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

P.S. 12

in

Troy City School District

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

ROBERT M. BENNETT, *Chancellor,* B.A., M.S.	Tonawanda
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. JOHNSON, B.S., J.D.	Huntington
ANTHONY S. BOTTAR, B.A., J.D.	North Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo
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
JUDITH O. RUBIN, A.B.	New York
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D.	Rochester

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, School Operations and Management Services
CHARLES SZUBERLA

Coordinator, Information and Reporting 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 and Reporting Services Team
New York State Education Department
Room 863 EBA
89 Washington Avenue
Albany, NY 12234
E-mail: *RPTCARD@mail.nysed.gov*

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 2003*, available at your school or 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: Mr. James Kapp			Phone: (518)271-5420
Organization 2001–02		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
PK-5	537	45	6

2000–01 School District-wide Total Expenditure per Pupil	$13,422

Student Demographics Used To Determine Similar Schools Group	1999–2000		2000–2001		2001–2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.8%	8	1.5%	4	0.7%
Eligible for Free Lunch	408	72.1%	299	55.5%	343	63.9%

Similar Schools Group	This school is in Similar Schools Group 8. 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 middle range of student needs for elementary level schools in these districts.

2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
64	98%

*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

2001–02 Percentage of Teachers with No Valid Teaching Certificate*

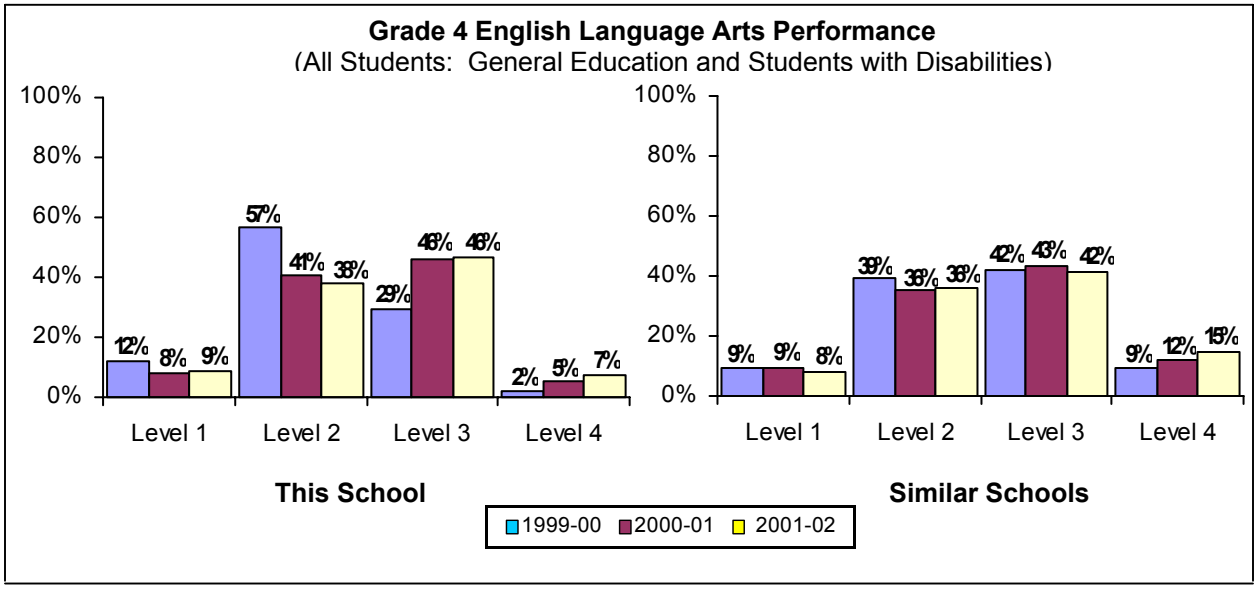
Number of Teachers	Percent No Valid Teaching Certificate
44	2%

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

[1] District-employed staff who serve in more than one school are not included in these counts.

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 2000	11	52	27	2	92	632
Jan–Feb 2001	6	31	35	4	76	646
Jan–Feb 2002	6	26	32	5	69	645

Elementary-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 (LEP) Students

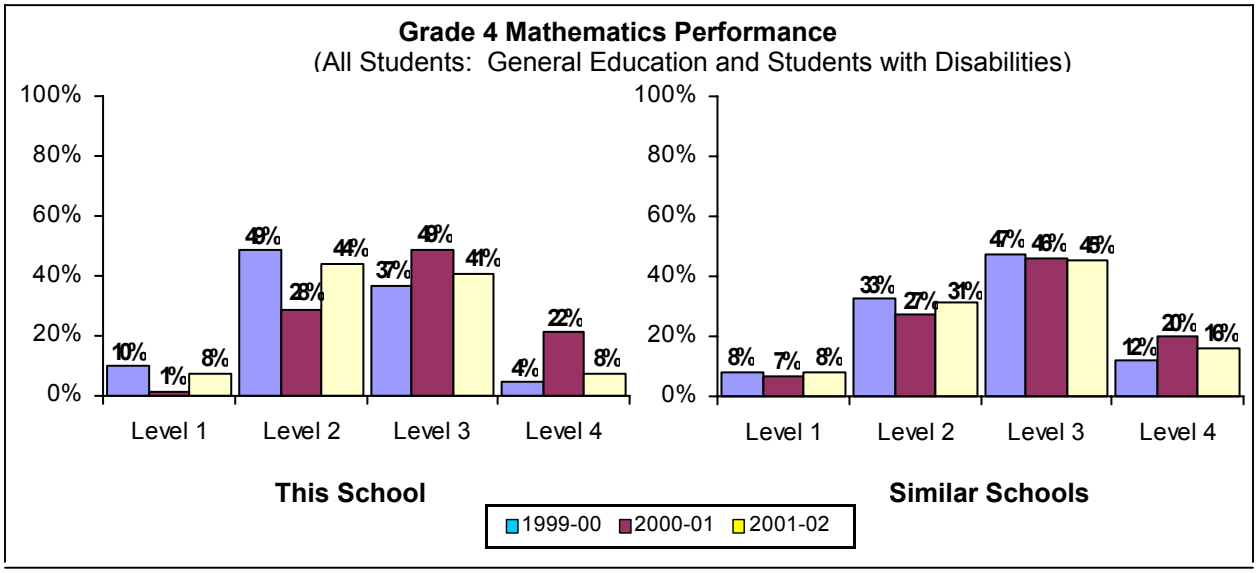
Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

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

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	4	#	#	#	#

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 2000	9	45	34	4	92	634
May 2001	1	21	36	16	74	652
May 2002	5	29	27	5	66	639

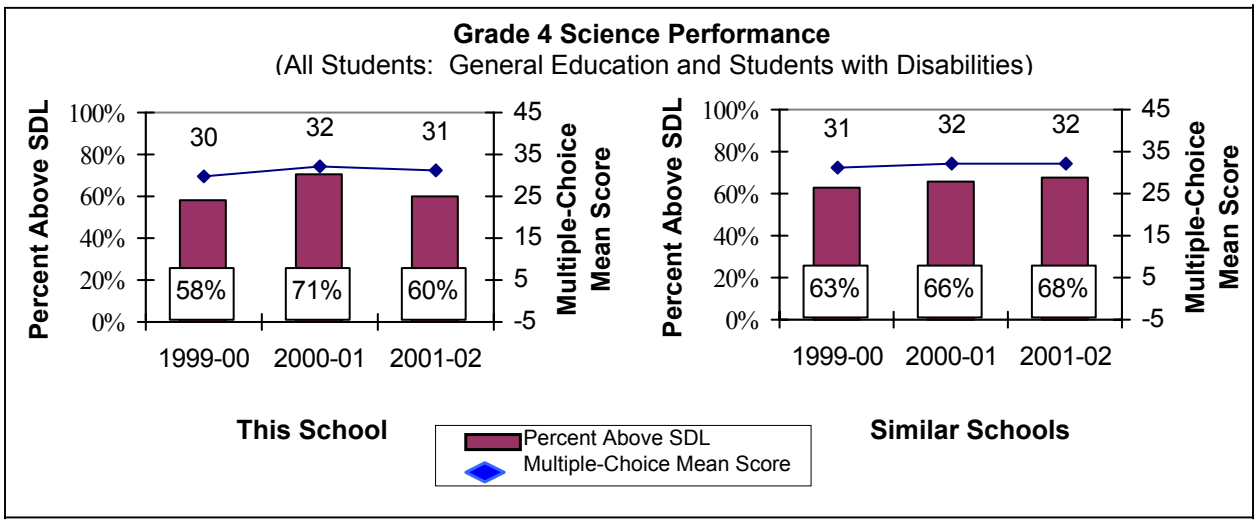
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the 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 Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	4	#	#	#	#

Elementary Level

Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	90	52	30
May 2001	75	53	32
May 2002	70	42	31

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 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).
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 in the following term of instruction.
School Mean Scores	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
May 2000	90	22
May 2001	75	29
May 2002	71	30

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 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.

Elementary Level

English Language Arts

Student Subgroup	2000–01				2001–02			
	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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	19	100%	53%	5%	17	s	s	s
Hispanic	4	s	s	s	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	52	90%	56%	6%	50	92%	66%	8%
Total	76	92%	51%	5%	69	91%	54%	7%
Small Group Totals **(s)**	5	80%	0%	0%	19	89%	21%	5%
Results by Disability Status								
General-education students	66	91%	52%	6%	61	90%	54%	8%
Students with disabilities	10	100%	50%	0%	8	100%	50%	0%
Total	76	92%	51%	5%	69	91%	54%	7%
Results by Gender								
Female	33	91%	42%	6%	35	94%	54%	9%
Male	43	93%	58%	5%	34	88%	53%	6%
Total	76	92%	51%	5%	69	91%	54%	7%
Results by English Proficiency Status								
English proficient	76	92%	51%	5%	69	91%	54%	7%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	76	92%	51%	5%	69	91%	54%	7%
Results by Income Level								
Economically disadvantaged	58	90%	43%	3%	16	94%	56%	13%
Not disadvantaged	18	100%	78%	11%	53	91%	53%	6%
Total	76	92%	51%	5%	69	91%	54%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	76	92%	51%	5%	69	91%	54%	7%
Total	76	92%	51%	5%	69	91%	54%	7%

Elementary Level

Mathematics

Student Subgroup	2000–01				2001–02			
	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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	18	100%	72%	22%	18	s	s	s
Hispanic	4	s	s	s	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	51	100%	73%	24%	46	98%	59%	11%
Total	74	99%	70%	22%	66	92%	48%	8%
Small Group Totals **(s)**	5	80%	40%	0%	20	80%	25%	0%
Results by Disability Status								
General-education students	64	98%	69%	23%	58	91%	50%	9%
Students with disabilities	10	100%	80%	10%	8	100%	38%	0%
Total	74	99%	70%	22%	66	92%	48%	8%
Results by Gender								
Female	32	97%	66%	16%	33	91%	42%	3%
Male	42	100%	74%	26%	33	94%	55%	12%
Total	74	99%	70%	22%	66	92%	48%	8%
Results by English Proficiency Status								
English proficient	74	99%	70%	22%	66	92%	48%	8%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	74	99%	70%	22%	66	92%	48%	8%
Results by Income Level								
Economically disadvantaged	56	98%	68%	14%	17	94%	65%	6%
Not disadvantaged	18	100%	78%	44%	49	92%	43%	8%
Total	74	99%	70%	22%	66	92%	48%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	74	99%	70%	22%	66	92%	48%	8%
Total	74	99%	70%	22%	66	92%	48%	8%

Elementary Level

Science Multiple-Choice

Student Subgroup	2000–01		2001–02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native			0	0%
Black			17	s
Hispanic			2	s
Asian or Pacific Islander			0	0%
White			51	67%
Total			70	60%
Small Group Totals **(s)**			19	42%
Results by Disability Status				
General-education students	64	67%	58	62%
Students with disabilities	11	91%	12	50%
Total	75	71%	70	60%
Results by Gender				
Female			36	58%
Male			34	62%
Total			70	60%
Results by English Proficiency Status				
English proficient			70	60%
Limited English proficient			0	0%
Total			70	60%
Results by Income Level				
Economically disadvantaged			19	63%
Not disadvantaged			51	59%
Total			70	60%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			70	60%
Total			70	60%

Glossary

Cohort Data: A student 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 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, 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 cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

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.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. 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 at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students 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 were 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 40 students in a group are neither valid nor reliable. If a school does not have 40 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.