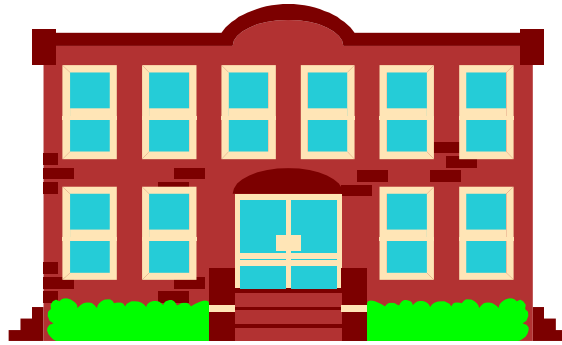


043001-04-0003

The New York State School Report Card
for
G.N. Chapman Elementary School
in
Randolph Central School District

An Overview of Academic Performance



March 2002



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

March 22, 2002

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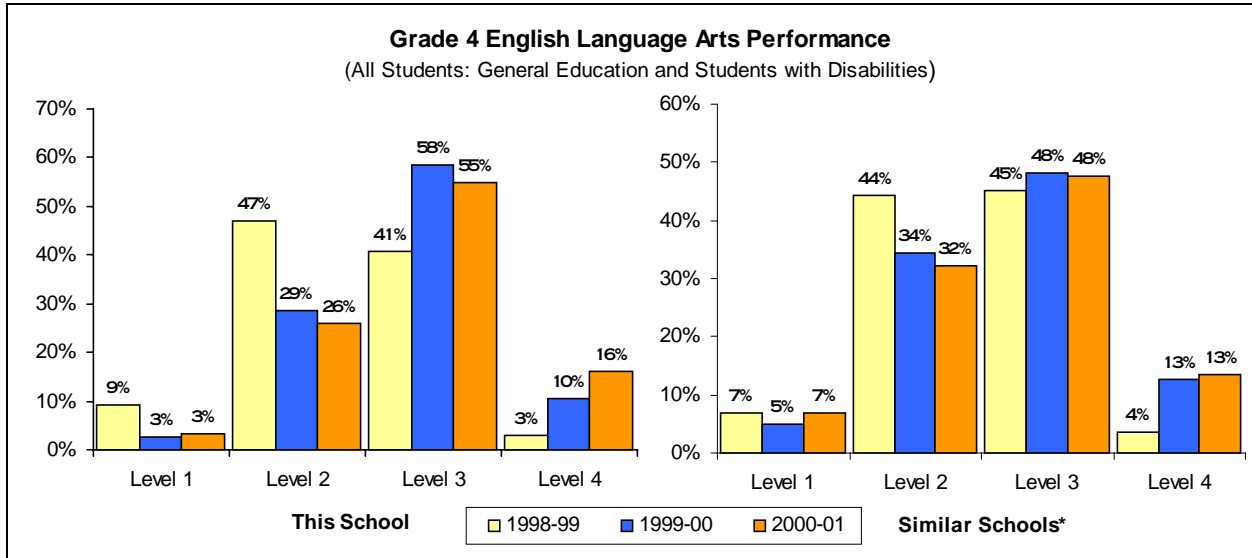
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Elementary Level

English Language Arts



Performance at This School		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	2	26	26	2	56	643
	Students with Disabilities	0	0	1	4	5	1	0	10	605
	All Students	0	0	1	6	31	27	2	66	638
Jan 2000	General Education		0	0	2	15	43	8	68	664
	Students with Disabilities	0	0	0	0	7	2	0	9	632
	All Students	0	0	0	2	22	45	8	77	660
Jan 2001	General Education		0	0	2	12	33	10	57	668
	Students with Disabilities	0	0	0	0	4	1	0	5	633
	All Students	0	0	0	2	16	34	10	62	665

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
February 2000	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

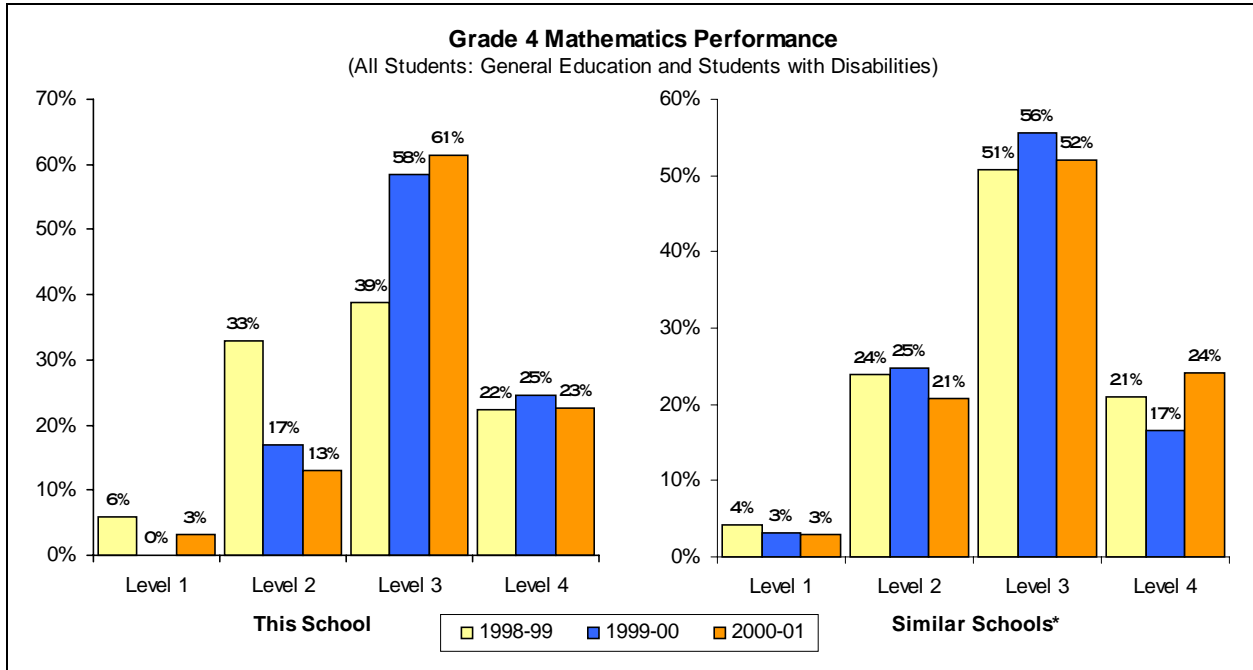
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

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 School		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	2	2	17	24	15	58	656
	Students with Disabilities	0	0	2	2	5	2	0	9	618
	All Students	0	0	4	4	22	26	15	67	651
May 2000	General Education		0	0	0	9	42	17	68	664
	Students with Disabilities	0	0	0	0	4	3	2	9	641
	All Students	0	0	0	0	13	45	19	77	662
May 2001	General Education		0	0	0	7	36	14	57	665
	Students with Disabilities	0	0	0	2	1	2	0	5	624
	All Students	0	0	0	2	8	38	14	62	662

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.

* 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/repcrd2002/similar.html>.

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.

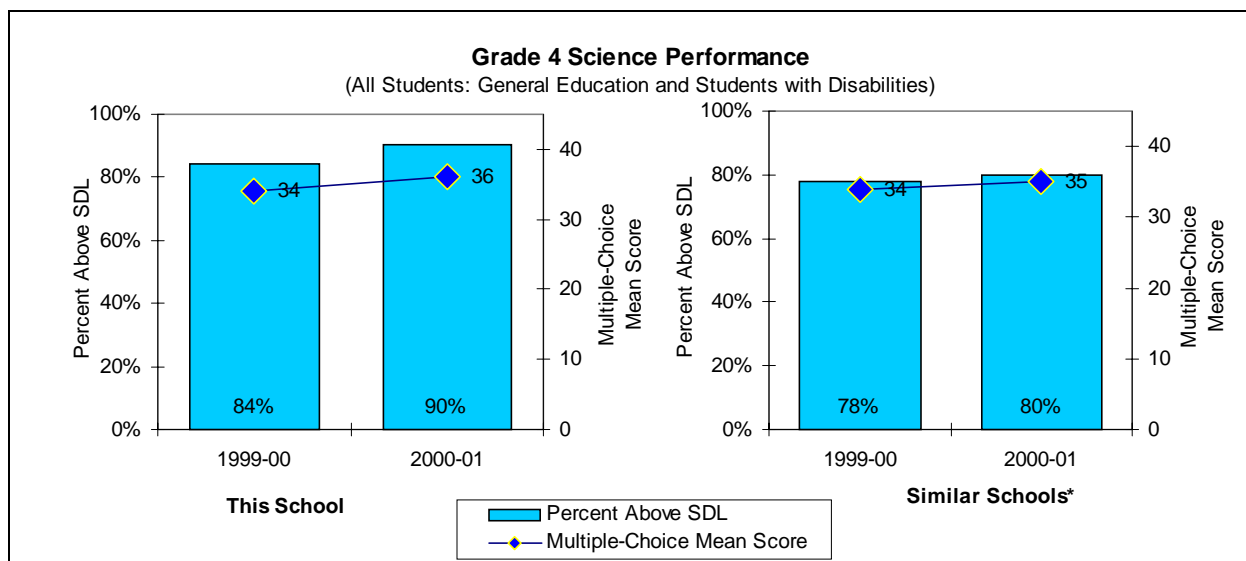
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take 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 School		Counts of Students					School Mean Scores		
		Not Tested			Multiple-Choice Test Component		Performance Component		
		AA ¹	ELL ²	Absent ³	Tested	Above SDL	Tested	Mult.-Choice	Performance
May 2000	General Education		0	0	68	60	68	35	38
	Students with Disabilities	0	0	0	9	5	9	30	35
	All Students	0	0	0	77	65	77	34	38
May 2001	General Education		0	1	56	52	55	37	40
	Students with Disabilities	0	0	0	5	3	5	31	38
	All Students	0	0	1	61	55	60	36	40

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 <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.
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 <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.
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.

* 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/repcrd2002/similar.html>.

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 Profile

Principal: Ms. Connie Pound		Phone: (716)358-7030	
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
PK-6	524	42	2

1999-00 School District-wide Total Expenditure per Pupil	\$10,397
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	24	Grade 7	0
Kindergarten	85	Grade 8	0
Grade 1	74	Grade 9	0
Grade 2	75	Grade 10	0
Grade 3	74	Grade 11	0
Grade 4	65	Grade 12	0
Grade 5	83	Ungraded Elementary with Disabilities	0
Grade 6	68	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	150	29.1%	157	29.7%	157	30.0%

Similar Schools Group	This school is in Similar Schools Group 11. All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary level schools in these districts.
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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.

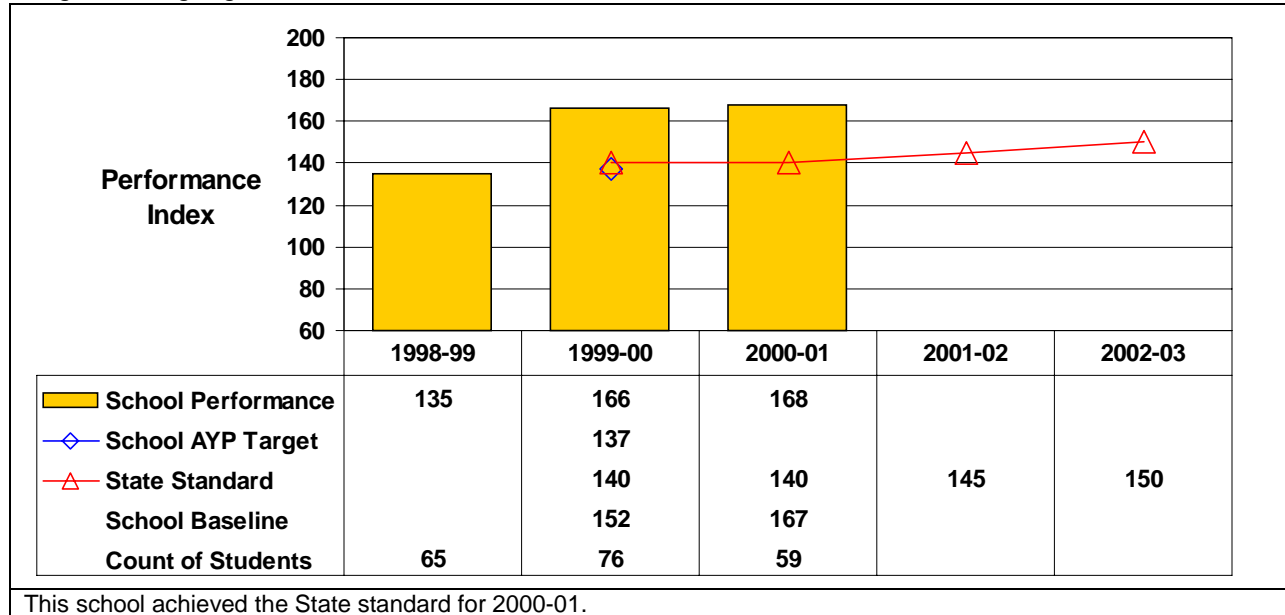
More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners 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

