



2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 753

New York City Public Schools
Joel I. Klein, Chancellor

Age Level of Students: 14 to 21

School Mission Statement

The School for Career Development where the students coined our motto "A Learning Community guided by Effort Drive and Determination" is dedicated to improving student's outcomes and assisting them with becoming lifelong learners. The essence of our mission is to empower our students to become independent productive members of society. To effectuate our goal, the staff at 753k utilizes best practices. Through our SCEP and constant reflection, we use data to drive instruction as well as enhance our students learning and social experiences. Due to the diverse learning styles of our students we differentiate instruction and adhere to Socratic methodologies that enhance critical skills as well as meet the needs of all learners. While striving to maintain a positive and nurturing environment for our special education students, we employ PBS and SWIS to improve safety and reduce behavioral incidents.

Principal's Statement

753K is a special education high school in District 75 which serves the educational needs of students between the ages of 14.9 and 21. The school is dedicated to providing all students with a positive and supportive learning environment. My goal is to ensure that all students are on equal footing with their general education counterpart. 753K utilizes data to assess our student's needs. Based on the results; BSCD has implemented a number of programs such as: The BSCD academy which aligns vocational skills with instruction, researched based curricular, Wilson Reading Program, Ramp Up, coupled with Read 180 in order to differentiate instruction.

Special Curriculum Programs

The BSCD has the Socratic Club and the ATTAIN program. We integrate smart boards and the use of multimedia technology in our instructional programs. The data collected from our School Wide Information System is used to track occurrences and utilized to guide staff with devising interventions and strategies that reduces behavioral incidents.

Community Support

Our collaboration with the 88th Pct., "100 Black Men in Law Enforcement" as well as neighboring social agencies continues to be a positive resource for our school and community. The BSCD's Culinary Arts program, After School Academy and Penny Harvest drive has enhanced our community support.

Parent/School Support

The school has an active PTA and SLT. Our parents participate in a variety of workshops aimed at keeping them informed about school life and student issues. Topics range from curriculum and instruction, student assessment, IEP, transition, mental health issues and employment. Partnership with parents is welcomed and valued.



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718 222-6255

STUDENTS

Enrollment October 31, 2005

By Service	2006
Secondary- RATIO 12:1:1	348
Secondary- SE TEACHER SUPPORT SRV	19
Secondary- TEAM TEACHING	1

Attendance

Percent of days students attended	2004	2005	2006
	67.4	68.0	62.7

Eligible for Free Lunch

Percent of enrollment	2004	2005	2006
	61.9	59.9	59.9

Suspensions

Number of suspensions	2005	2006
This school	13	15
Similar-size schools		

Involved in Police Department Incidents

The total enrollment in this consolidated location is 368 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	1		0.2
Crimes Against Persons	4		0.1
Other Crimes	6		1.4
Non- Criminal	22		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
	3.5	1.8	1.4

* 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	0.5
GRENADA	0.3
JAMAICA	0.3

Ratios represent Students: Teachers: Aides/Paras

By Age

11-13 Years	5
14-17 Years	252
18-21 Years	111

English Language Learners (ELLs) Enrollment

2004	2005	2006
45	45	30

These students are included in the enrollment information above.

Ethnicity and Gender

Percent of enrollment

White	2.7
Black	64.7
Hispanic	29.3
Asian and others*	3.3
Male	76.6
Female	23.4

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

Student Test Eligibility(Grades 3-8)

Percent tested (N= 66)

General assessments

With extended time accommodation	3.0
Time limit extended and exam administered in special location	6.1
With All other accommodations*	9.1
With no accommodations	0.0

Alternate Assessments (NYSAA)** 81.8

*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

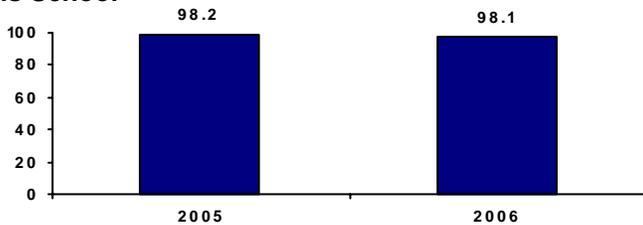
	2004	2005	2006
Teachers		57	54
Teachers teaching within certification area	N/A	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A	N/A
Uncertified Teachers	N/A	N/A	N/A
Administrators and other professionals		15	15
Educational paraprofessionals	TBD	TBD	TBD

Includes all full-time and part-time staff

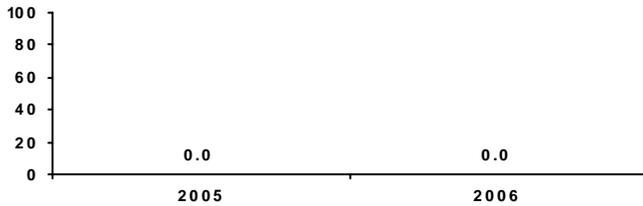
TEACHERS

■ This school

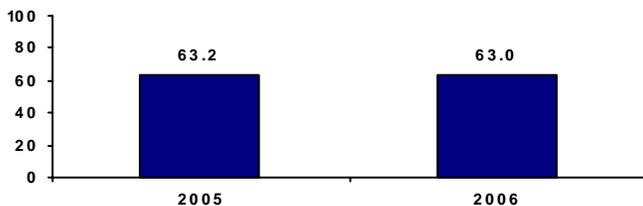
Percent Fully Licensed and Permanently Assigned to This School



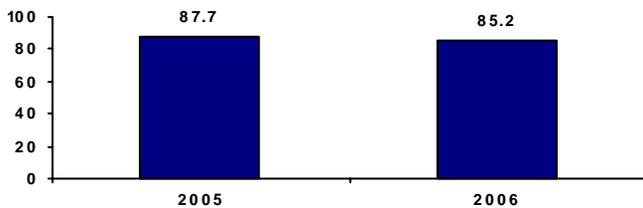
Percent More Than Two Years Teaching in This School



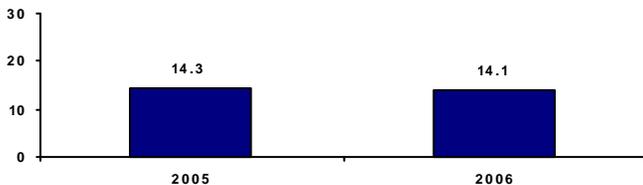
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



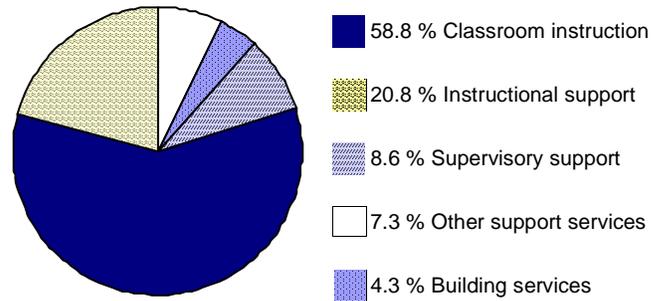
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2004	2005	2006
Average Spending Per Student	\$34,130	\$33,233	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

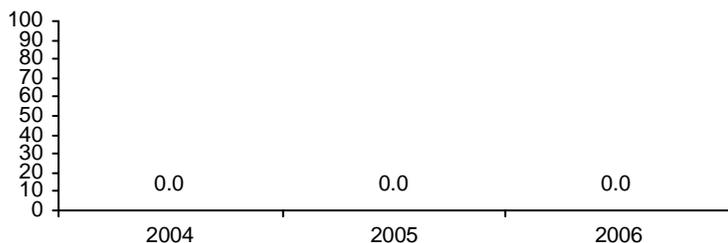
Percent of utilization*	2004	2005	2006
	208.3	121.9	114.5

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

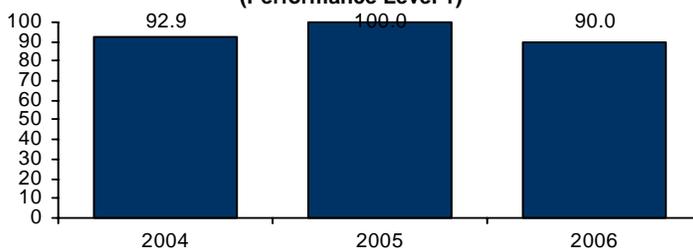
STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

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	13	92.9	1	7.1	0	0.0	0	0.0	0	0.0	14
2005	14	100.0	0	0.0	0	0.0	0	0.0	0	0.0	14
2006	9	90.0	1	10.0	0	0.0	0	0.0	0	0.0	10

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	9	100.0	0.0	0.0					
Hispanic									
Asian or Pacific Islander									
White									
Unspecified									
Small Group Totals**	5	100.0	0.0	0.0	10	90.0	10.0	0.0	
Gender									
Female	3	100.0	0.0	0.0	2	100.0	0.0	0.0	
Male	11	100.0	0.0	0.0	8	87.5	12.5	0.0	
Unspecified									
English Proficiency Status									
ELLs	3	100.0	0.0	0.0	1	100.0	0.0	0.0	
English Proficient	11	100.0	0.0	0.0	9	88.9	11.1	0.0	
Income Level									
Low Income	9	100.0	0.0	0.0	8	87.5	12.5	0.0	
Not Low Income	5	100.0	0.0	0.0					
Unspecified					2	100.0	0.0	0.0	
TOTAL ALL STUDENTS	14	100.0	0.0	0.0	10	90.0	10.0	0.0	

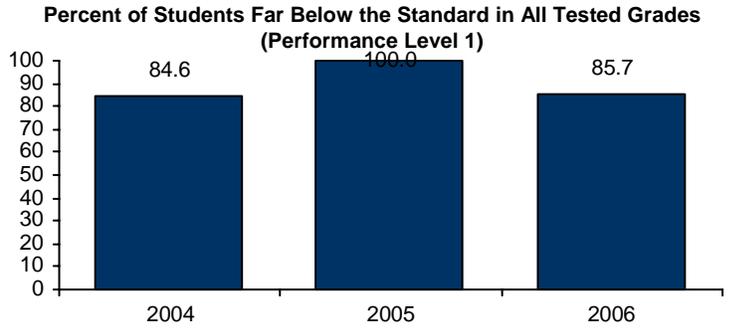
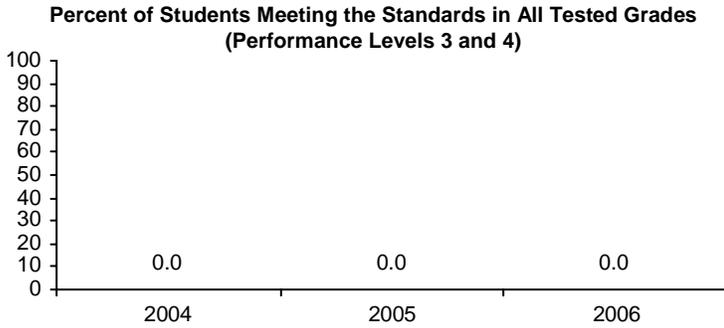
NOTE: 2005 test data have been revised to reflect SED data reporting rules, therefore, they may not match previously reported DOE test results.

* 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	11	84.6	2	15.4	0	0.0	0	0.0	0	0.0	13
2005	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	11
2006	6	85.7	1	14.3	0	0.0	0	0.0	0	0.0	7

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**	11	100.0	0.0	0.0	7	85.7	14.3	0.0
Gender								
Female	3	100.0	0.0	0.0	1	100.0	0.0	0.0
Male	8	100.0	0.0	0.0	6	83.3	16.7	0.0
Unspecified								
English Proficiency Status								
ELLs	3	100.0	0.0	0.0	1	100.0	0.0	0.0
English Proficient	8	100.0	0.0	0.0	6	83.3	16.7	0.0
Income Level								
Low Income	6	100.0	0.0	0.0	5	80.0	20.0	0.0
Not Low Income	5	100.0	0.0	0.0				
Unspecified					2	100.0	0.0	0.0
TOTAL ALL STUDENTS	11	100.0	0.0	0.0	7	85.7	14.3	0.0

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

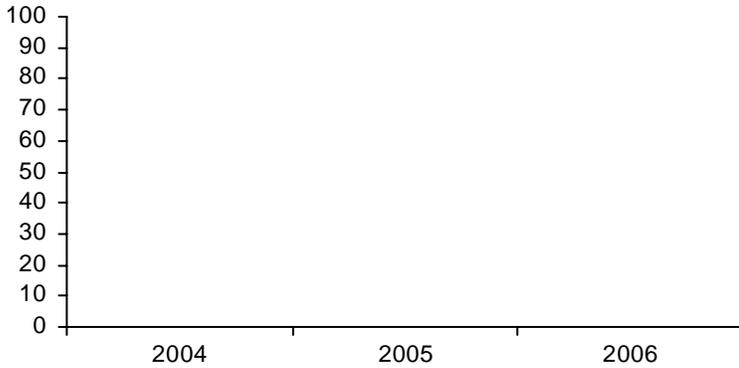
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** **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.

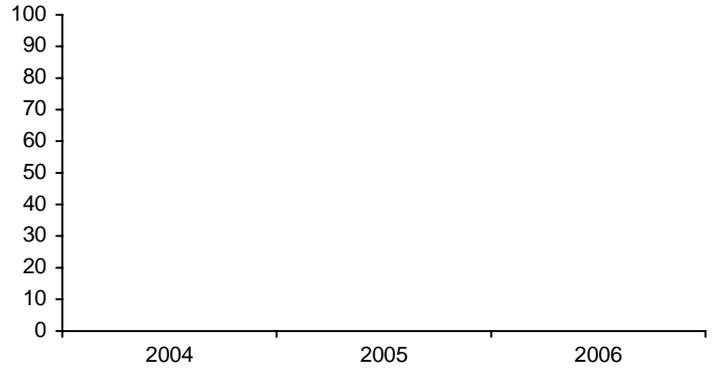
STATE TEST RESULTS (GRADE 4)

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.

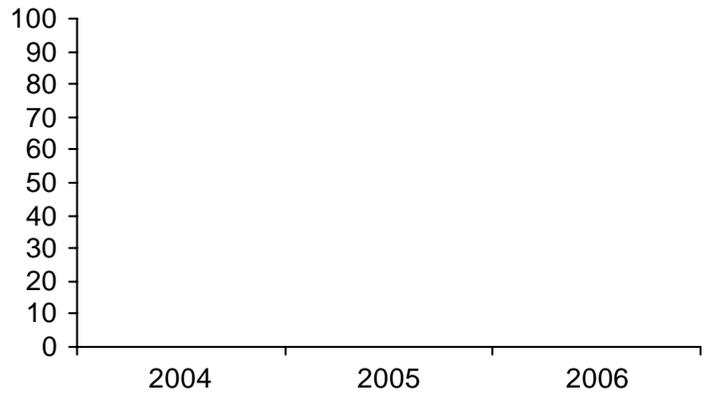
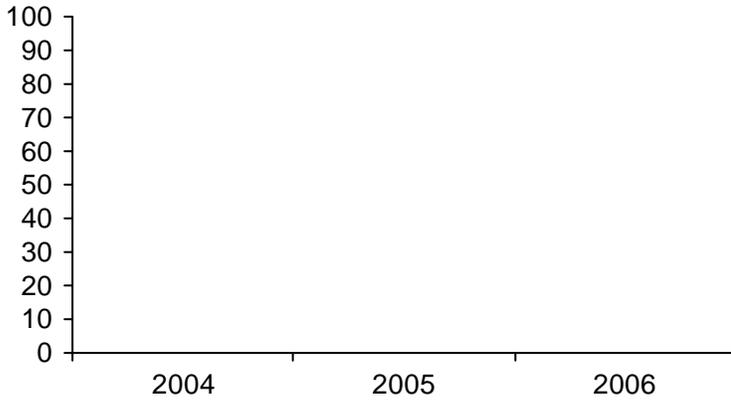
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

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								

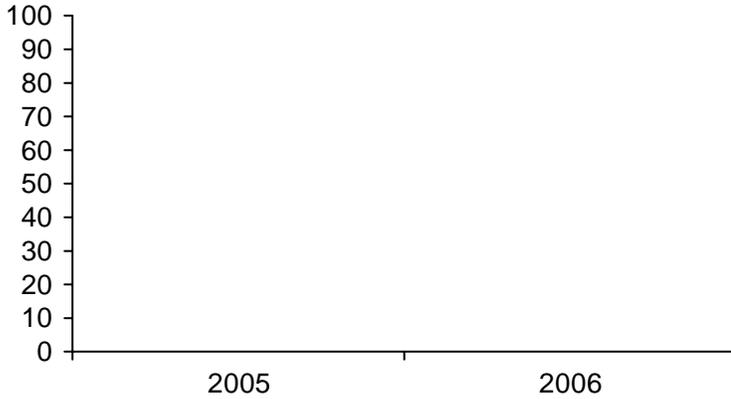
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The students reported here are those enrolled in and tested in this school regardless of their district of residence.

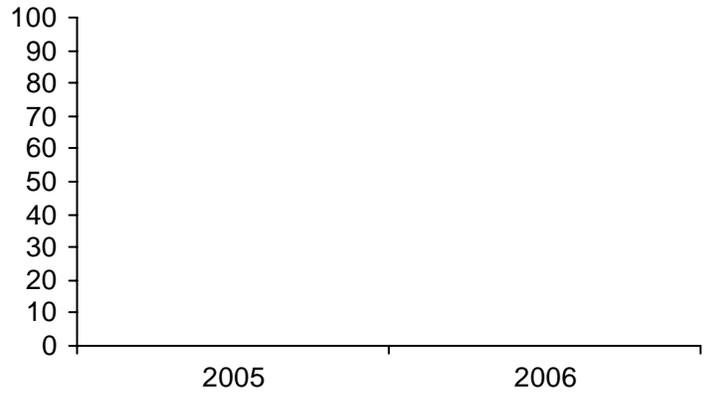
STATE TEST RESULTS (GRADE 4)

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	
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											

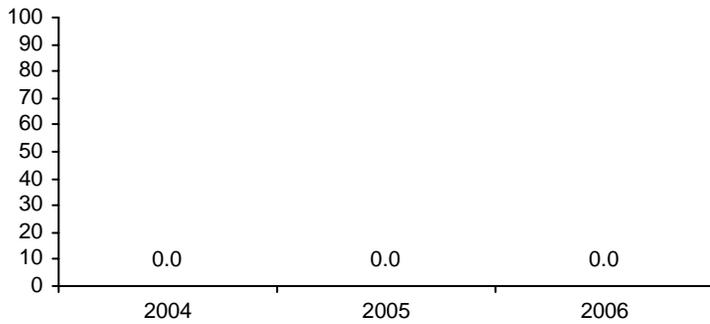
Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Social Studies

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

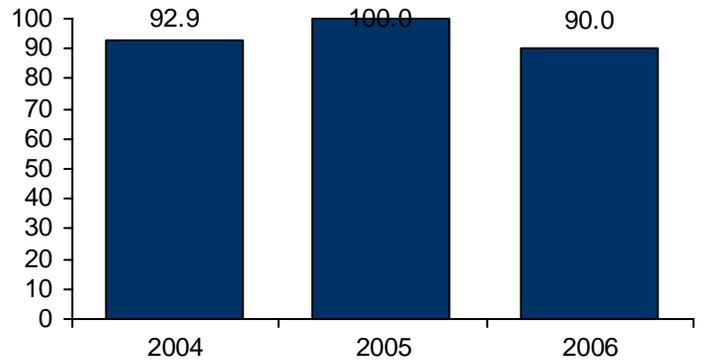
STATE TEST RESULTS (GRADE 8)

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	13	1	0	0	14	625.4
Jan 2005	14	0	0	0	14	627.1
	Level 1 430-601	Level 2 602-649	Level 3 650-714	Level 4 715-790	Total	
Jan 2006	9	1	0	0	10	549.9

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	13	0	2	1	10
2006	14	0	1	0	13

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	9	100.0	0.0	0.0				
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals*	5	100.0	0.0	0.0	10	90.0	10.0	0.0
Disability								
General Education					1	100.0	0.0	0.0
Special Education	14	100.0	0.0	0.0	9	88.9	11.1	0.0
Gender								
Female	3	100.0	0.0	0.0	2	100.0	0.0	0.0
Male	11	100.0	0.0	0.0	8	87.5	12.5	0.0
Unspecified								
English Proficiency Status								
ELLs	3	100.0	0.0	0.0	1	100.0	0.0	0.0
English Proficient	11	100.0	0.0	0.0	9	88.9	11.1	0.0
Income Level								
Low Income	9	100.0	0.0	0.0	8	87.5	12.5	0.0
Not Low Income	5	100.0	0.0	0.0				
Unspecified					2	100.0	0.0	0.0
TOTAL								
ALL STUDENTS	14	100.0	0.0	0.0	10	90.0	10.0	0.0

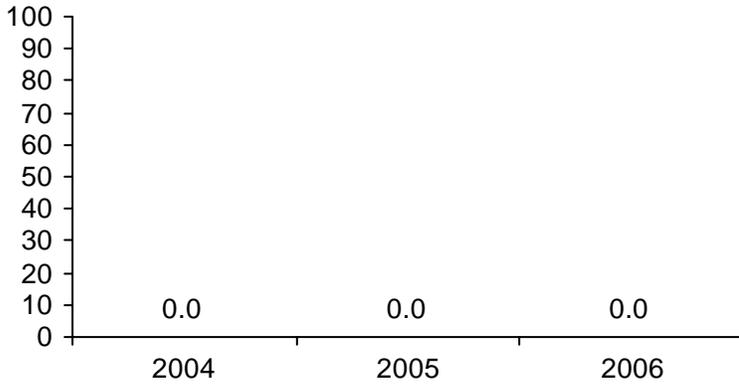
* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

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

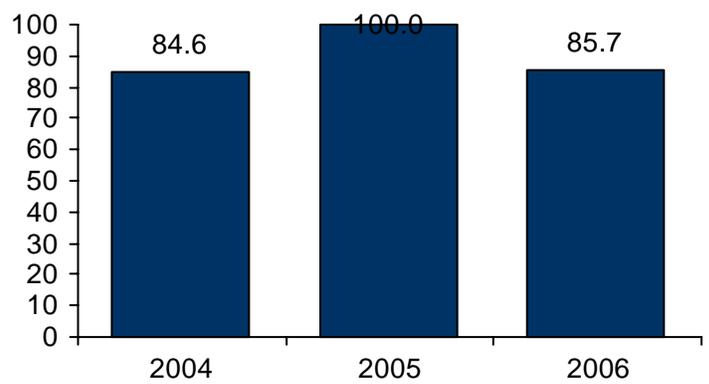
STATE TEST RESULTS (GRADE 8)

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	11	2	0	0	13	626.7
May 2005	11	0	0	0	11	635.1
	Level 1 480-615	Level 2 616-649	Level 3 650-700	Level 4 701-775	Total	
May 2006	6	1	0	0	7	569.9

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	13	0	2	3	8
2006	16	0	0	0	16

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*	11	100.0	0.0	0.0	7	85.7	14.3	0.0
Disability								
General Education								
Special Education	11	100.0	0.0	0.0	7	85.7	14.3	0.0
Gender								
Female	3	100.0	0.0	0.0	1	100.0	0.0	0.0
Male	8	100.0	0.0	0.0	6	83.3	16.7	0.0
Unspecified								
English Proficiency Status								
ELLs	3	100.0	0.0	0.0	1	100.0	0.0	0.0
English Proficient	8	100.0	0.0	0.0	6	83.3	16.7	0.0
Income Level								
Low Income	6	100.0	0.0	0.0	5	80.0	20.0	0.0
Not Low Income	5	100.0	0.0	0.0				
Unspecified					2	100.0	0.0	0.0
TOTAL								
ALL STUDENTS	11	100.0	0.0	0.0	7	85.7	14.3	0.0

* **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.

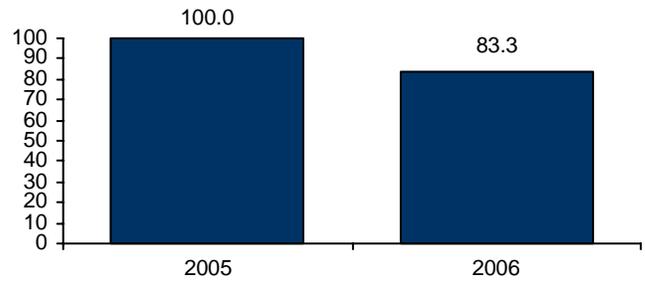
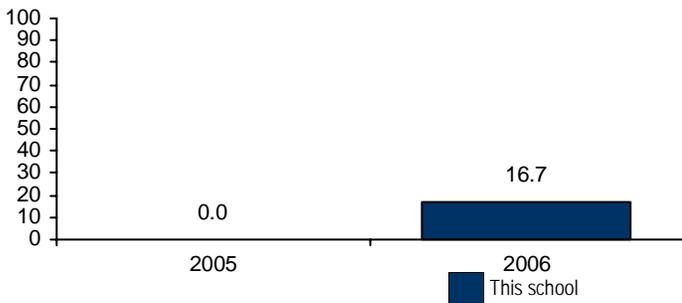
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

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	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	6	34.7
June 2004	Regents Science*												
	Total	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	6	34.7
Jan 2005	Grade 8 Science	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	7	34.3
June 2005	Regents Science*												
	Total	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	7	34.3
Jan 2006	Grade 8 Science	5	83.3	0	0.0	1	16.7	0	0.0	1	16.7	6	34.3
June 2006	Regents Science*												
	Total	5	83.3	0	0.0	1	16.7	0	0.0	1	16.7	6	34.3

* 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	9	0	1	4	4
2006	14	0	0	1	13

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*	7	100.0	0.0	0.0	6	83.3	0.0	16.7
Disability								
General Education								
Special Education	7	100.0	0.0	0.0	6	83.3	0.0	16.7
Gender								
Female	3	100.0	0.0	0.0				
Male	4	100.0	0.0	0.0	6	83.3	0.0	16.7
Unspecified								
English Proficiency Status								
ELLs	2	100.0	0.0	0.0	1	100.0	0.0	0.0
English Proficient	5	100.0	0.0	0.0	5	80.0	0.0	20.0
Income Level								
Low Income	2	100.0	0.0	0.0	4	75.0	0.0	25.0
Not Low Income	4	100.0	0.0	0.0				
Unspecified	1	100.0	0.0	0.0	2	100.0	0.0	0.0
TOTAL								
ALL STUDENTS	7	100.0	0.0	0.0	6	83.3	0.0	16.7

* **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.

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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	6	75.0	2	25.0	0	0.0	0	0.0	0	0.0	8
2006	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	5

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	10	0	1	3	6
2006	15	0	0	1	14

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	9	0.0	44.4
WRITING	4	0.0	50.0
MATHEMATICS	15	0.0	20.0
SCIENCE	17	0.0	41.2
GLOBAL STUDIES	9	0.0	0.0
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)	2	4	1	0	1	0	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 9-12)	29	0	22	6	1	0	15	3	2	10	3	0
Listening and Speaking (Total)	31	4	23	6	2	0	15	3	2	10	3	0
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)	1		0	1	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 9-12)	29	0	27	2	0	0	16	2	13	3	0	0
Reading and Writing (Total)	30	5	27	3	0	0	16	2	13	3	0	0

Participants

Percent of school enrollment	2005	2006
	11.3	8.2

Movement To Least Restrictive Environments

Movement out of District 75

Percent of school enrollment	2005	2006
	5.0	9.3

Students Attaining English Proficiency

Percent of ELL students	2005	2006
	0.0	N/A

Inclusion in Integrated Setting

Percent of school days spent outside of general education settings	
Less than 20 percent	80.8
20-60 percent	0.0
Greater than 60 percent	19.2

High School Graduates

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2004-2005 Completers (a+c)
0	0	38	38

*Local Diplomas (including Local Diplomas with Regents endorsements)

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