



2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 372

New York City Public Schools
Joel I. Klein, Chancellor

Age Level of Students: PK to 5

School Mission Statement

To provide optimum learning environments for all students in order to meet their diverse abilities and to maximize their growth and potential. To provide rigorous professional training for staff. To provide every student with a literacy based education with an emphasis on integrating the arts and technology across the curriculum. To support students to develop a positive self-image.

To realize that success for all students involves a strong partnership between home and school where open communication and involvement is essential.



Principal's Statement

The Children's School, a District 15/75 collaborative, is predominately a school of inclusion. At The Children's School main site team teaching is employed whereby both special needs and general education students are taught within a general education class. In addition to these collaborative, we serve students in self-contained classes at P.S.27. It is our strong belief that diversity enriches the lives of students, their families and staff, and that teaching and learning in heterogeneous communities is a central goal of school. We are committed to providing all of our children with a rich standards-based curriculum.

Special Curriculum Programs

Strong Literacy-Based Instruction, Standards Based Experiential Math Programs, Chess and Robotics in the Upper Grades, Multimedia/Technology Programming. An Integrated Arts Program that encompasses all of the Arts Disciplines, Academic Intervention and Enrichment Programs, Child Centered Physical Educational, Motor Movement Activities.

Community Support

We partnered with Lowe's Home Improvement Center and received a grant which was utilized to purchase a vestibular swing for our self contained students with autism. Lowe's delivered it and sent a team to assemble the unit at no charge. Due to Lowe's efforts these students now have an additional piece of equipment to help them remain on task daily.

Parent/School Support

Parents work actively within the entire school community. They are involved as class parents, partners in Reading and Writing, and serve on many committees within the school. We have a very active PTA and strong parent leadership on the School Leadership Team. We support strong home/school communication.

Sites/Addresses:

P.S.372K The Children's Schoo	P.S.372K@P.S.27
512 Carroll Street	27 Huntington Street
Brooklyn, New York 11215	Brooklyn, New York 11231
718-624-5271	718-330-8285 ex 330

STUDENTS

Enrollment October 31, 2005

By Service	2006
Elementary- SE TEACHER SUPPORT SRV	156
Elementary- RATIO 6:1:1	19
Elementary- TEAM TEACHING	3

Attendance

Percent of days students attended	2004	2005	2006
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Eligible for Free Lunch

Percent of enrollment	2004	2005	2006
	58.3		58.5

Suspensions

Number of suspensions	2005	2006
This school		
Similar-size schools		

Involved in Police Department Incidents

The total enrollment in this consolidated location is 178 students. Please keep this number in mind as you review the numbers of incidents.

	This school	Consolidated Locations	Similar Size schools
Major Crimes			
Property Crimes		0	0.4
Crimes Against Persons		0	0.1
Other Crimes		1	1.7
Non- Criminal		0	2.9

No separate data is available for this school. Multiple schools are found at a single address, and the incident data have been consolidated so that the same data are reported for all those schools. These schools are included in this consolidated location: PS 372 -THE CHILDREN'S SCHOOL|THE CHILDREN'S SCHOOL, Similar-Sized Schools include all schools and consolidated locations with enrollments of 501-750 students

<http://www.nycenet.edu/ourschools/schoolsafety.htm>

Recent Immigrants*

Percent of enrollment	2004	2005	2006
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* Students enrolled in each school year who immigrated to the U.S. within the last three years

Recent Immigrants' Place of Birth

Percent of enrollment	2006
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Ratios represent Students: Teachers: Aides/Paras

By Age

English Language Learners (ELLs) Enrollment

2004	2005	2006
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These students are included in the enrollment information above.

Ethnicity and Gender

Percent of enrollment

White
Black
Hispanic
Asian and others*

Male
Female

* Others include Pacific Islanders, Alaskan Natives, and Native Americans.

Student Test Eligibility(Grades 3-8)

Percent tested (N=)

General assessments

With extended time accommodation
Time limit extended and exam administered in special location
With All other accommodations*
With no accommodations

Alternate Assessments (NYSAA)**

*As per student's IEP, this includes: the accommodation listed above, questions read aloud, answers recorded in any manner, calculator/abacus permitted, exam in braille or large type, directions read and reread aloud, visual magnification and/or auditory amplification, masks/markers to maintain place, and use of arithmetic tables.

**These students are given the NYSAA (a datafolio assessment) during the school year in which they reach their 10th, 11th, 12th, 13th, 14th, 15th, and 18th birthdays.

SCHOOL CHARACTERISTICS

NUMBER OF STAFF

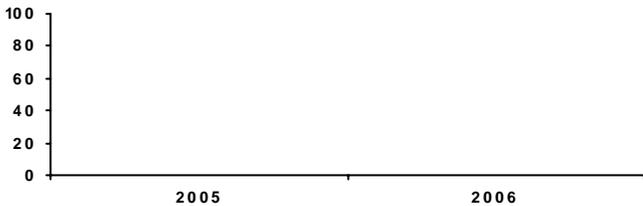
	2004	2005	2006
Teachers			
Teachers teaching within certification area	N/A	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A	N/A
Uncertified Teachers	N/A	N/A	N/A
Administrators and other professionals			
Educational paraprofessionals	TBD	TBD	TBD

Includes all full-time and part-time staff

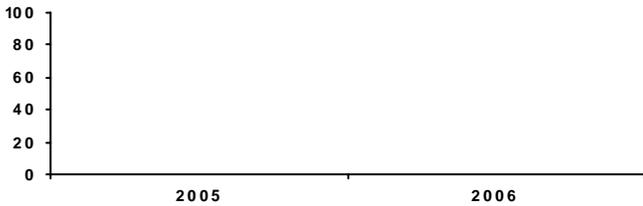
TEACHERS

■ This school

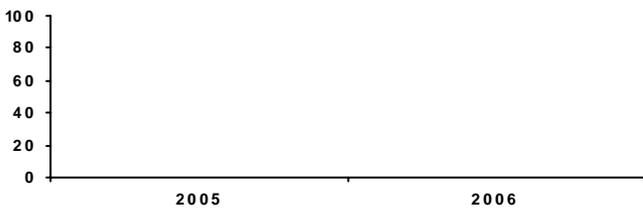
Percent Fully Licensed and Permanently Assigned to This School



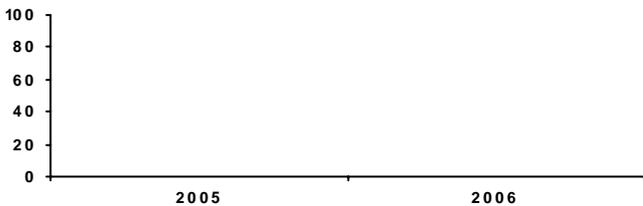
Percent More Than Two Years Teaching in This School



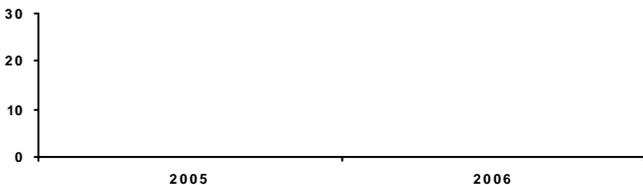
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2004	2005	2006
			N/A

Note: The state calculation of school expenditures per student for direct and indirect services in 2004 was \$12,896 for all New York City schools. An average of \$13,085 was calculated for all New York State schools including those in New York City. These data do not refer to Special Education type schools.

How money was spent in this school in 2004 (Direct Services Only)

- % Classroom instruction
- % Instructional support
- % Supervisory support
- % Other support services
- % Building services

% is used for District Support.

OTHER SCHOOL INFORMATION

School Capacity

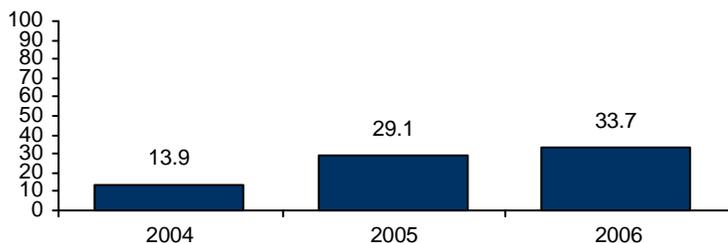
Percent of utilization*	2004	2005	2006

*When utilization is over 100%, school has exceeded the official capacity.

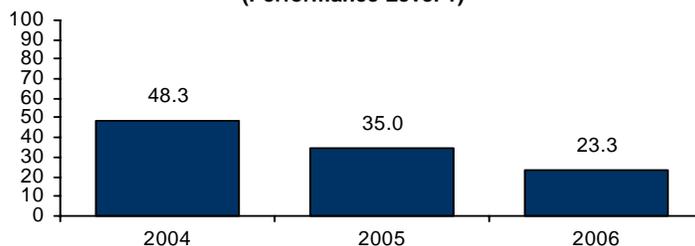
STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

New York State and New York City adopted new assessments in 1998-99 to measure students' achievement of new, higher standards. The City ELA test is administered to students in Grades 3,5,6, and 7 and the New York State ELA is administered to students in Grades 4 and 8. Last year, in order to facilitate comparisons of scores from 2002 through 2004, 7th grade scores were excluded for all three years since the Department of Education and its test publisher agreed that the 2002 results for 7th graders should not be used. This year, 7th grade scores are included for all three years since this report does not include 2002 results.

**Percent of Students Meeting the Standards in All Tested Grades
(Performance Levels 3 and 4)**



**Percent of Students Far Below the Standard in All Tested Grades
(Performance Level 1)**



This school

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

- Level 4** Students exceed the learning standards for English language arts. Their performance shows a superior understanding of written and oral text.
- Level 3** Students meet the learning standards. Their performance shows a thorough understanding of written and oral text.
- Level 2** Students show partial achievement of the standards. Their performance shows partial understanding of written and oral text.*
- Level 1** Students do not meet the standards. Their performance shows minimal understanding of written and oral text.*

	Number and Percent of Tested Students at each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	%	#	%	#	%	#	%	#	%	#
2004	73	48.3	57	37.7	15	9.9	6	4.0	21	13.9	151
2005	36	35.0	37	35.9	25	24.3	5	4.9	30	29.1	103
2006	20	23.3	37	43.0	27	31.4	2	2.3	29	33.7	86

Subgroup Performance

Category	Number Tested	2005			2006				
		Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels			
		1	2	3+4		1	2	3+4	
Race/Ethnicity									
American Indian/Alaskan Native									
Black	29	55.2	41.4	3.4					
Hispanic	32	34.4	53.1	12.5	29	27.6	51.7	20.7	
Asian or Pacific Islander	5	20.0	40.0	40.0					
White	37	21.6	16.2	62.2	32	15.6	31.3	53.1	
Unspecified									
Small Group Totals**					25	28.0	48.0	24.0	
Gender									
Female	31	29.0	45.2	25.8	28	21.4	50.0	28.6	
Male	72	37.5	31.9	30.6	58	24.1	39.7	36.2	
Unspecified									
English Proficiency Status									
ELLs	5	60.0	40.0	0.0	8	12.5	62.5	25.0	
English Proficient	98	33.7	35.7	30.6	78	24.4	41.0	34.6	
Income Level									
Low Income	103	35.0	35.9	29.1	86	23.3	43.0	33.7	
Not Low Income									
Unspecified									
TOTAL ALL STUDENTS	103	35.0	35.9	29.1	86	23.3	43.0	33.7	

NOTE: 2005 test data have been revised to reflect SED data reporting rules, therefore, they may not match previously reported DOE test results.

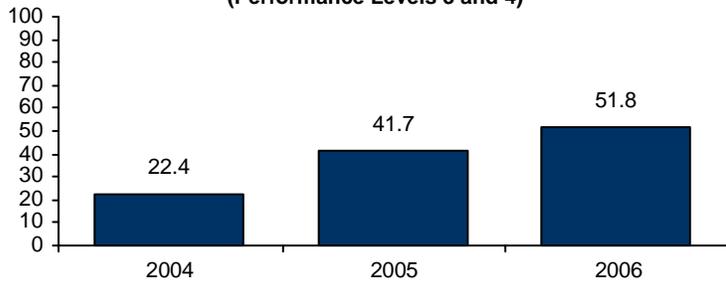
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

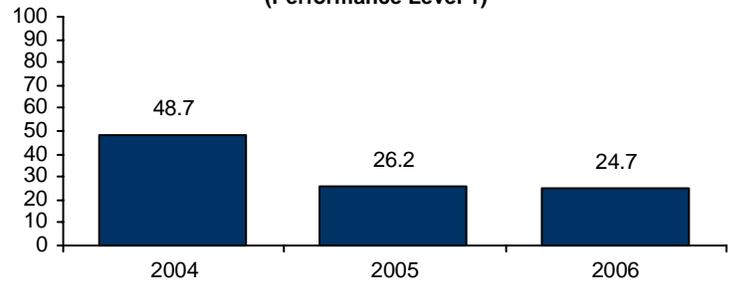
STATE AND CITY TEST RESULTS IN MATHEMATICS

The City Mathematics test is administered to students in Grades 3,5,6, and 7, and the New York State Mathematics test is administered to students in Grades 4 and 8.

**Percent of Students Meeting the Standards in All Tested Grades
(Performance Levels 3 and 4)**



**Percent of Students Far Below the Standard in All Tested Grades
(Performance Level 1)**



This school

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

- Level 4** Students exceed the learning standards for mathematics. Their performance shows a superior understanding of key math ideas.
- Level 3** Students meet the learning standards. Their performance shows a thorough understanding of key math ideas.
- Level 2** Students show partial achievement of the standards. Their performance shows partial understanding of key math ideas.*
- Level 1** Students do not meet the standards. Their performance shows minimal understanding of key math ideas.*

	Number and Percent of Tested Students at each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	%	#	%	#	%	#	%	#	%	#
2004	74	48.7	44	28.9	27	17.8	7	4.6	34	22.4	152
2005	27	26.2	33	32.0	30	29.1	13	12.6	43	41.7	103
2006	21	24.7	20	23.5	36	42.4	8	9.4	44	51.8	85

Subgroup Performance

Category	Number Tested	2005			2006			
		Percent of Tested Students Scoring at Levels			Percent of Tested Students Scoring at Levels			
		1	2	3+4	1	2	3+4	
Race/Ethnicity								
American Indian/Alaskan Native								
Black	29	51.7	37.9	10.3				
Hispanic	32	25.0	34.4	40.6	29	17.2	48.3	34.5
Asian or Pacific Islander	5	40.0	0.0	60.0				
White	37	5.4	29.7	64.9	31	19.4	6.5	74.2
Unspecified								
Small Group Totals**					25	40.0	16.0	44.0
Gender								
Female	31	29.0	38.7	32.3	28	35.7	17.9	46.4
Male	72	25.0	29.2	45.8	57	19.3	26.3	54.4
Unspecified								
English Proficiency Status								
ELLs	5	40.0	40.0	20.0	8	0.0	50.0	50.0
English Proficient	98	25.5	31.6	42.9	77	27.3	20.8	51.9
Income Level								
Low Income	103	26.2	32.0	41.7	85	24.7	23.5	51.8
Not Low Income								
Unspecified								
TOTAL ALL STUDENTS	103	26.2	32.0	41.7	85	24.7	23.5	51.8

NOTE: 2005 test data have been revised to reflect SED data reporting rules; therefore, they may not match previously reported DOE test results.

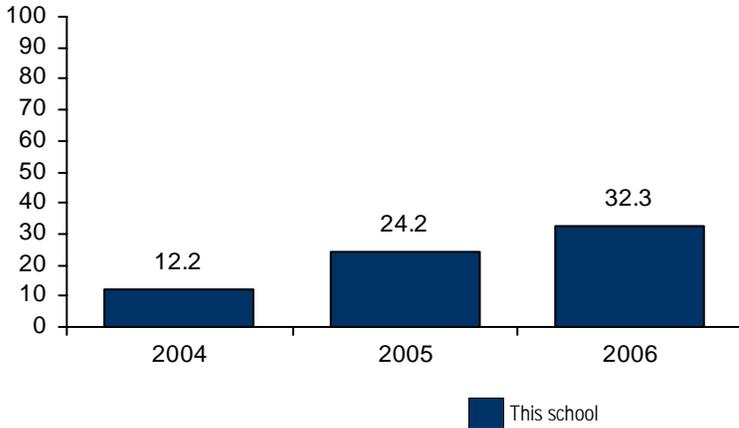
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

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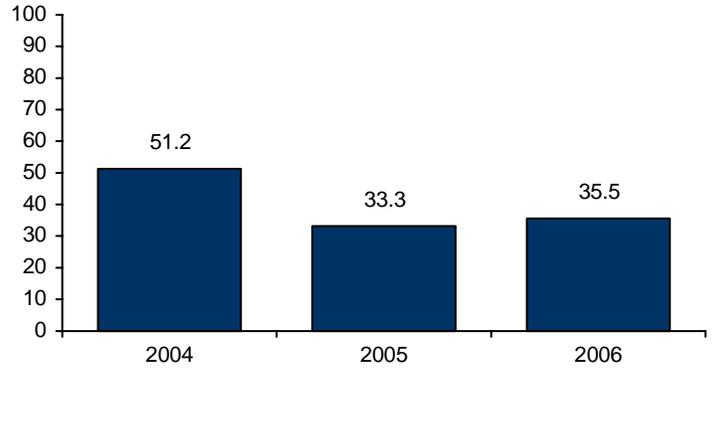
STATE TEST RESULTS (GRADE 4)

ENGLISH LANGUAGE ARTS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)



Percent of Students Far Below the Standard (Performance Level 1)



The students reported here are those enrolled in and tested in this school regardless of their district of residence.

Performance in 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	
Feb 2004	21	15	5	0	41	598.2
Feb 2005	11	14	8	0	33	611.6
	Level 1 430-611	Level 2 612-649	Level 3 650-715	Level 4 716-775	Total	
Feb 2006	11	10	10	0	31	631.2

Performance of English Language Learners 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
2006	N/A	N/A	N/A	N/A	N/A

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

Grade 4	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	3	0	0	0	3
2006	1	0	0	0	1

Elementary-Level English Language Arts Performance 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 .

NOTE: Test data may have been revised to reflect SED data reporting rules; therefore, they may not match previously reported DOE test results.

STATE TEST RESULTS (GRADE 4)

Subgroup English Language Arts Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black	10	40.0	50.0	10.0	6	50.0	50.0	0.0
Hispanic	12	50.0	41.7	8.3	12	33.3	58.3	8.3
Asian or Pacific Islander								
White					13	30.8	0.0	69.2
Unspecified								
Small Group Totals*	11	9.1	36.4	54.5				
Disability								
General Education								
Special Education	33	33.3	42.4	24.2	31	35.5	32.3	32.3
Gender								
Female	14	35.7	42.9	21.4	7	14.3	57.1	28.6
Male	19	31.6	42.1	26.3	24	41.7	25.0	33.3
Unspecified								
English Proficiency Status								
ELLs	2	50.0	50.0	0.0	2	0.0	100.0	0.0
English Proficient	31	32.3	41.9	25.8	29	37.9	27.6	34.5
Income Level								
Low Income	33	33.3	42.4	24.2	31	35.5	32.3	32.3
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS	33	33.3	42.4	24.2	31	35.5	32.3	32.3

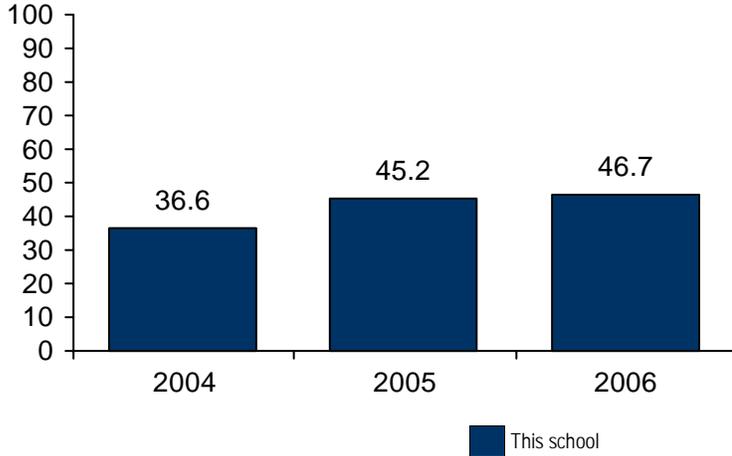
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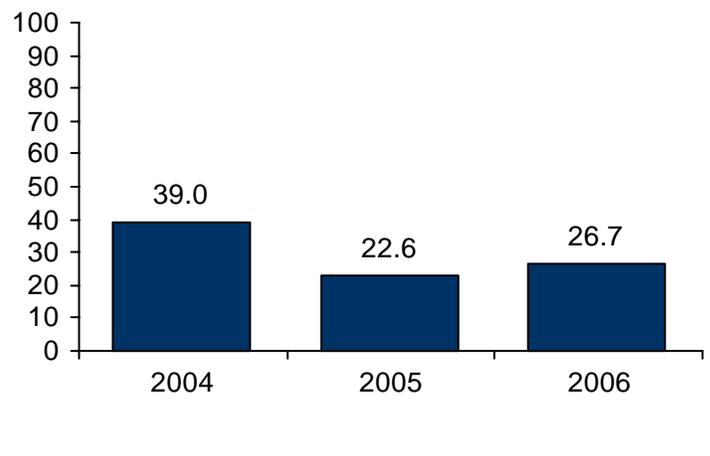
STATE TEST RESULTS (GRADE 4)

MATHEMATICS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)



Percent of Students Far Below the Standard (Performance Level 1)



The students reported here are those enrolled in and tested in this school regardless of their district of residence.

Performance in 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 2004	16	10	14	1	41	610.4
May 2005	7	10	11	3	31	630.7
	Level 1 485-621	Level 2 622-649	Level 3 650-701	Level 4 702-800	Total	
May 2006	8	8	11	3	30	647.3

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

Grade 4	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	3	0	1	0	2
2006	1	0	0	0	1

Elementary-Level Mathematics Performance 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 .

NOTE: Test data may have been revised to reflect SED data reporting rules; therefore, they may not match previously reported DOE test results.

STATE TEST RESULTS (GRADE 4)

Subgroup Mathematics Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black	10	50.0	30.0	20.0	6	50.0	16.7	33.3
Hispanic	10	20.0	30.0	50.0	12	16.7	50.0	33.3
Asian or Pacific Islander								
White					12	25.0	8.3	66.7
Unspecified								
Small Group Totals*	11	0.0	36.4	63.6				
Disability								
General Education								
Special Education	31	22.6	32.3	45.2	30	26.7	26.7	46.7
Gender								
Female	14	28.6	35.7	35.7	7	42.9	14.3	42.9
Male	17	17.6	29.4	52.9	23	21.7	30.4	47.8
Unspecified								
English Proficiency Status								
ELLs	2	0.0	50.0	50.0	2	0.0	50.0	50.0
English Proficient	29	24.1	31.0	44.8	28	28.6	25.0	46.4
Income Level								
Low Income	31	22.6	32.3	45.2	30	26.7	26.7	46.7
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS	31	22.6	32.3	45.2	30	26.7	26.7	46.7

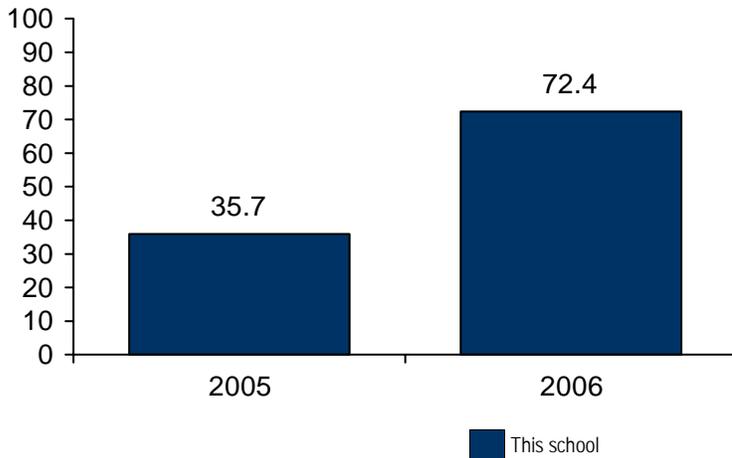
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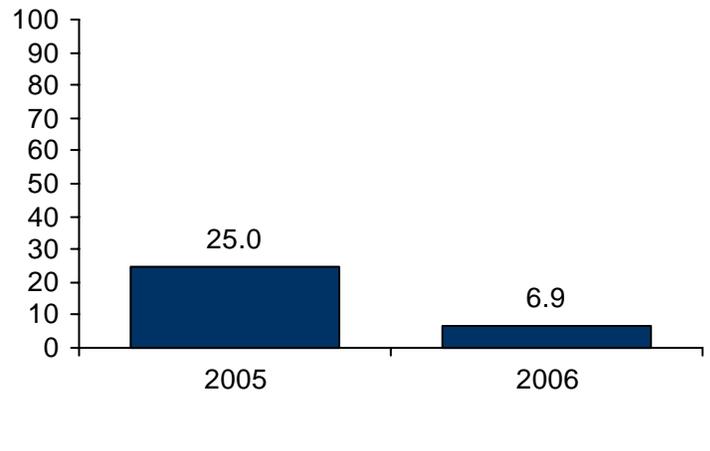
STATE TEST RESULTS (GRADE 4)

SCIENCE

Percent of Students Meeting the Standard (Performance Levels 3 and 4)



Percent of Students Far Below the Standard (Performance Level 1)



The students reported here are those enrolled in and tested in this school regardless of their district of residence.

	Counts of Students Tested					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total	
May 2005	7	11	6	4	28	58.7
May 2006	2	6	12	9	29	72.8

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

Grade 4	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	3	0	0	0	3
2006	1	0	0	1	0

Elementary-Level Science Performance 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 .

STATE TEST RESULTS (GRADE 4)

Subgroup Science Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black					6	16.7	33.3	50.0
Hispanic	10	20.0	40.0	40.0	11	0.0	27.3	72.7
Asian or Pacific Islander								
White	9	11.1	44.4	44.4	12	8.3	8.3	83.3
Unspecified								
Small Group Totals*	9	44.4	33.3	22.2				
Disability								
General Education								
Special Education	28	25.0	39.3	35.7	29	6.9	20.7	72.4
Gender								
Female	12	25.0	33.3	41.7	7	0.0	42.9	57.1
Male	16	25.0	43.8	31.3	22	9.1	13.6	77.3
Unspecified								
English Proficiency Status								
ELLs	2	50.0	0.0	50.0	2	0.0	0.0	100.0
English Proficient	26	23.1	42.3	34.6	27	7.4	22.2	70.4
Income Level								
Low Income	28	25.0	39.3	35.7	29	6.9	20.7	72.4
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS	28	25.0	39.3	35.7	29	6.9	20.7	72.4

* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the for the group are combined with the next smallest group and reported in this row.

SOCIAL STUDIES (GRADE 5)

	Number and Percent of Tested Students at each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	%	#	%	#	%	#	%	#	%	#
2005	15	44.1	4	11.8	15	44.1	0	0.0	15	44.1	34
2006	13	44.8	3	10.3	12	41.4	1	3.4	13	44.8	29

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

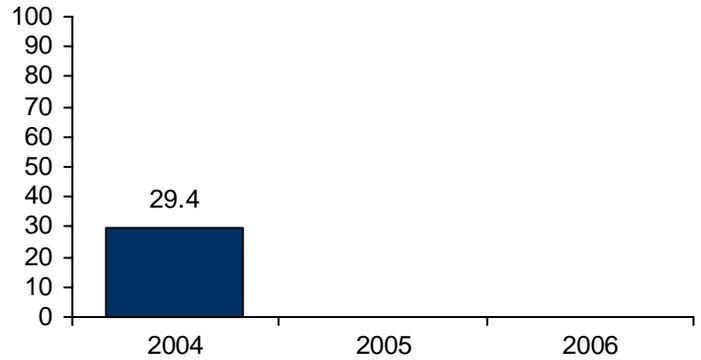
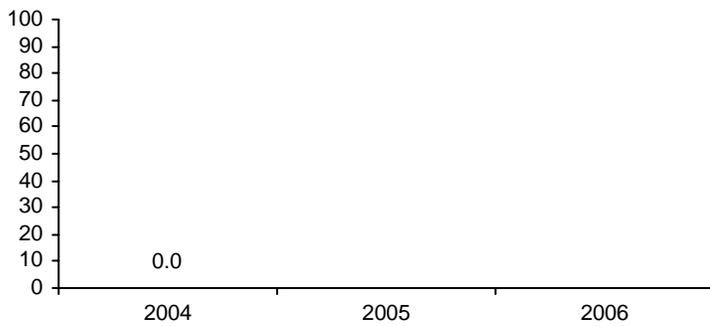
Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	3	0	0	0	3
2006	1	0	0	0	1

STATE TEST RESULTS (GRADE 8)

ENGLISH LANGUAGE ARTS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)

Percent of Students Far Below the Standard (Performance Level 1)



This school

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

Performance in This School	Counts of Students Tested					Mean Score
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total	
Jan 2004	5	12	0	0	17	672.1
Jan 2005						
	Level 1 430-601	Level 2 602-649	Level 3 650-714	Level 4 715-790	Total	
Jan 2006						

Performance of English Language Learners taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2006	N/A	N/A	N/A	N/A	N/A

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

Grade 8	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

Middle-Level English Language Arts Performance 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 .

NOTE: 2005 Test data may have been revised to reflect SED data reporting rules; therefore, they may not match previously reported DOE test results.

STATE TEST RESULTS (GRADE 8)

Subgroup English Language Arts Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
Disability								
General Education								
Special Education								
Gender								
Female								
Male								
Unspecified								
English Proficiency Status								
ELLs								
English Proficient								
Income Level								
Low Income								
Not Low Income								
Unspecified								
TOTAL ALL STUDENTS								

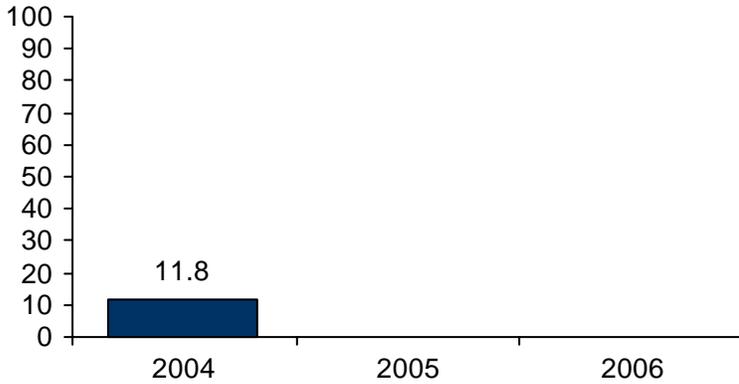
* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

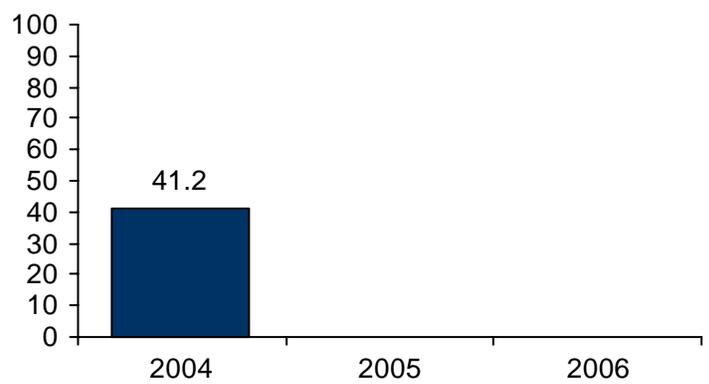
STATE TEST RESULTS (GRADE 8)

MATHEMATICS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)



Percent of Students Far Below the Standard (Performance Level 1)



■ This school

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

Performance in This School	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2004	7	8	2	0	17	678.2
May 2005						
	Level 1 480-615	Level 2 616-649	Level 3 650-700	Level 4 701-775	Total	
May 2006						

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

Grade 8	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

Intermediate-Level Mathematics Performance 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 .

NOTE: 2005 Test data may have been revised to reflect SED data reporting rules; therefore, they may not match previously reported DOE test results.

STATE TEST RESULTS (GRADE 8)

Subgroup Mathematics Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
Disability								
General Education								
Special Education								
Gender								
Female								
Male								
Unspecified								
English Proficiency Status								
ELLs								
English Proficient								
Income Level								
Low Income								
Not Low Income								
Unspecified								
TOTAL ALL STUDENTS								

* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

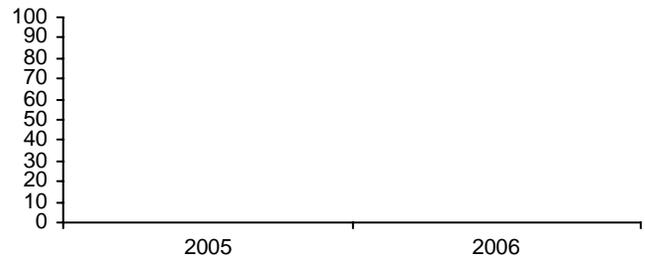
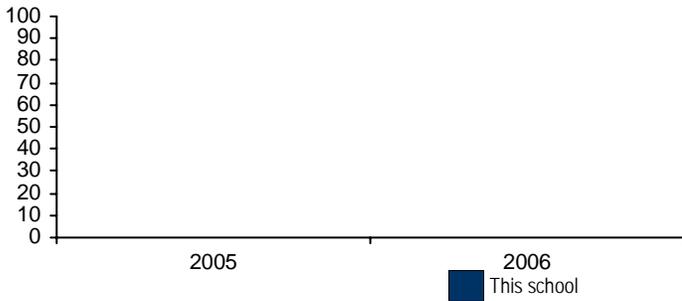
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

STATE TEST RESULTS (GRADE 8)

SCIENCE

Percent of Students Meeting the Standard (Performance Levels 3 and 4)

Percent of Students Far Below the Standard (Performance Level 1)



The students reported here are those enrolled in and tested in this school regardless of their district of residence.

		Number and Percent of Tested Students at each Performance Level*										Total	Mean Score
		Level 1		Level 2		Level 3		Level 4		Levels 3+4			
		#	%	#	%	#	%	#	%	#	%		
Jan 2004	Grade 8 Science	7	46.7	5	33.3	3	20.0	0	0.0	3	20.0	15	48.2
June 2004	Regents Science*												
	Total	7	46.7	5	33.3	3	20.0	0	0.0	3	20.0	15	48.2
Jan 2005	Grade 8 Science												
June 2005	Regents Science*												
	Total												
Jan 2006	Grade 8 Science												
June 2006	Regents Science*												
	Total												

* Some Students take Regents exam in Grade 8.

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

Grade 8	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

Middle-Level Science Performance Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students either exceed the standards on the Grade 8 science test and are moving toward high performance on the Regents examinations, or they score 85-100 on a Regents science examination.
Level 3	These students either meet the standards on the Grade 8 science test and, with continued, steady growth, should pass the Regents examinations, or they score 65-84 on a Regents science examination.
Level 2	These students either do not meet the standards for the Grade 8 science test and need extra help to pass the Regents examinations, or they score 55-64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the Grade 8 science test, or they score below 55 on a Regents science examination.

STATE TEST RESULTS (GRADE 8)

Subgroup Science Performance

Category	2005				2006			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		1	2	3+4		1	2	3+4
Race/Ethnicity								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
Disability								
General Education								
Special Education								
Gender								
Female								
Male								
Unspecified								
English Proficiency Status								
ELLs								
English Proficient								
Income Level								
Low Income								
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS								

* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

The students reported here are those enrolled in and tested in this school regardless of their district of residence.

SOCIAL STUDIES

	Number and Percent of Tested Students at each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	%	#	%	#	%	#	%	#	%	#
2005											
2006											

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

Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

