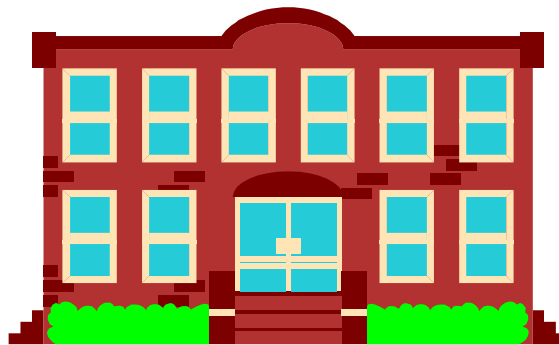


660806-02-0001

The New York State School Report Card
for
Blythedale School
in
Mount Pleasant-Blythedale 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, <i>Chancellor</i> , A.B., J.D.	Elmira
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , 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.**

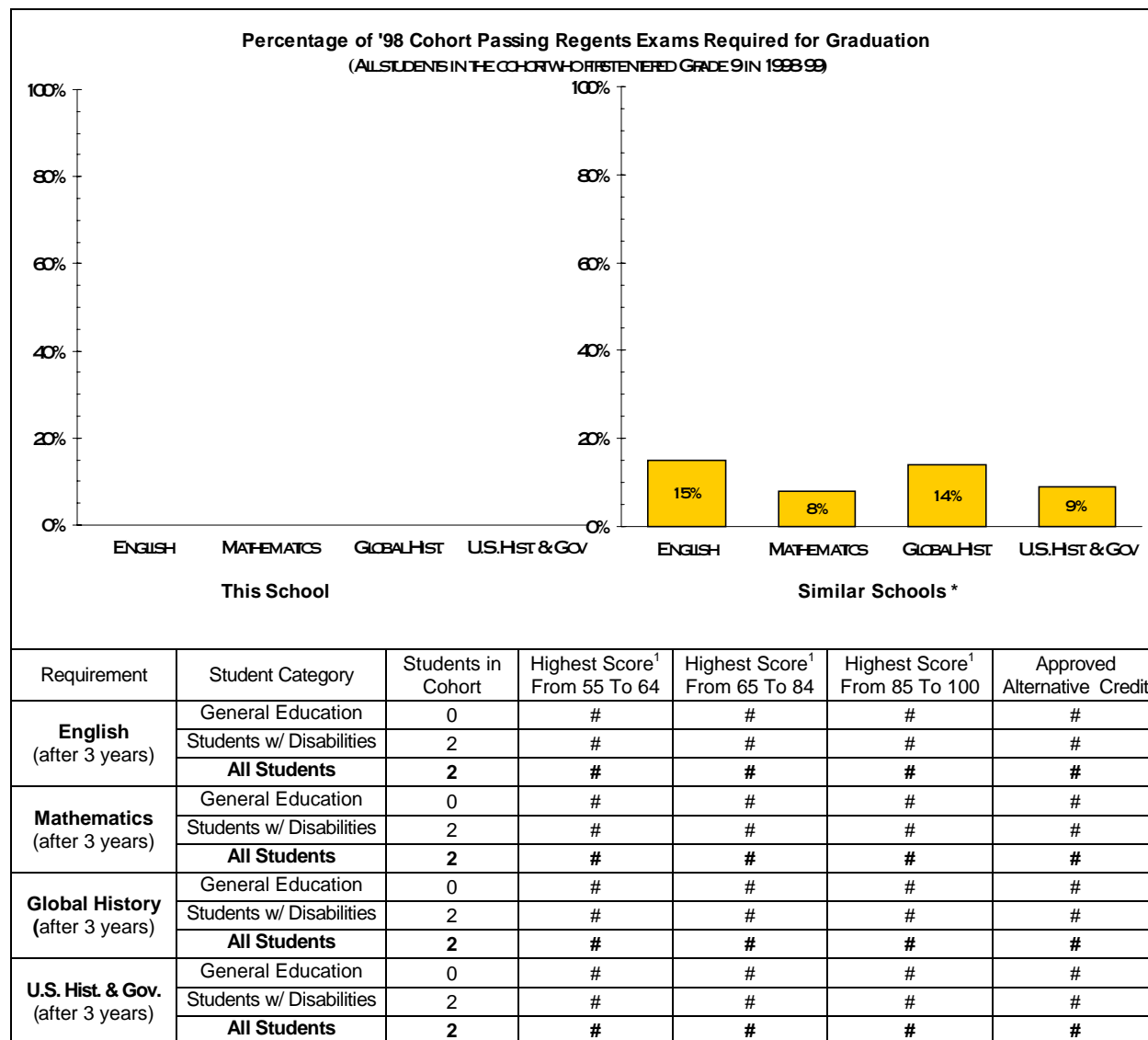
Please address all correspondence about this report that is not related to data corrections to:

***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

High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repord2002/similar.html>.

1 Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

2 Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

Principal: Mrs. Carol Squiers			Phone: (914)347-1800
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
UE	135	27	2

1999-00 School District-wide Total Expenditure per Pupil	NA
---	----

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	0
Grade 3	0	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary with Disabilities	83
Grade 6	0	Ungraded Secondary with Disabilities	52

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	12	10.4%	1	0.7%	2	1.5%
Eligible For Free Lunch	115	100.0%	141	100.0%	135	100.0%

Similar Schools Group	This school is in Similar Schools Group 56. All schools in this group are in institutional school districts. These schools serve special needs students.
--------------------------------------	--

¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

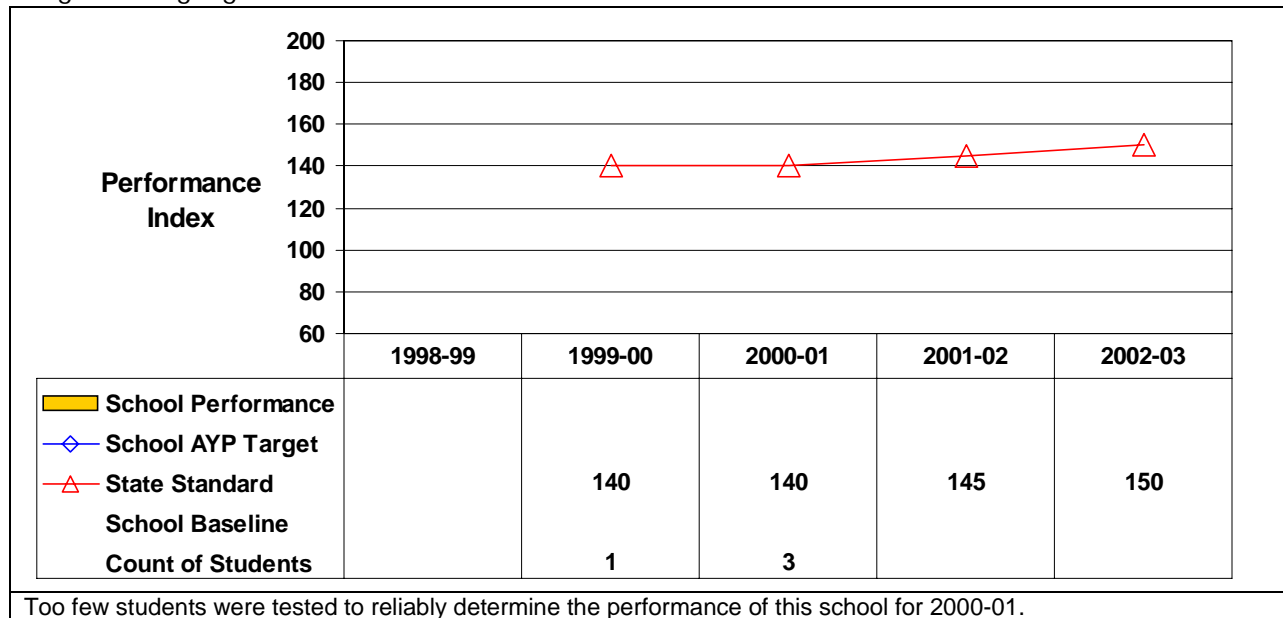
More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

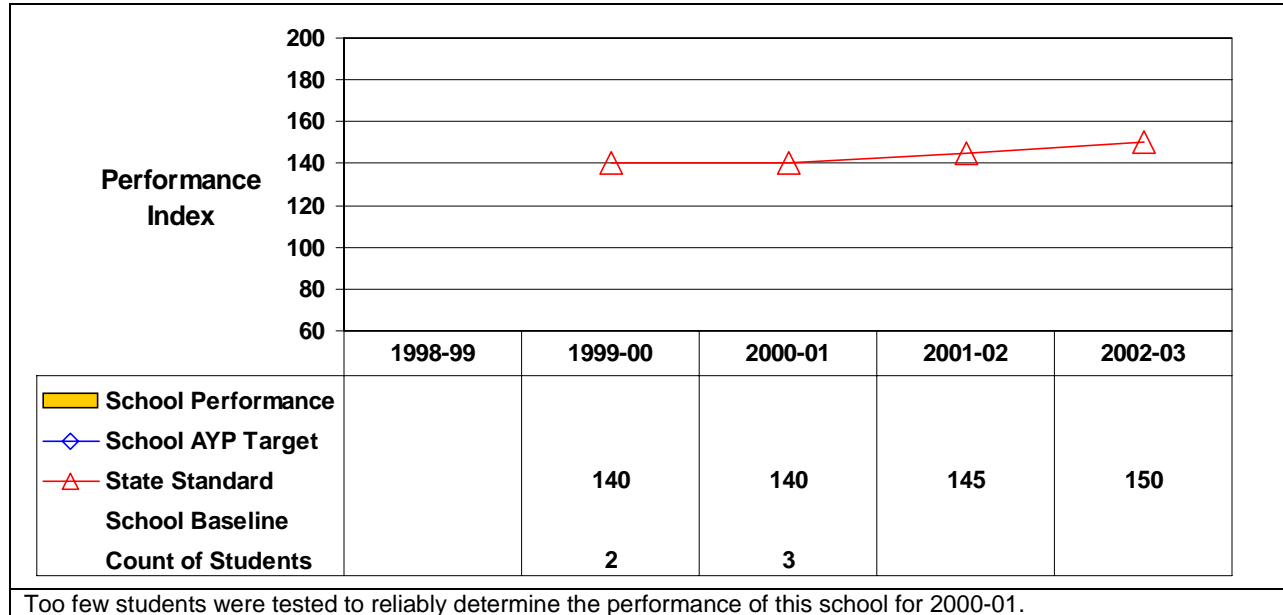
Elementary-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 4 assessments for continuously enrolled students.

English Language Arts Performance of Students in Grade 4



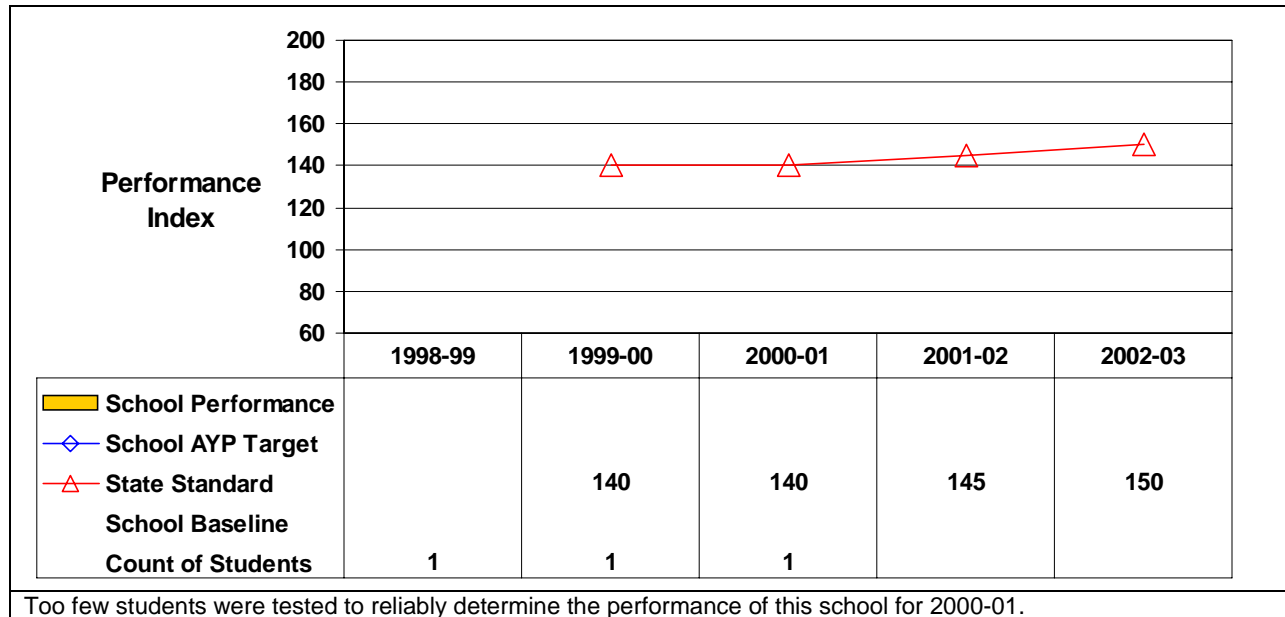
Mathematics Performance of Students in Grade 4



Middle-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 8 assessments for continuously enrolled students.

English Language Arts Performance of Students in Grade 8



Mathematics Performance of Students in Grade 8

