



2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 721

New York City Public Schools
Joel I. Klein, Chancellor

Age Level of Students: 14 to 21

School Mission Statement

The mission at Roy Campanella Occupational Training Center is to enable young adults with developmental disabilities to realize their talents, strengths and capabilities in order to live and work in our community as independently as possible. Knowing that instruction is the key that will unlock our young adults' personal and academic potential, we work toward our mission by integrating functional literacy and communication, occupational training, technology, daily living skills, and community-based instruction.



WENDY WEISS

64 Avenue X
Brooklyn, NY 11223

Tel: 718-996-8199

Fax: 718-449-2176

Email:
WWEISS@SCHOOLS.NYC.GOV

Website:
www.nycenet.edu/d75/schools/P721K

Sites/Addresses:

| | |
|--------------------|-------------------------------|
| P721K | John Dewey High School |
| 64 Avenue X | 50 Avenue X |
| Brooklyn, NY 12223 | Brooklyn, NY 11223 |
| 718-996-8199 | |

Principal's Statement

The Roy Campanella OTC is committed to effecting a permanent, positive change in the lives of students who have developmental disabilities and autism, through an instructional program that utilizes active, first hand experiences to prepare them for work and independence in the home and community. The school building is barrier free, and is equipped with specialized classrooms designed to facilitate learning, integrating functional literacy, occupational and vocational training, technology, independent living skills, the arts and multicultural awareness, based on the NYS Standards with Alternate Performance Indicators for the Severely Disabled.

Special Curriculum Programs

Theme based instruction and vocational classes provide unique opportunities, while community-based work training prepares students for independence. Project Arts supports the infusion of the arts across the curriculum.

Community Support

Linkages between the school and the business community are maintained to support community-based vocational instruction. Numerous collaborations between the school and agencies insure there is a wide array of transition services.

Parent/School Support

There is an active PA with five parent participants on the School Leadership Team. A high level of parent participation in planning conferences, as well as a team approach in school supports students in their daily program.

STUDENTS

Enrollment October 31, 2005

| | |
|-----------------------------------|------|
| By Service | 2006 |
| Secondary- RATIO 12:1:1 | 322 |
| Secondary- RATIO 6:1:1 | 38 |
| Secondary- RATIO 8:1:1 | 34 |
| Secondary- RATIO 12:1:4 | 34 |
| Secondary- SE TEACHER SUPPORT SRV | 17 |

Ratios represent Students: Teachers: Aides/Paras

By Age

| | |
|-------------|-----|
| 11-13 Years | 3 |
| 14-17 Years | 230 |
| 18-21 Years | 212 |

English Language Learners (ELLs) Enrollment

| | | |
|------|------|------|
| 2004 | 2005 | 2006 |
| 87 | 66 | 49 |

These students are included in the enrollment information above.

Ethnicity and Gender

Percent of enrollment

| | |
|-------------------|------|
| White | 23.6 |
| Black | 50.8 |
| Hispanic | 18.0 |
| Asian and others* | 7.6 |
| Male | 63.1 |
| Female | 36.9 |

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

Attendance

| | | | |
|-----------------------------------|------|------|------|
| Percent of days students attended | 2004 | 2005 | 2006 |
| | 86.0 | 85.8 | 85.4 |

Eligible for Free Lunch

| | | | |
|-----------------------|------|------|------|
| Percent of enrollment | 2004 | 2005 | 2006 |
| | 84.7 | 84.9 | 84.9 |

Suspensions

| | | |
|-----------------------|------|------|
| Number of suspensions | 2005 | 2006 |
| This school | 7 | 1 |
| Similar-size schools | | |

Involved in Police Department Incidents

The total enrollment in this consolidated location is 445 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 | | 0.2 |
| Crimes Against Persons | 0 | | 0.1 |
| Other Crimes | 0 | | 1.4 |
| Non- Criminal | 0 | | 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 |
| | 4.8 | 4.6 | 2.5 |

* 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 |
| JAMAICA | 0.4 |
| PAKISTAN | 0.4 |
| BELIZE | 0.2 |

Student Test Eligibility(Grades 3-8)

Percent tested (N= 127)

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

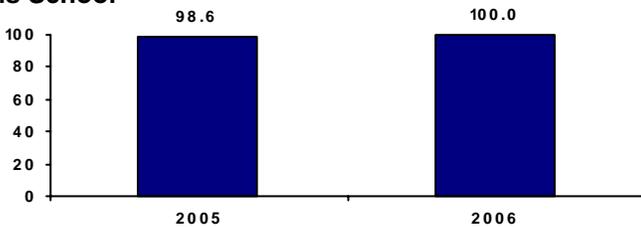
| | 2004 | 2005 | 2006 |
|---|------|------|------|
| Teachers | 71 | 74 | 78 |
| Teachers teaching within certification area | N/A | N/A | N/A |
| Teachers teaching outside of certification area | N/A | N/A | N/A |
| Uncertified Teachers | N/A | N/A | N/A |
| Administrators and other professionals | 9 | 9 | 8 |
| Educational paraprofessionals | TBD | TBD | TBD |

Includes all full-time and part-time staff

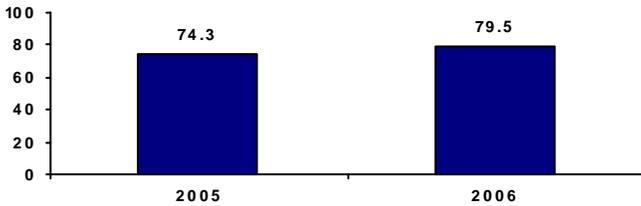
TEACHERS

■ This school

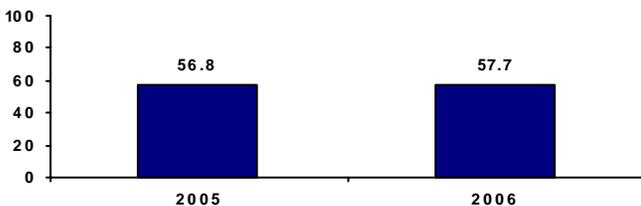
Percent Fully Licensed and Permanently Assigned to This School



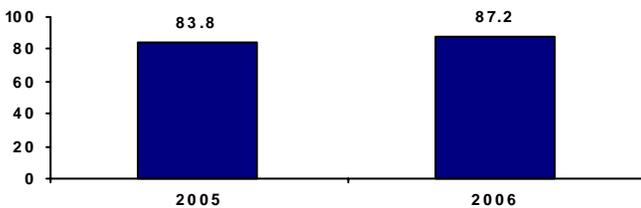
Percent More Than Two Years Teaching in This School



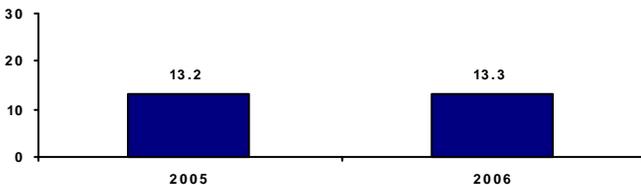
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



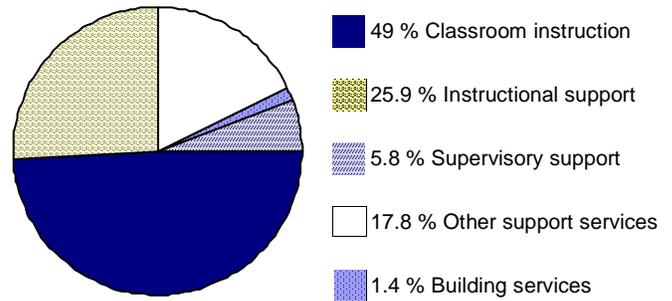
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

| | 2004 | 2005 | 2006 |
|------------------------------|----------|----------|------|
| Average Spending Per Student | \$46,537 | \$51,610 | 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)



0.1 % is used for District Support.

OTHER SCHOOL INFORMATION

School Capacity

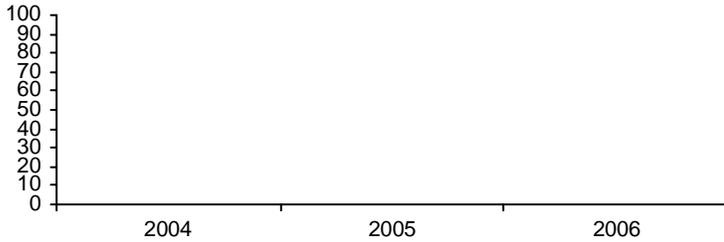
| Percent of utilization* | 2004 | 2005 | 2006 |
|-------------------------|------|-------|-------|
| | | 112.1 | 114.4 |

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

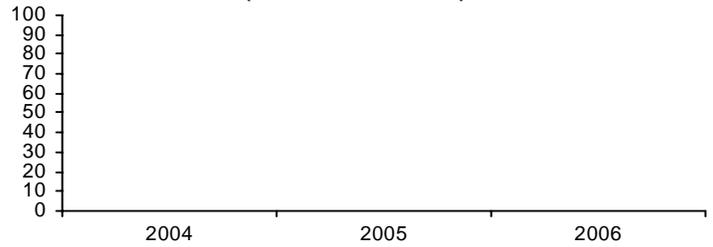
STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

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

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

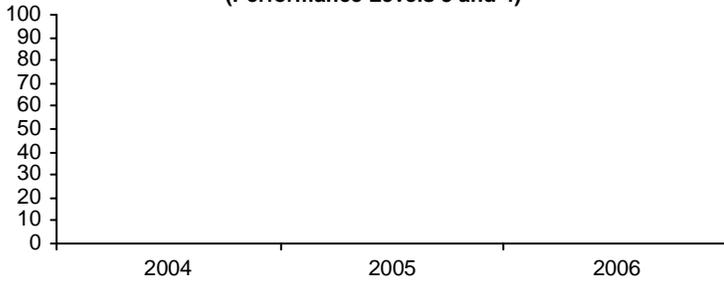
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** **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.

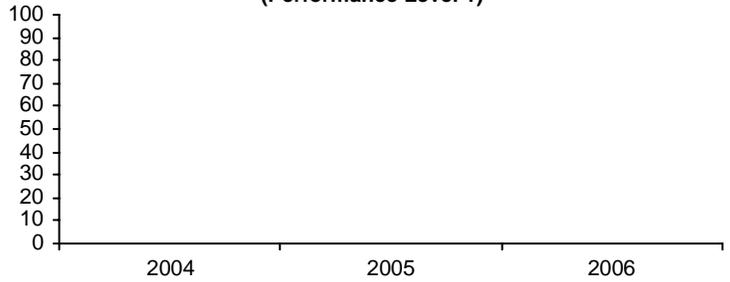
STATE AND CITY TEST RESULTS IN MATHEMATICS

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

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

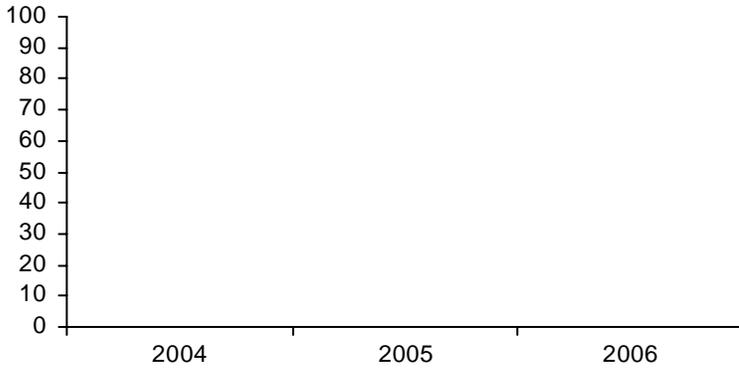
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** **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.

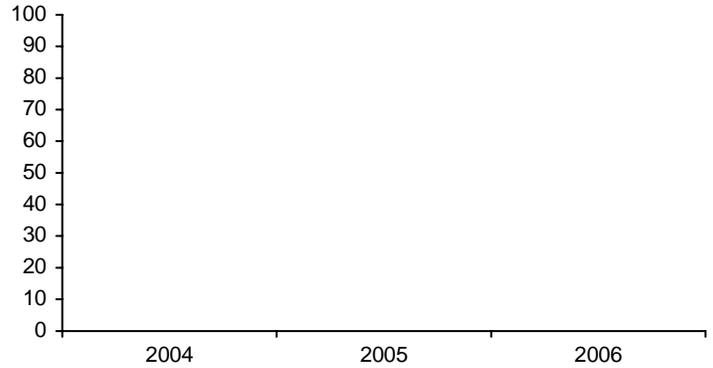
STATE TEST RESULTS (GRADE 4)

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

| | |
|----------------|--|
| 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 | | | | | | | | |
| 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.

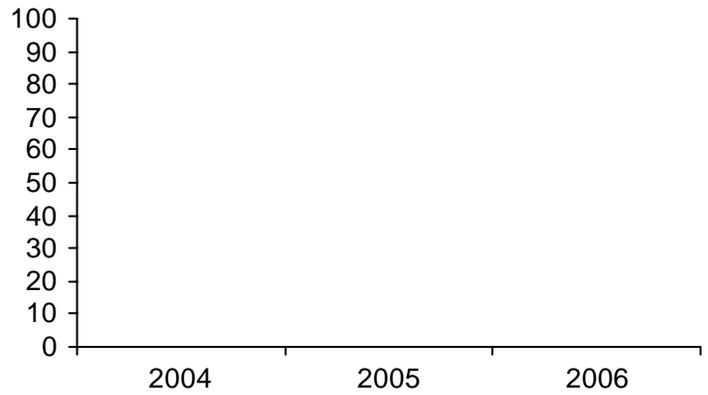
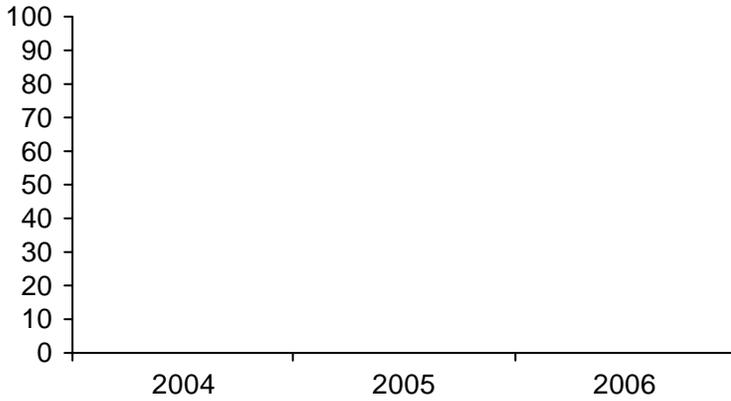
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

STATE TEST RESULTS (GRADE 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

| | |
|----------------|--|
| 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 | | | | | | | | |
| 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 | | | | | | | | |

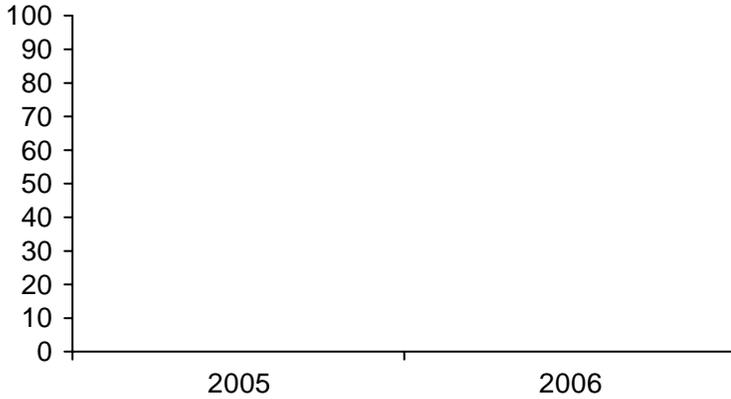
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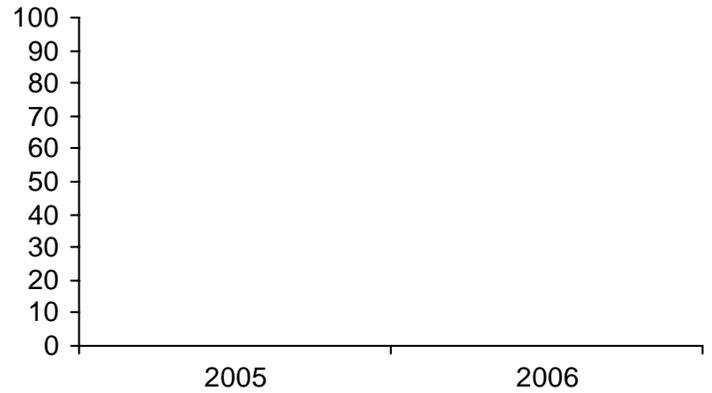
STATE TEST RESULTS (GRADE 4)

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 | | | | | | |
| 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 | |
|---|--|
| 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 | | | | | | | | |
| 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 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

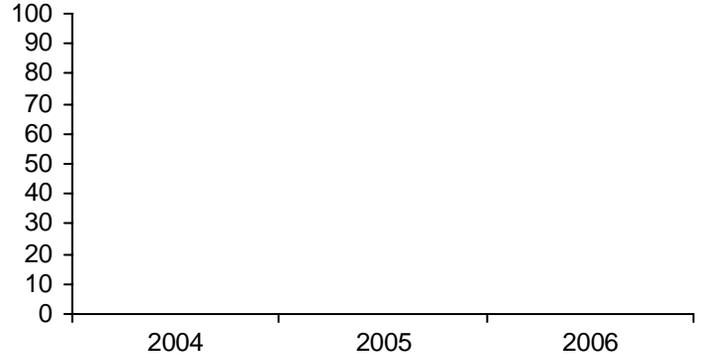
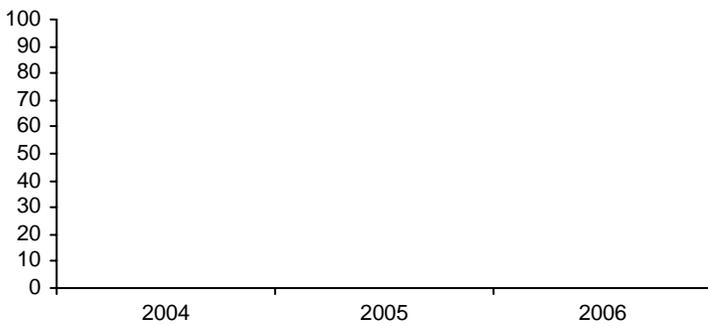
| Grade 5 | Number Tested | NYSAA-Level 1 | NYSAA-Level 2 | NYSAA-Level 3 | NYSAA-Level 4 |
|---------|---------------|---------------|---------------|---------------|---------------|
| 2005 | N/A | N/A | N/A | N/A | N/A |
| 2006 | N/A | N/A | N/A | N/A | N/A |

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 | 38 | 0 | 3 | 5 | 30 |
| 2006 | 48 | 0 | 2 | 2 | 44 |

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.

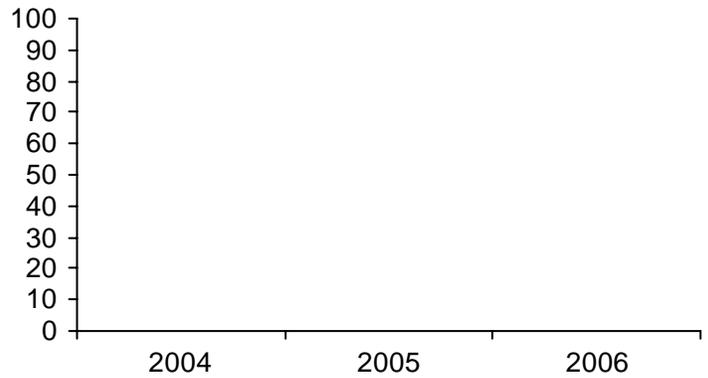
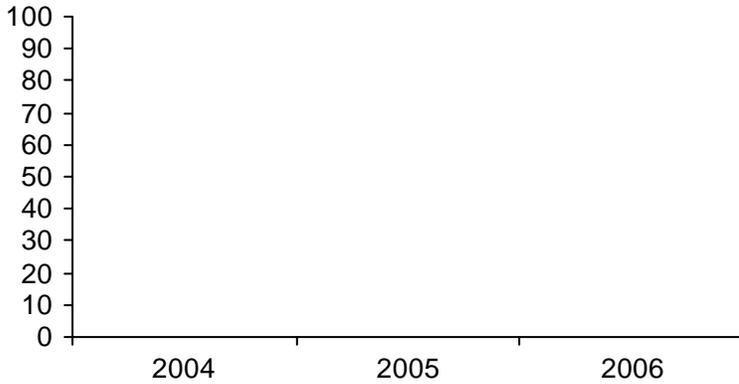
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

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 | | | | | | |
| 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 | 1 | 4 | 7 | 25 |
| 2006 | 47 | 2 | 3 | 4 | 38 |

| 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.

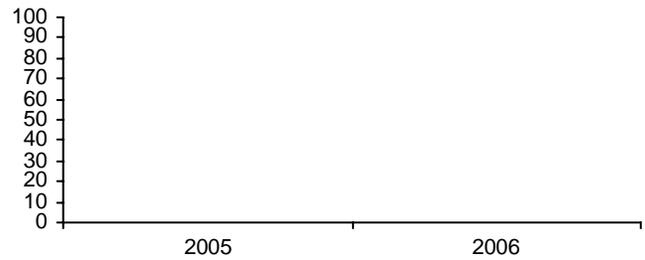
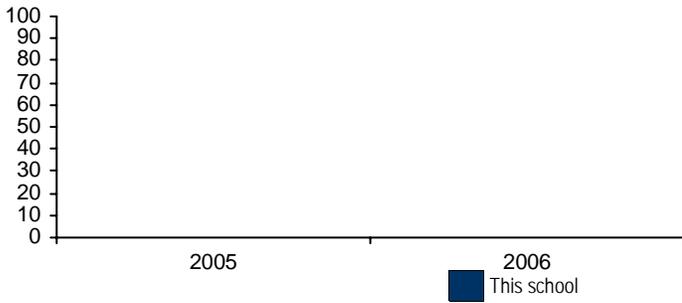
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

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 | | | | | | | | | | | | |
| 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 | 1 | 6 | 4 | 26 |
| 2006 | 49 | 0 | 2 | 7 | 40 |

| 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 | 37 | 0 | 8 | 3 | 26 |
| 2006 | 48 | 0 | 3 | 3 | 42 |

HIGH SCHOOL COMPETENCY TESTS

Pupils in 2004-2005 with Demonstrated Competency

| | Regents | RCT | TOTAL |
|-----------------------|--------------------------|--|---------|
| | Passed Regents 65-100 | Passed Regents Competency ¹ Examination | |
| | Number | Percent | Percent |
| READING | N/A | N/A | N/A |
| WRITING | N/A | N/A | N/A |
| MATHEMATICS | N/A | N/A | N/A |
| SCIENCE | N/A | N/A | N/A |
| GLOBAL STUDIES | N/A | N/A | N/A |
| U.S. HISTORY | N/A | N/A | N/A |

¹ 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) | 0 | 6 | 0 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Listening and Speaking (Grade 9-12) | 58 | 0 | 58 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Listening and Speaking (Total) | 58 | 6 | 58 | 0 | 0 | 0 | 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) | 0 | | 0 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Reading and Writing (Grade 9-12) | 58 | 0 | 58 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Reading and Writing (Total) | 58 | 6 | 58 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A |

Participants

| Percent of school enrollment | 2005 | 2006 |
|------------------------------|------|------|
| | 15.1 | 11.0 |

Movement To Least Restrictive Environments

Movement out of District 75

| Percent of school enrollment | 2005 | 2006 |
|------------------------------|------|------|
| | 0.0 | 0.3 |

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 | 100.0 |
| 20-60 percent | 0.0 |
| Greater than 60 percent | 0.0 |

High School Graduates

| Graduates* (a) | Regents Diplomas (b) | IEP Diplomas or Certificates (c) | All 2004-2005 Completers (a+c) |
|-------------------|----------------------------|--|--------------------------------------|
| 0 | 0 | 60 | 60 |

*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.