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

OVERVIEW OF SCHOOL PERFORMANCE IN

ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

AND

ANALYSIS OF STUDENT SUBGROUP PERFORMANCE

for

Circleville Middle School

in

Pine Bush Central School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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The *New York State School Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance,* the *Comprehensive Information Report,* and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. Each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card: April 2006,* available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of School Performance in English Language Arts, Mathematics, and Science

School Profile

Principal: Richard Schacher		Phone: (845)744-2031
Organization 2004–05	Grade Range	Student Enrollment
	6-8	619

2003–04 School District-wide Total Expenditure per Pupil	$11,216

Similar Schools Group	This school is in Similar Schools Group 32. All schools in this group are middle level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for middle level schools in these districts.

2004–05 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
183	99%

*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

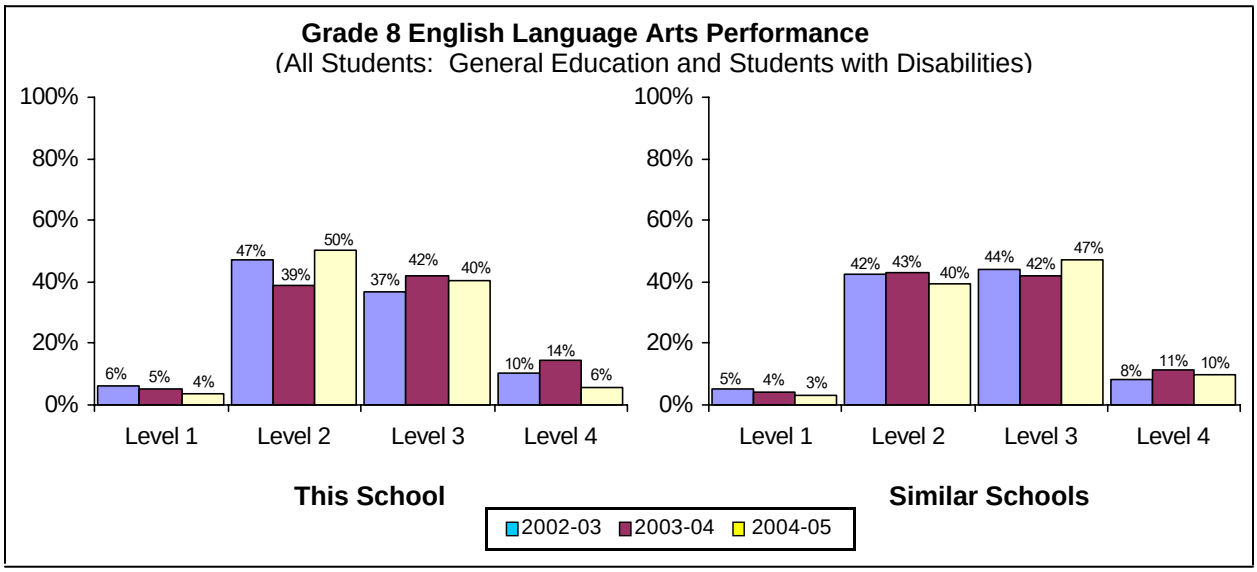
2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
47	0%

*Includes teachers with a modified temporary license.

Middle Level

English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This School	Counts of Students					Mean Score
	Level 1 527–657	Level 2 658–696	Level 3 697–736	Level 4 737–830	Total Tested	
January 2003	13	102	79	22	216	698
January 2004	10	78	85	29	202	704
January 2005	8	105	84	12	209	695

Middle-Level 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.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

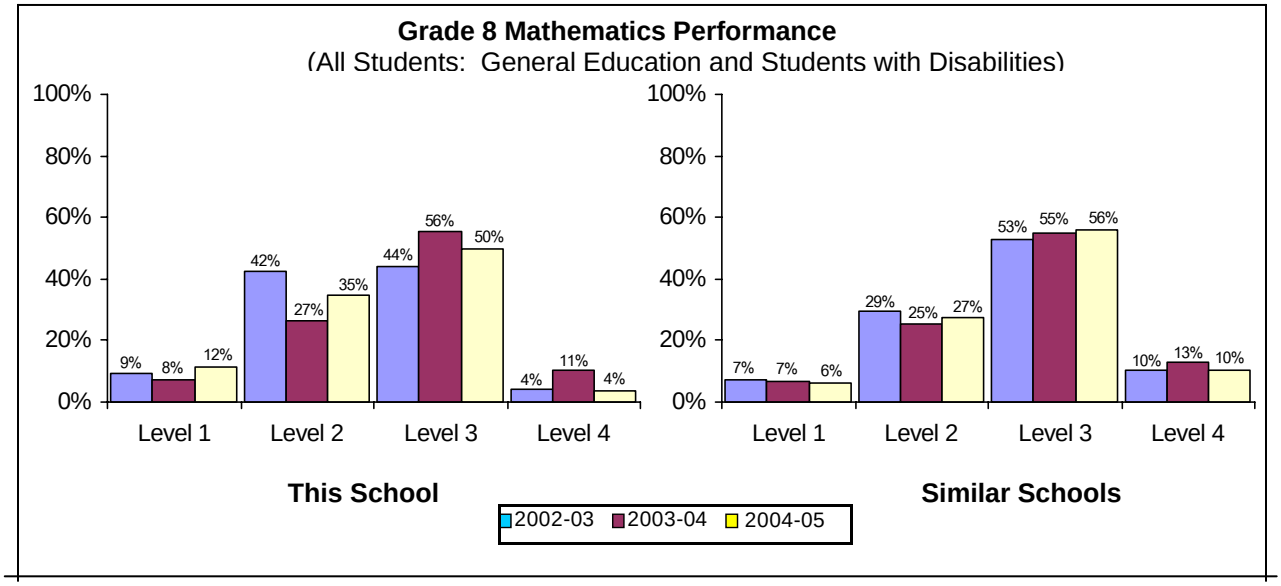
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	#	#	#	3

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2004–05	0	0	0	0	0

Middle Level

Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This School	Counts of Students					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total Tested	
May 2003	20	93	97	9	219	715
May 2004	15	53	111	21	200	723
May 2005	24	72	104	8	208	713

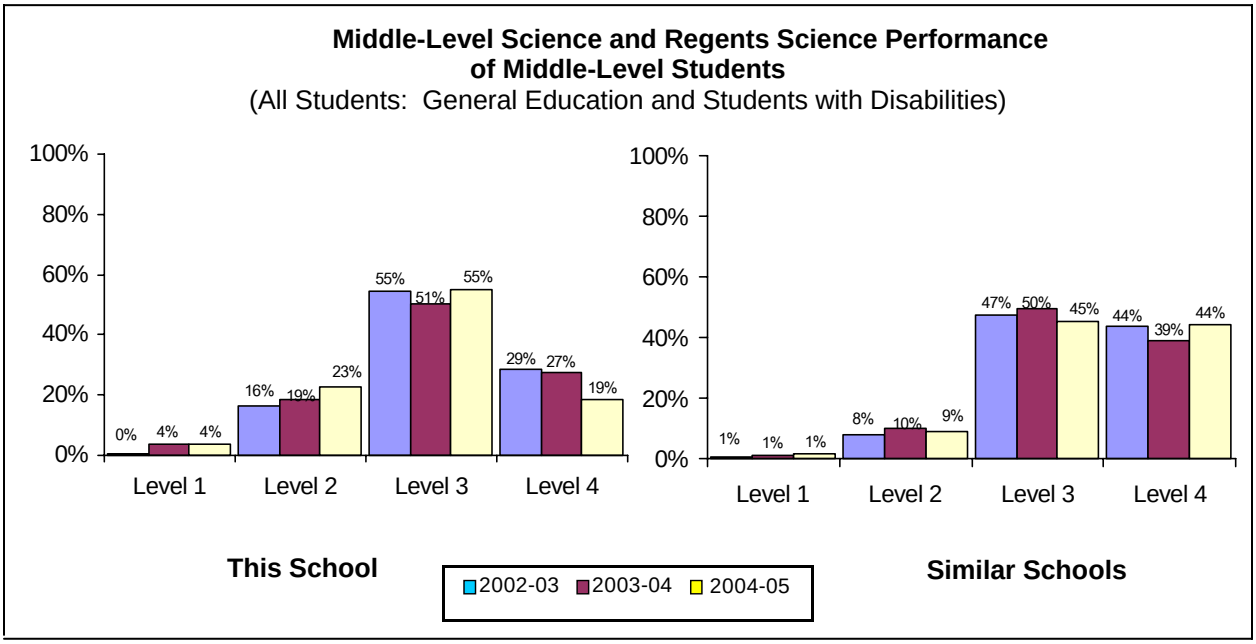
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2004–05	0	0	0	0	0

Middle Level

Science



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/	Middle-Level Science	1	35	117	61	214	77
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	7	36	98	53	194	74
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	7	45	109	37	198	72
June 2005	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students **exceed the standards** on the middle-level science test and are moving toward high performance on the Regents examinations ***or*** score 85–100 on a Regents science examination.
Level 3	These students **meet the standards** on the middle-level science test and, with continued steady growth, should pass the Regents examinations ***or*** score 65–84 on a Regents science examination.
Level 2	These students **need extra help** to meet the standards for middle-level science and to pass the Regents examinations ***or*** score 55–64 on a Regents science examination.
Level 1	These students have **serious academic deficiencies** as evidenced in the middle-level science test ***or*** score 0–54 on a Regents science examination.

*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2004–05	0	0	0	0	0

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State."

This section of the school report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your school did not report data for the 2004–05 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Middle Level

English Language Arts

Student Subgroup	2003–04				2004–05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	41	93%	37%	5%	33	94%	33%	3%
Hispanic	22	s	s	s	31	94%	29%	3%
Asian or Pacific Islander	1	s	s	s	8	100%	63%	25%
White	138	96%	67%	18%	137	97%	52%	6%
Total	202	95%	56%	14%	209	96%	46%	6%
Small Group Totals **(s)**	23	96%	30%	9%	0	0%	0%	0%
Results by Disability Status								
General-education students	174	100%	62%	17%	170	99%	55%	7%
Students with disabilities	28	64%	21%	0%	39	82%	8%	0%
Total	202	95%	56%	14%	209	96%	46%	6%
Results by Gender								
Female	97	96%	59%	23%	96	99%	55%	9%
Male	105	94%	54%	7%	113	94%	38%	3%
Total	202	95%	56%	14%	209	96%	46%	6%
Results by English Proficiency Status								
English proficient	200	s	s	s	206	s	s	s
Limited English proficient	2	s	s	s	3	s	s	s
Total	202	95%	56%	14%	209	96%	46%	6%
Results by Income Level								
Economically disadvantaged	47	87%	32%	11%	63	95%	35%	0%
Not disadvantaged	155	97%	64%	15%	146	97%	51%	8%
Total	202	95%	56%	14%	209	96%	46%	6%
Results by Migrant Status								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	201	s	s	s	209	96%	46%	6%
Total	202	95%	56%	14%	209	96%	46%	6%

Middle Level

Mathematics

Student Subgroup	2003–04				2004–05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	39	87%	49%	3%	33	79%	33%	3%
Hispanic	24	s	s	s	31	87%	29%	0%
Asian or Pacific Islander	1	s	s	s	9	89%	78%	11%
White	136	95%	74%	13%	135	91%	63%	4%
Total	200	93%	66%	11%	208	88%	54%	4%
Small Group Totals **(s)**	25	88%	52%	12%	0	0%	0%	0%
Results by Disability Status								
General-education students	174	97%	72%	12%	169	95%	62%	5%
Students with disabilities	26	65%	27%	0%	39	62%	18%	0%
Total	200	93%	66%	11%	208	88%	54%	4%
Results by Gender								
Female	96	94%	65%	10%	95	91%	52%	2%
Male	104	91%	67%	11%	113	87%	56%	5%
Total	200	93%	66%	11%	208	88%	54%	4%
Results by English Proficiency Status								
English proficient	197	s	s	s	202	89%	55%	4%
Limited English proficient	3	s	s	s	6	67%	17%	0%
Total	200	93%	66%	11%	208	88%	54%	4%
Results by Income Level								
Economically disadvantaged	45	82%	51%	2%	65	83%	40%	2%
Not disadvantaged	155	95%	70%	13%	143	91%	60%	5%
Total	200	93%	66%	11%	208	88%	54%	4%
Results by Migrant Status								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	199	s	s	s	208	88%	54%	4%
Total	200	93%	66%	11%	208	88%	54%	4%

Middle Level

Science

Student Subgroup	2003–04				2004–05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	39	90%	56%	10%	30	93%	60%	3%
Hispanic	22	s	s	s	30	90%	47%	7%
Asian or Pacific Islander	1	s	s	s	9	100%	89%	44%
White	132	99%	86%	35%	129	98%	82%	23%
Total	194	96%	78%	27%	198	96%	74%	19%
Small Group Totals **(s)**	23	91%	65%	13%	0	0%	0%	0%
Results by Disability Status								
General-education students	170	99%	84%	31%	164	98%	81%	22%
Students with disabilities	24	79%	38%	4%	34	88%	38%	3%
Total	194	96%	78%	27%	198	96%	74%	19%
Results by Gender								
Female	93	96%	72%	28%	92	97%	72%	13%
Male	101	97%	83%	27%	106	96%	75%	24%
Total	194	96%	78%	27%	198	96%	74%	19%
Results by English Proficiency Status								
English proficient	191	s	s	s	193	97%	75%	19%
Limited English proficient	3	s	s	s	5	80%	20%	0%
Total	194	96%	78%	27%	198	96%	74%	19%
Results by Income Level								
Economically disadvantaged	43	86%	65%	19%	59	97%	61%	5%
Not disadvantaged	151	99%	81%	30%	139	96%	79%	24%
Total	194	96%	78%	27%	198	96%	74%	19%
Results by Migrant Status								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	193	s	s	s	198	96%	74%	19%
Total	194	96%	78%	27%	198	96%	74%	19%

Glossary

Accountability Cohort: An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 2001 accountability cohort consists of all students who first entered grade 9 in the fall of 2001 who were enrolled on October 8, 2003). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Component Retests: Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe cognitive disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview,* the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an **(s)**. However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.