

TURNPIKE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (54.71 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	–	2	–	2	1
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
Black or African American	2	–	2	–	–	1
Hispanic or Latino	2	–	2	–	–	2
Multiracial	2	–	2	–	–	2
White	2	–	2	–	3	1
English Language Learners	–	–	–	–	–	–
Students with Disabilities	2	–	2	–	–	2
Economically Disadvantaged	2	–	2	–	2	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
Asian or Native Hawaiian/Other Pacific Islander	–
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
English Language Learners	–
Students with Disabilities	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	145	118	2
	Math	144	106	
	Science	–	–	
	Combined	289	112	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
Black or African American	ELA	46	104	2
	Math	46	73	
	Science	–	–	
	Combined	92	89	
Hispanic or Latino	ELA	35	119	2
	Math	35	80	
	Science	–	–	
	Combined	70	99	
Multiracial	ELA	28	111	2
	Math	26	114	
	Science	–	–	
	Combined	54	112	
White	ELA	89	125	2
	Math	90	119	
	Science	–	–	
	Combined	179	122	
English Language Learners	ELA	11	127	–
	Math	11	64	
	Science	–	–	
	Combined	22	–	
Students with Disabilities	ELA	45	47	1
	Math	44	31	
	Science	–	–	

Subgroup	Subject	Cohort	Index	Level
	Combined	89	39	
Economically Disadvantaged	ELA	112	108	2
	Math	111	95	
	Science	–	–	
	Combined	223	101	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	145	118	2
	Math	144	106	
	Science	–	–	
	Combined	289	112	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
Black or African American	ELA	46	104	2
	Math	46	73	
	Science	–	–	
	Combined	92	89	
Hispanic or Latino	ELA	35	119	2
	Math	35	80	
	Science	–	–	
	Combined	70	99	
Multiracial	ELA	28	111	2
	Math	26	114	
	Science	–	–	
	Combined	54	112	
White	ELA	89	125	2
	Math	90	119	
	Science	–	–	
	Combined	179	122	
English Language Learners	ELA	11	127	–
	Math	11	64	
	Science	–	–	
	Combined	22	–	
Students with Disabilities	ELA	45	47	2
	Math	44	31	
	Science	–	–	

Subgroup	Subject	Cohort	Index	Level
	Combined	89	39	
Economically Disadvantaged	ELA	112	108	2
	Math	111	95	
	Science	–	–	
	Combined	223	101	

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
Students with Disabilities	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	5	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	121	145	118	124	105	122	161	–	N	200	2	2
	Math	87	144	106	92	107	124	162	–	Y	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	2	–	–	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	–	46	–	–	–	–	–	–	–	–	–	–
	Math	–	46	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	–	35	–	–	–	–	–	–	–	–	–	–
	Math	–	35	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	28	–	–	–	–	–	–	–	–	–	–
	Math	–	26	–	–	–	–	–	–	–	–	–	
White	ELA	124	89	125	127	102	119	160	–	–	200	3	3
	Math	86	90	119	90	110	126	163	–	–	200	3	
English Language Learners	ELA	–	11	–	–	–	–	–	–	–	–	–	–
	Math	–	11	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	–	45	–	–	–	–	–	–	–	–	–	–
	Math	–	44	–	–	–	–	–	–	–	–	–	
Economically Disadvantaged	ELA	109	112	108	113	95	113	157	–	N	200	2	2
	Math	68	111	95	73	94	112	156	–	–	200	3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	30.6	361	134	37.1%	28.6%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—	—	—	—	—	—	—
Black or African American	36.1	64	33	51.6%	33.7%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	58.9	54	27	50%	54.5%	19.8%	17%	11%	—	N	5%	2
Multiracial	42.1	51	20	39.2%	39.1%	16.5%	14.5%	9.8%	Y	—	5%	2
White	19.6	190	52	27.4%	18.4%	10.5%	9.3%	7.2%	N	—	5%	1
English Language Learners	—	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	30	83	27	32.5%	28%	21.5%	18.5%	11.8%	Y	—	5%	2
Economically Disadvantaged	36.5	281	126	44.8%	33.9%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	131	100%	272	100%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–	–	–
Black or African American	–	22	–	–	–
Hispanic or Latino	–	15	–	–	–
Multiracial	–	10	–	–	–
White	✓	83	100%	168	100%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	20	–	–	–
Economically Disadvantaged	✓	101	100%	209	100%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	128	100%	270	100%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–	–	–
Black or African American	–	22	–	–	–
Hispanic or Latino	–	15	–	–	–
Multiracial	–	8	–	–	–
White	✓	82	100%	168	100%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	19	–	–	–
Economically Disadvantaged	✓	98	100%	206	100%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	4	–	–	–	–	–
Grade 1	0	3	–	–	–	–	–
Grade 2	0	2	–	–	–	–	–

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	38	28	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

*There are not sufficient data for this subgroup.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (13.06 megabytes)

Glossary of Terms

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