



# 2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 373

New York City Public Schools  
Joel I. Klein, Chancellor

Age Level of Students: 14 to 21

## School Mission Statement

*The staff at 373K care. We are committed to working with our students, their families and their advocates to implement standards-based and community-based vocational instruction, which results in high expectations and achievement for all. Our mission is to empower and motivate our students to realize their capabilities, dreams, and potential. Through collaborative efforts with students, parents, staff and community-based organizations, our students match their abilities and dreams with corresponding jobs, activities and people who share their interests and talents. We recognize that we must always raise our own expectations of our students' abilities so that the outcome for each student is as enriched and varied as possible, as they are fully included in their own communities.*



Sites/Addresses:

## Principal's Statement

Welcome to 373K/The Brooklyn Transition Center, an innovative District 75 school. Though we are one school, we have two distinct programs. The high school and transition center serve students in the main site, at over 40 worksites, and at 4 inclusion sites. Our school offers classroom instruction taught from the NYC Standards and the alternate grade level indicators which in addition to community based vocational instruction is infused through all curricular areas. Our graduates transition from school to the community, with individual person-centered plans based on their individual dreams, aspirations and talents. Please call us and come visit.

## Special Curriculum Programs

CARS is a school-wide behavior program where students understand and practice four major behavioral expectations, cooperation, accountability, respect, and safety. The REACH grant was used to enhance our library/media center. Our school arts partnership grant and LEAP provided library based arts instruction.

## Community Support

Our school has linkages with more than 50 community-based agencies providing support to our students and their families while they are in school, and as they transition to full time adult life. Work experiences are provided at more than 30 sites throughout Brooklyn.

## Parent/School Support

Our school has an active Parents Association which meets on the 2nd Tuesday of each month. Guest speakers are scheduled for each meeting. Our annual pot luck dinner, sponsored by the SLT and PA was attended by over 100 people. The School Leadership Team meets on the 3rd Tuesday of each month to discuss issues related to the entire school community.

The Division of Assessment and Accountability (DAA) compiled this report primarily from central databases and information provided by this school's principal. Throughout the report, N/A indicates that information was not available or did not apply to this school. The 2005-2006 Annual School Report is a supplement to the New York State Education Department's School Report Card for New York City Schools. Consult the Parent Guide for an explanation of the data in this report. Other DAA reports can be obtained online at [www.nyc.gov/daa](http://www.nyc.gov/daa).

# STUDENTS

## Enrollment October 31, 2005

By Service	2006
Secondary- RATIO 12:1:1	308
Secondary- SE TEACHER SUPPORT SRV	38
Secondary- RATIO 6:1:1	19
Secondary- RATIO 8:1:1	7
Secondary- RATIO 15:1	4
Secondary- HOS/SCH(400)	1

Ratios represent Students: Teachers: Aides/Paras

## By Age

11-13 Years	3
14-17 Years	180
18-21 Years	194

## English Language Learners (ELLs) Enrollment

	2004	2005	2006
	72	57	36

These students are included in the enrollment information above.

## Ethnicity and Gender

Percent of enrollment

White	4.5
Black	61.8
Hispanic	31.6
Asian and others*	2.1
Male	61.0
Female	39.0

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

## Attendance

Percent of days students attended	2004	2005	2006
	82.5	82.1	81.0

## Eligible for Free Lunch

Percent of enrollment	2004	2005	2006
	82.2	71.2	71.2

## Suspensions

Number of suspensions	2005	2006
This school	9	7
Similar-size schools		

## Involved in Police Department Incidents

The total enrollment in this consolidated location is 377 students. Please keep this number in mind as you review the numbers of incidents.

	This school	Consolidated Locations	Similar Size schools
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## Major Crimes

Property Crimes	1	0.2
Crimes Against Persons	0	0.1
Other Crimes	5	1.4
Non- Criminal	3	2.3

Similar-Size Schools include all schools and consolidated locations with enrollments of 251-500 students.

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

## Recent Immigrants\*

Percent of enrollment	2004	2005	2006
	4.6	4.2	2.4

\* 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
DOMINICAN REPUBLIC	0.8
JAMAICA	0.5
CANADA	0.3

## Student Test Eligibility(Grades 3-8)

Percent tested ( N= 100 )

### General assessments

With extended time accommodation	0.0
Time limit extended and exam administered in special location	0.0
With All other accommodations*	0.0
With no accommodations	0.0

Alternate Assessments (NYSAA)\*\* 100.0

\*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

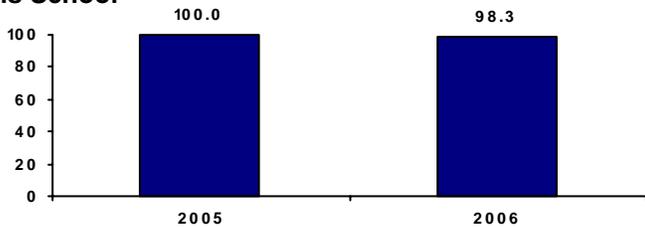
	2004	2005	2006
Teachers	55	60	58
Teachers teaching within certification area	N/A	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A	N/A
Uncertified Teachers	N/A	N/A	N/A
Administrators and other professionals	11	12	12
Educational paraprofessionals	TBD	TBD	TBD

Includes all full-time and part-time staff

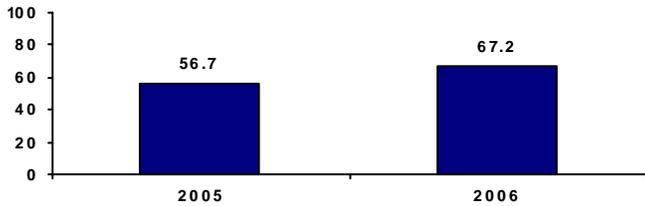
## TEACHERS

 This school

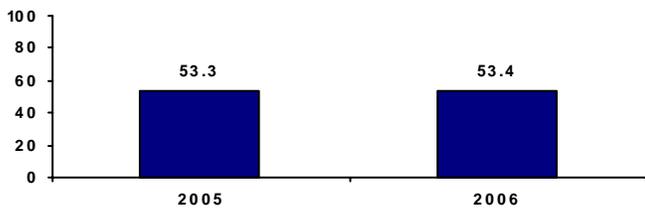
### Percent Fully Licensed and Permanently Assigned to This School



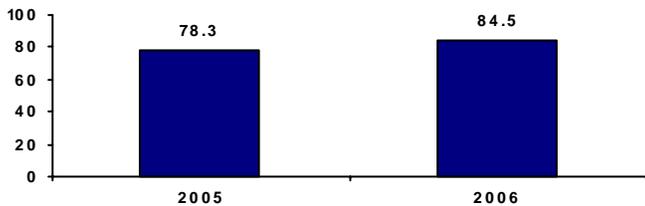
### Percent More Than Two Years Teaching in This School



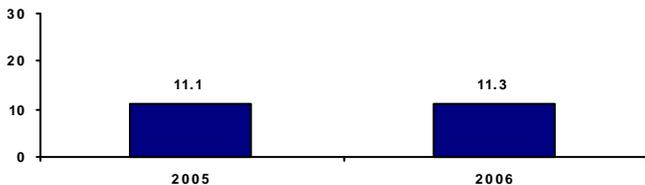
### Percent More Than Five Years Teaching Anywhere



### Percent Masters Degree or Higher



### Average Days Absent



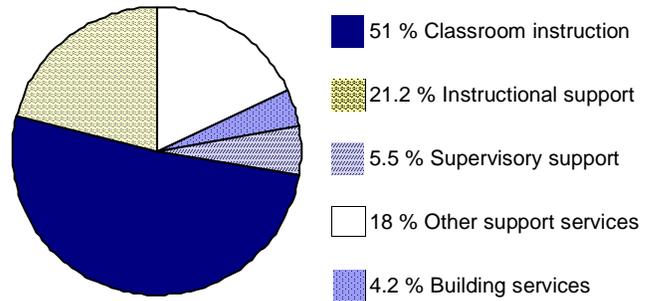
## SCHOOL EXPENDITURES

### Average Spending Per Student (Direct Services Only)

	2004	2005	2006
Average Spending Per Student	\$45,433	\$45,280	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)



0.2 % is used for District Support.

## OTHER SCHOOL INFORMATION

### School Capacity

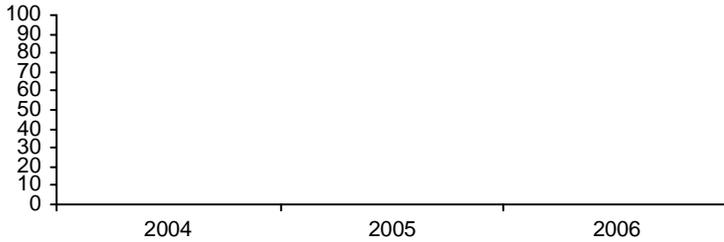
Percent of utilization*	2004	2005	2006
		127.7	132.1

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

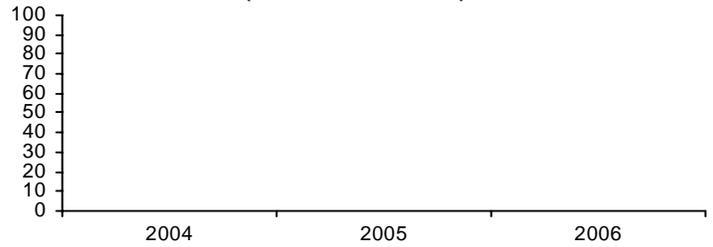
# STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

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											
2005											
2006											

### 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
<b>Race/Ethnicity</b>							
American Indian/Alaskan Native							
Black							
Hispanic							
Asian or Pacific Islander							
White							
Unspecified							
Small Group Totals**							
<b>Gender</b>							
Female							
Male							
Unspecified							
<b>English Proficiency Status</b>							
ELLs							
English Proficient							
<b>Income Level</b>							
Low Income							
Not Low Income							
Unspecified							
<b>TOTAL ALL STUDENTS</b>							

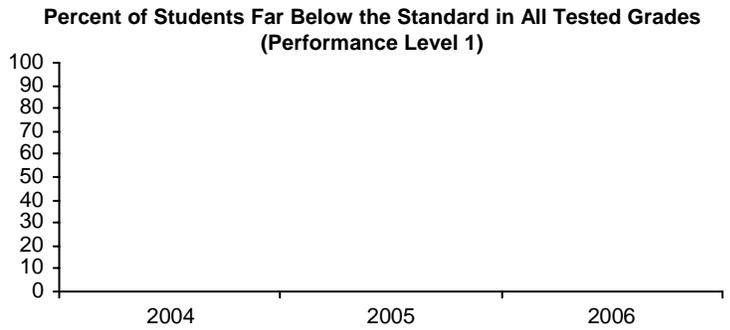
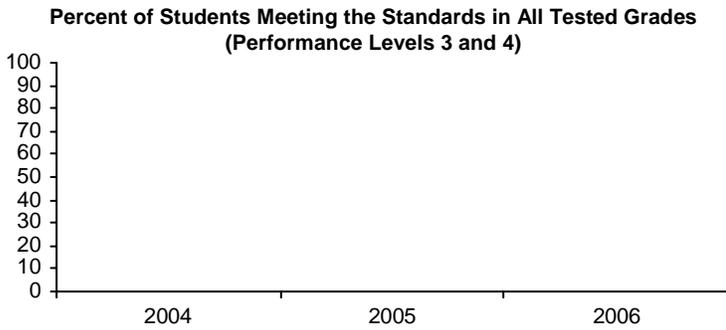
**NOTE:** 2005 test data have been revised to reflect SED data reporting rules, therefore, they may not match previously reported DOE test results.

\* 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.



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											
2005											
2006											

### 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
<b>Race/Ethnicity</b>							
American Indian/Alaskan Native							
Black							
Hispanic							
Asian or Pacific Islander							
White							
Unspecified							
Small Group Totals**							
<b>Gender</b>							
Female							
Male							
Unspecified							
<b>English Proficiency Status</b>							
ELLs							
English Proficient							
<b>Income Level</b>							
Low Income							
Not Low Income							
Unspecified							
<b>TOTAL ALL STUDENTS</b>							

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

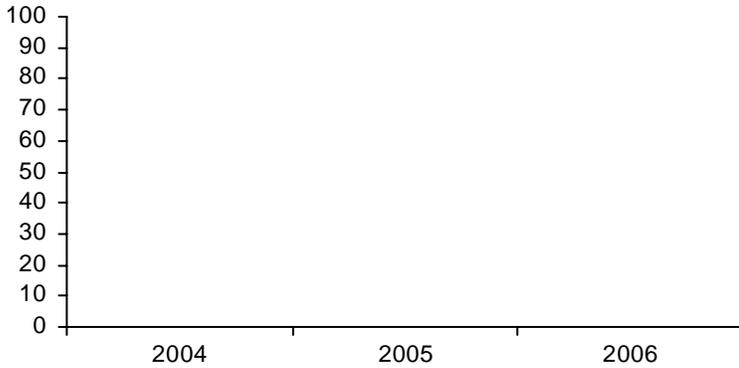
\* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

\*\* **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.

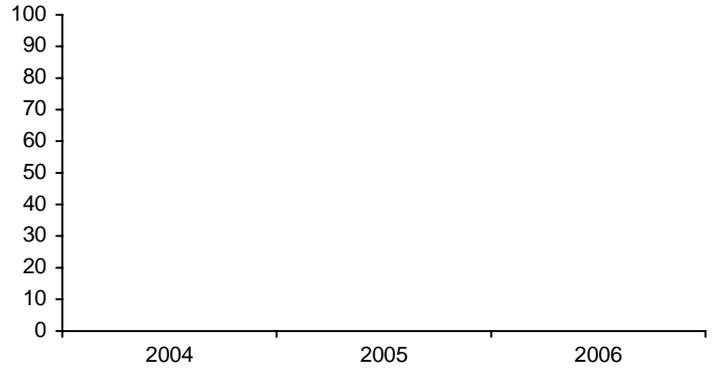
# STATE TEST RESULTS (GRADE 4)

## ENGLISH LANGUAGE ARTS

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



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



■ 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 1 455-602	Level 2 603-644	Level 3 645-691	Level 4 692-800	Total	
Feb 2004						
Feb 2005						
	Level 1 430-611	Level 2 612-649	Level 3 650-715	Level 4 716-775	Total	
Feb 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 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	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

#### Elementary-Level English Language Arts Performance 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> .

**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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b>								
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.

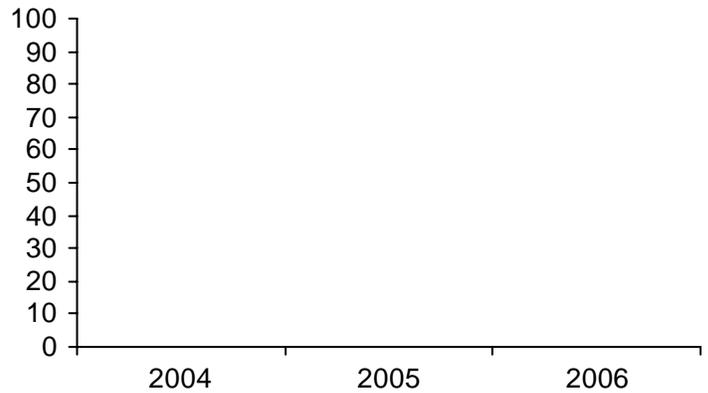
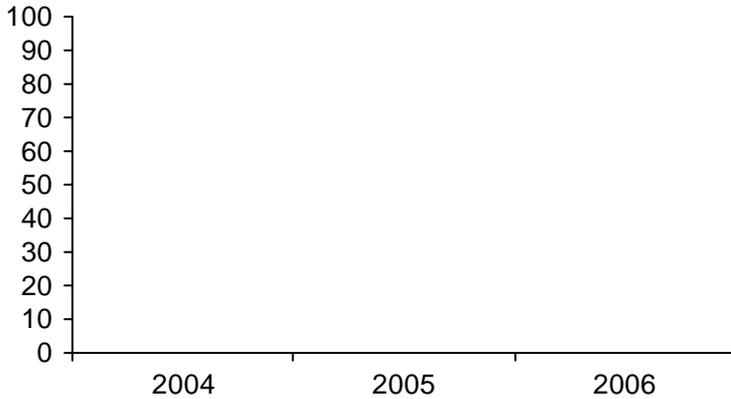
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# STATE TEST RESULTS (GRADE 4)

## 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 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2004						
May 2005						
	Level 1 485-621	Level 2 622-649	Level 3 650-701	Level 4 702-800	Total	
May 2006						

### 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	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

#### Elementary-Level Mathematics Performance 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> .

**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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b> 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.

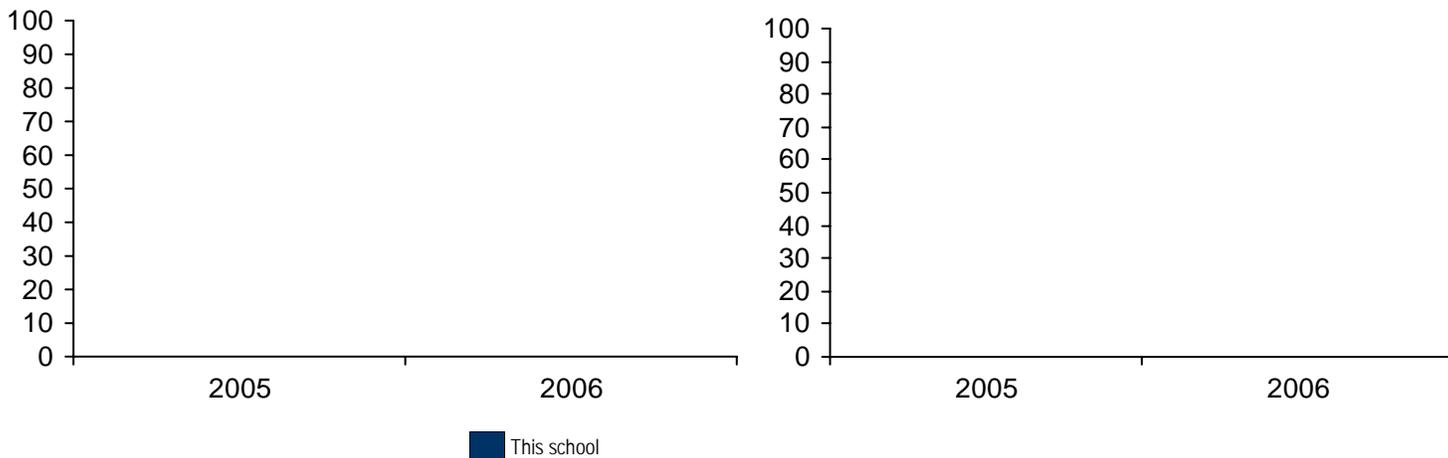
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# STATE TEST RESULTS (GRADE 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						
May 2006						

### 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	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

Elementary-Level Science Performance 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> .

# 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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b>								
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 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											
2006											

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

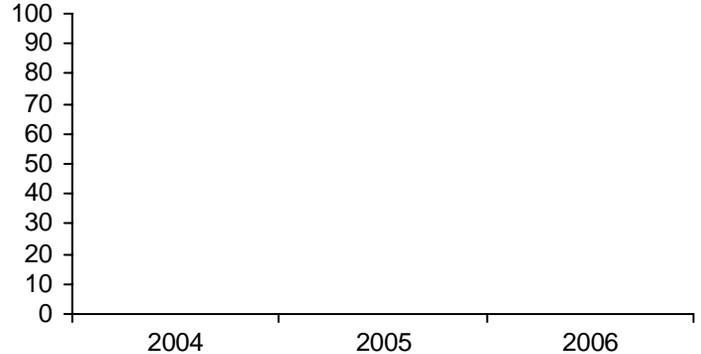
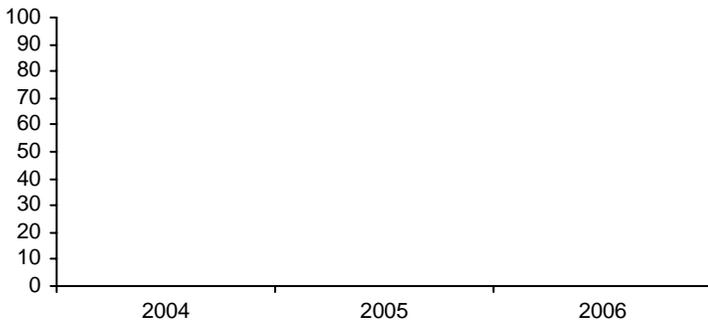
Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	N/A	N/A	N/A	N/A	N/A
2006	N/A	N/A	N/A	N/A	N/A

# 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						
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	36	0	0	1	35
2006	39	0	0	1	38

#### Middle-Level English Language Arts Performance 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> .

**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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b> 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.

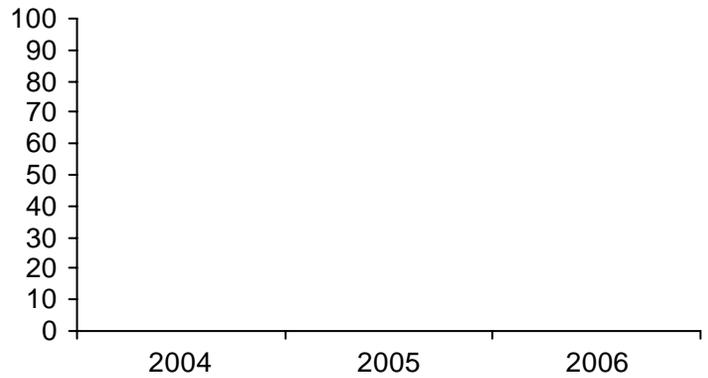
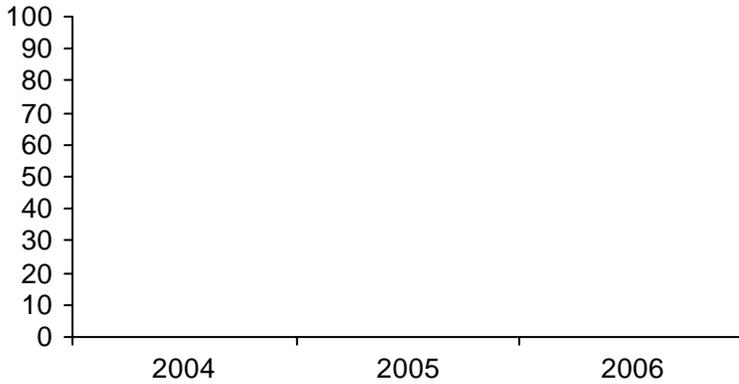
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# 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						
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	37	0	0	3	34
2006	40	0	0	0	40

Intermediate-Level Mathematics Performance 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> .

**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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b> 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.

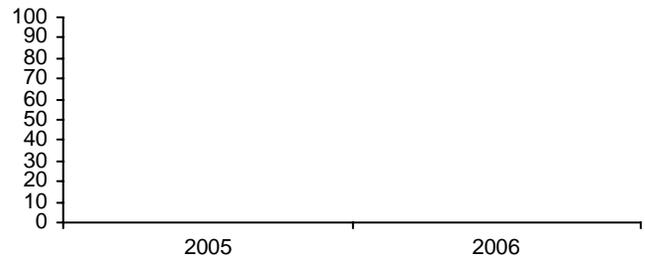
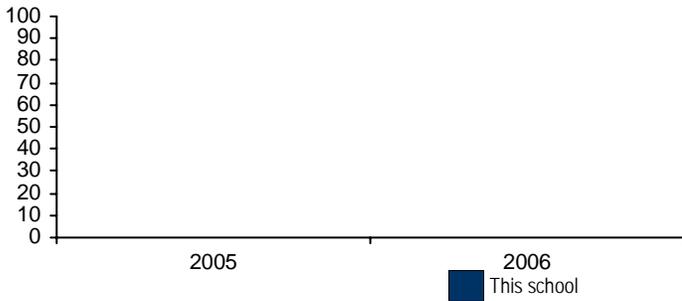
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# 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												
June 2004	Regents Science*												
	Total												
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	37	0	0	1	36
2006	38	0	0	0	38

Middle-Level Science Performance Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>either</b> exceed the standards on the Grade 8 science test and are moving toward high performance on the Regents examinations, <b>or</b> they score 85-100 on a Regents science examination.
<b>Level 3</b>	These students <b>either</b> meet the standards on the Grade 8 science test and, with continued, steady growth, should pass the Regents examinations, <b>or</b> they score 65-84 on a Regents science examination.
<b>Level 2</b>	These students <b>either</b> do not meet the standards for the Grade 8 science test and need extra help to pass the Regents examinations, <b>or</b> they score 55-64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the Grade 8 science test, <b>or</b> 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
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*								
<b>Disability</b>								
General Education								
Special Education								
<b>Gender</b>								
Female								
Male								
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient								
<b>Income Level</b>								
Low Income								
Not Low Income								
Unspecified								
<b>TOTAL</b>								
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	37	0	0	4	33
2006	39	0	0	3	36

# HIGH SCHOOL COMPETENCY TESTS

## Pupils in 2004-2005 with Demonstrated Competency

	Regents		RCT	TOTAL
	Number	Percent	Passed Regents Competency <sup>1</sup> Examination	Percent
<b>READING</b>	N/A	N/A	N/A	N/A
<b>WRITING</b>	N/A	N/A	N/A	N/A
<b>MATHEMATICS</b>	N/A	N/A	N/A	N/A
<b>SCIENCE</b>	N/A	N/A	N/A	N/A
<b>GLOBAL STUDIES</b>	N/A	N/A	N/A	N/A
<b>U.S. HISTORY</b>	N/A	N/A	N/A	N/A

<sup>1</sup> Includes students who scored 55-64 on Regents Exams.

## ENGLISH LANGUAGE LEARNERS (ELLs)

### 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

	2005						2006					
	Number Tested	No Valid Score	Beginning	Intermediate	Advanced	Proficient	Number Tested	No Valid Score	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (Grade K-1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 2-4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 5-6)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 7-8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 9-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Total)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade K-1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 2-4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 5-6)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 7-8)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 9-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Total)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Participants

Percent of school enrollment	2005	2006
	15.1	9.5

### Movement To Least Restrictive Environments

#### Movement out of District 75

Percent of school enrollment	2005	2006
	0.0	1.1

### Students Attaining English Proficiency

Percent of ELL students	2005	2006
	N/A	N/A

### Inclusion in Integrated Setting

Percent of school days spent outside of general education settings	
Less than 20 percent	10.2
20-60 percent	0.5
Greater than 60 percent	89.2

## High School Graduates

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2004-2005 Completers (a+c)
0	0	55	55

\*Local Diplomas (including Local Diplomas with Regents endorsements)

The students reported here are those enrolled in and tested in a D75 school regardless of their district of residence.