

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  
Temple Hill School  
in  
Newburgh City School District**

**February 2004**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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 *School Accountability 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 *School Accountability 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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: February 2004*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

## School Profile

Principal: Edward Mucci		Phone: (845)568-6450
<b>Organization</b> <b>2002-03</b>	Grade Range	Student Enrollment
	K-6	1168

<b>2001-02 School District-wide Total Expenditure per Pupil</b>	\$11,300
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<b>Similar Schools Group</b>	This school is in Similar Schools Group 9. All schools in this group are elementary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for elementary level schools in these districts.
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### 2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
100	93%

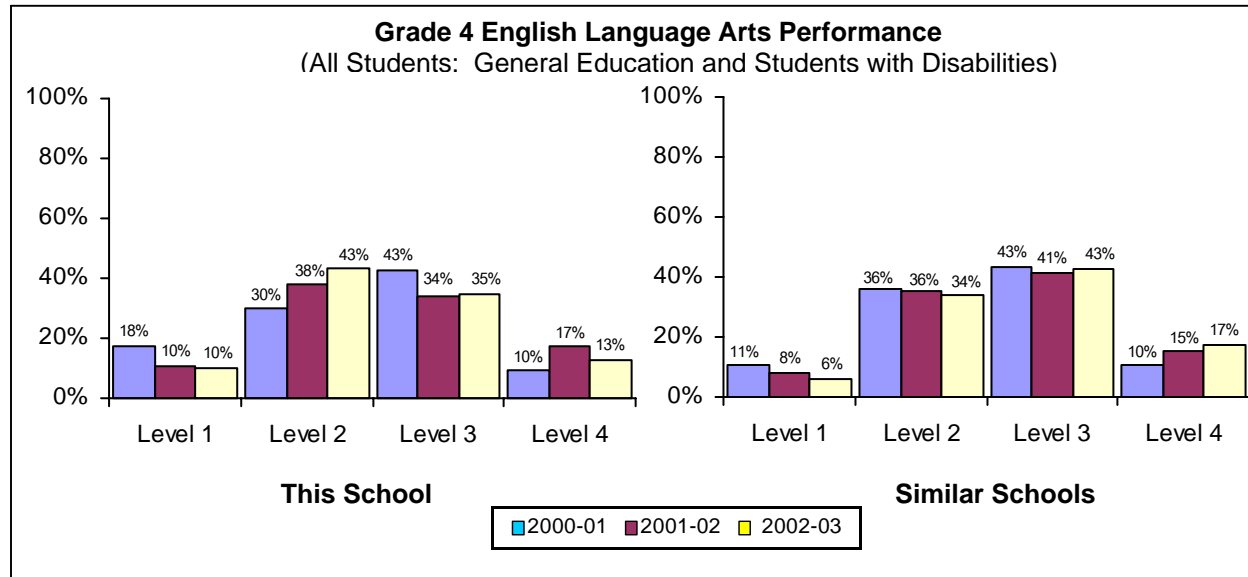
\*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

### 2002-03 Percentage of Teachers with No Valid Teaching Certificate\*

Number of Teachers	Percent with No Valid Teaching Certificate
78	3%

\*This count includes teachers with temporary licenses who do not have a valid permanent, provisional, or transitional teaching certificate.

## Elementary Level English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2001	24	41	58	13	136	642
Jan–Feb 2002	14	51	46	23	134	651
Feb 2003	14	62	50	18	144	645

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

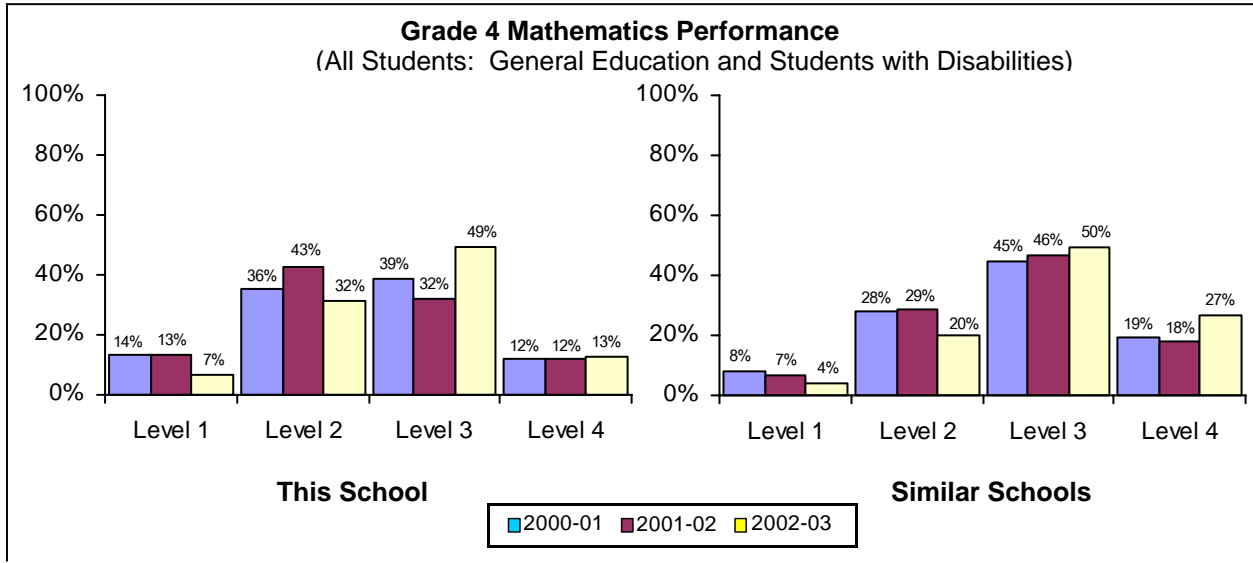
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	9	0	1	1	7

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

## Elementary Level Mathematics



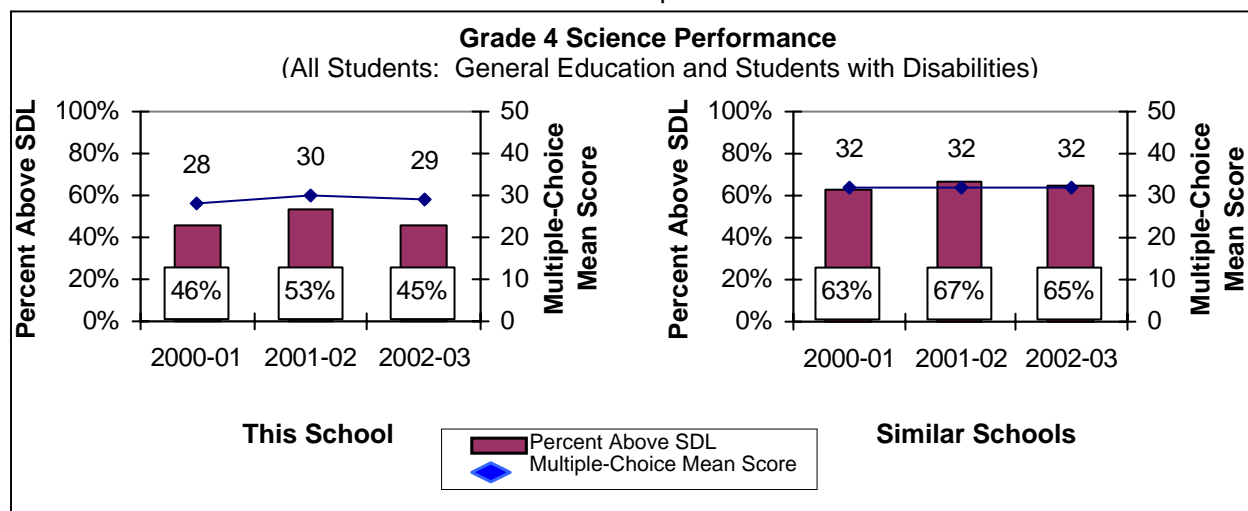
Performance at This School	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	25	65	71	22	183	638
May 2002	23	73	55	20	171	632
May 2003	10	48	75	19	152	644

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

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
<b>May 2001</b>	185	85	28
<b>May 2002</b>	169	90	30
<b>May 2003</b>	150	68	29

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Multiple-Choice Test Component</b>	This component contains 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).
<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 in the following term of instruction.
<b>School Mean Scores</b>	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

## Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

### All Students

	Number Tested	Mean Score
<b>May 2001</b>	186	31
<b>May 2002</b>	172	31
<b>May 2003</b>	146	29

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
<b>2002–03</b>	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 2002-03 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*.



## Elementary Level English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	42	86%	43%	14%	36	s	s	s
Hispanic	31	s	s	s	63	89%	46%	6%
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	60	93%	65%	25%	44	93%	59%	23%
Total	134	90%	51%	17%	144	90%	47%	13%
Small Group Totals (s)	32	88%	38%	6%	37	89%	35%	11%
<b>Results by Disability Status</b>								
General-education students	124	90%	55%	19%	129	95%	52%	14%
Students with disabilities	10	80%	10%	0%	15	53%	7%	0%
Total	134	90%	51%	17%	144	90%	47%	13%
<b>Results by Gender</b>								
Female	64	95%	61%	22%	62	98%	52%	19%
Male	70	84%	43%	13%	82	84%	44%	7%
Total	134	90%	51%	17%	144	90%	47%	13%
<b>Results by English Proficiency Status</b>								
English proficient	121	90%	53%	18%	109	93%	55%	17%
Limited English proficient	13	85%	38%	8%	35	83%	23%	0%
Total	134	90%	51%	17%	144	90%	47%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	59	83%	32%	3%	89	88%	39%	10%
Not disadvantaged	75	95%	67%	28%	55	95%	60%	16%
Total	134	90%	51%	17%	144	90%	47%	13%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	134	90%	51%	17%	143	s	s	s
Total	134	90%	51%	17%	144	90%	47%	13%

## Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	42	s	s	s	34	s	s	s
Hispanic	68	76%	25%	3%	72	93%	60%	11%
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	60	98%	62%	23%	45	100%	73%	16%
Total	171	87%	44%	12%	152	93%	62%	13%
Small Group Totals (s)	43	86%	49%	9%	35	86%	51%	11%
<b>Results by Disability Status</b>								
General-education students	160	89%	46%	13%	138	96%	65%	14%
Students with disabilities	11	55%	9%	0%	14	64%	29%	0%
Total	171	87%	44%	12%	152	93%	62%	13%
<b>Results by Gender</b>								
Female	83	92%	46%	11%	66	97%	64%	12%
Male	88	82%	42%	13%	86	91%	60%	13%
Total	171	87%	44%	12%	152	93%	62%	13%
<b>Results by English Proficiency Status</b>								
English proficient	120	93%	55%	16%	107	93%	67%	16%
Limited English proficient	51	71%	18%	2%	45	93%	49%	4%
Total	171	87%	44%	12%	152	93%	62%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	94	78%	27%	1%	96	91%	52%	7%
Not disadvantaged	77	97%	65%	25%	56	98%	79%	21%
Total	171	87%	44%	12%	152	93%	62%	13%
<b>Results by Migrant Status</b>								
Migrant family	5	80%	20%	0%	5	80%	0%	0%
Not migrant family	166	87%	45%	12%	147	94%	64%	13%
Total	171	87%	44%	12%	152	93%	62%	13%

**Elementary Level**  
Science Multiple-Choice

Student Subgroup	2001-02		2002-03	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0	0%
Black	39	s	34	s
Hispanic	69	29%	71	37%
Asian or Pacific Islander	1	s	1	s
White	60	77%	44	66%
Total	169	53%	150	45%
Small Group Totals (s)	40	60%	35	37%
<b>Results by Disability Status</b>				
General-education students	159	55%	137	48%
Students with disabilities	10	30%	13	15%
Total	169	53%	150	45%
<b>Results by Gender</b>				
Female	81	48%	64	47%
Male	88	58%	86	44%
Total	169	53%	150	45%
<b>Results by English Proficiency Status</b>				
English proficient	117	67%	106	58%
Limited English proficient	52	23%	44	16%
Total	169	53%	150	45%
<b>Results by Income Level</b>				
Economically disadvantaged	93	34%	95	35%
Not disadvantaged	76	76%	55	64%
Total	169	53%	150	45%
<b>Results by Migrant Status</b>				
Migrant family	5	0%	5	0%
Not migrant family	164	55%	145	47%
Total	169	53%	150	45%

## 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 entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

**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. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40<sup>th</sup> percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (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 disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Similar Schools:** Similar schools are schools that are grouped by common district and student demographic characteristics, including grade range of students served by the school, school district financial resources, and needs of the school student population. More information about similar school groups may be found on the Web at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

**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.