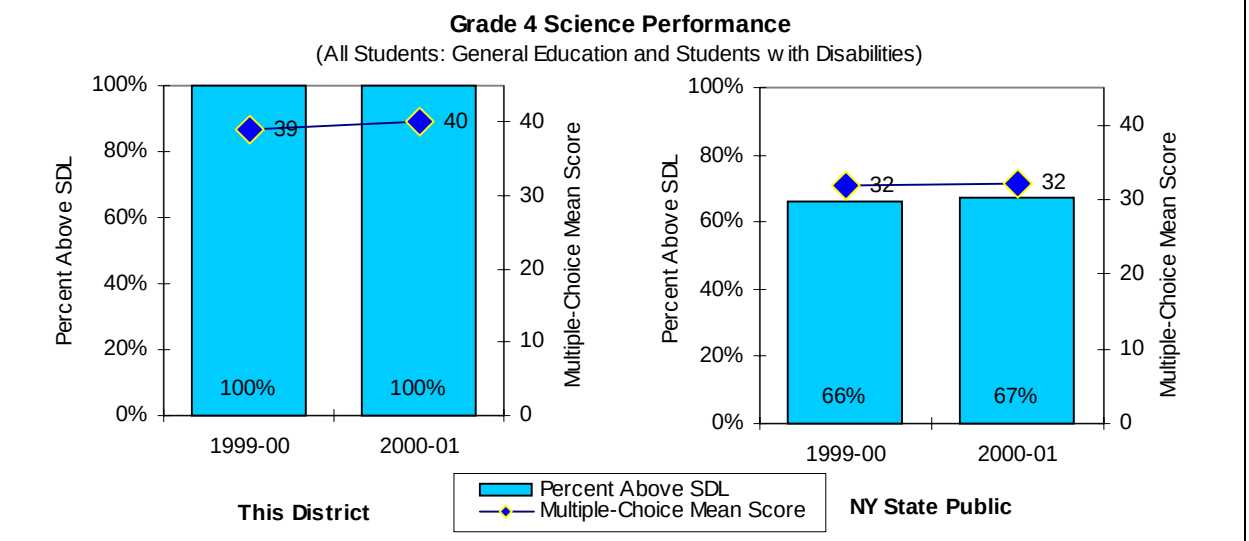
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take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

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: Not Tested: AA[1]	ELL[2]	Absent[3]	Multiple-Choice Test Component: Tested	Above SDL	Performance Component: Tested	School Mean Scores: Mult.-Choice	Perfor-mance
May 2000	General Education		0	0	16	16	16	39	46
	Students with Disabilities	0	0	0	0	0	0	0	0
	All Students	**0**	**0**	**0**	**16**	**16**	**16**	**39**	**46**
May 2001	General Education		0	0	17	#	17	#	#
	Students with Disabilities	0	0	0	2	#	2	#	#
	All Students	**0**	**0**	**0**	**19**	**19**	**19**	**40**	**48**

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

Multiple-Choice Test Component	This component is 45 multiple-choice questions based upon the New York State *Elementary Science Syllabus*, and referenced to the New York State *Learning Standards for Mathematics, Science and Technology* (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
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 (AIS) in the following term of instruction.
Performance Component	This component involves performance of hands-on tasks at 5 stations. The stations are named *Liquids*, *Grouping Objects, Ball and Ramp Game*, *Magnetic and Electrical Testing*, and *Unknown Object*. All tested students work at the *Ball and Ramp Game*. Approximately half the students work on *Liquids* and *Grouping Objects* and the other half work on *Magnetic and Electrical Testing* and *Unknown Object*. Schools use a statistically randomized procedure to assign students to these stations.
School Mean Scores	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 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 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: Mr. Richard J. Benson				Phone: (631)653-4285
Organization 2000-01		School District Staff[1] (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-6	108	17	3	3

1999-00 School District Total Expenditure per Pupil	$24,946
1999-00 NY State Public Schools Total Expenditure per Pupil	$11,040

Student Enrollment

Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	15	Grade 7	0
Kindergarten	13	Grade 8	0
Grade 1	16	Grade 9	0
Grade 2	17	Grade 10	0
Grade 3	16	Grade 11	0
Grade 4	19	Grade 12	0
Grade 5	15	Ungraded Elementary with Disabilities	0
Grade 6	12	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	4	3.4%	4	3.8%	5	4.1%
Eligible For Free Lunch	0	0.0%	0	0.0%	0	0.0%

Need to Resource Capacity (N/RC) Group	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.

[1] Some district-employed staff serve in more than one school. These shared people are included in counts reported here.