



2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 226

New York City Public Schools
Joel I. Klein, Chancellor

Age Level of Students: 2.9 to 21

School Mission Statement

At P226M, we believe that every child in our program deserves the best education that is possible to offer. In order to do this, we have dedicated ourselves as a staff to pioneering new concepts and developing unique strategies for the delivery of services to students with special needs and their parents.

High expectations and individually tailored instruction combine to facilitate achievement of the most independent levels of performance for each child.

We believe that each staff member can continue to grow and to develop professional skills through training. P226M is committed to providing and facilitating staff participation in a variety of professional growth opportunities.



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Website:

nycenet.edu/d75/schools/P226M

Sites/Addresses:

P 76

220 W. 121st St. - Room 306
New York, NY 10027
212 - 864-6559

Millennium H.S.

75 Broad Street - Room 1237
New York, N.Y. 10004
212-825-9008 Ext.-1237

Manhattan School

12 W. 12th St. - Rm305
New York, NY 10011
212 - 691-4135

Julia Richmond Educational

317 E. 67th St. - Rm. 312
New York, NY 10021
212 - 288-1748

Health Professions High Scho

345 E. 15th St. - Rm. 202
New York, NY 10003
212 - 477-5017

P 208

21 W. 111th St. - Rm415
New York, NY 10026
212 - 410-0566

Pace University - Education

163 Williams St., - 11th floor
New York, N.Y. 10038
212-346-1512

Principal's Statement

The staff and parents work collaboratively in researching and pioneering new concepts. The school is structured developmentally and the students progress through the various sites acquiring skills matched to their ages and abilities. Data is collected regularly and used to support changes that are deemed necessary to maximize student achievement. The instruction is tailored to the discreet learning styles of the individual students, and progress is evaluated and documented. P226M encourages community involvement and parental participation by providing outreach, support, and ongoing communication with our families.

Special Curriculum Programs

The creative and innovative program developed by the P226M community has evolved into a unique developmental approach to learning: H.E.L.P-the Holistic Educational-Learning Process.

Community Support

NY State validated Sexuality Awareness Curriculum; Psycho-educational behavior management approach; Discovery Approach for problem-solving; Community Work Programs; Implementation of the SOS:Social Skills in Our Schools curriculum; College-based program with Pace University.

Parent/School Support

P226M has an active Parents Association. Parents do not do volunteer work in the classrooms, but participate on the School Leadership Team, Science Fair, Art Fair, and other school programs. Parents do regularly scheduled walk-throughs of the different sites. The Parent Coordinator and Family Worker provide ongoing support to our parents.

STUDENTS

Enrollment October 31, 2005

By Service	2006
Elementary- RATIO 6:1:1	53
Elementary- RATIO 12:1:1	27
Elementary- SUPERSTART	22
Elementary- RATIO 8:1:1	13
Elementary- SE TEACHER SUPPORT SRV	5
Elementary- TEAM TEACHING	1
Elementary- PRE-SCHOOL	1
Secondary- RATIO 6:1:1	76
Secondary- SE TEACHER SUPPORT SRV	20
Secondary- RATIO 8:1:1	19
Secondary- RATIO 12:1:1	19

Ratios represent Students: Teachers: Aides/Paras

By Age

04-07 Years	67
08-10 Years	32
11-13 Years	65
14-17 Years	67
18-21 Years	25

English Language Learners (ELLs) Enrollment

	2004	2005	2006
	33	31	20

These students are included in the enrollment information above.

Ethnicity and Gender

Percent of enrollment

White	16.4
Black	40.2
Hispanic	37.1
Asian and others*	6.3
Male	82.0
Female	18.0

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

Attendance

Percent of days students attended	2004	2005	2006
	87.4	86.0	85.6

Eligible for Free Lunch

Percent of enrollment	2004	2005	2006
	70.3	65.0	65.0

Suspensions

Number of suspensions	2005	2006
This school	4	2
Similar-size schools		

Involved in Police Department Incidents

The total enrollment in this consolidated location is 256 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		3	1.6
Crimes Against Persons		1	2.6
Other Crimes		10	18.5
Non- Criminal		16	45.6

No separate data is available for this school. Multiple schools are found at a single address, and the incident data have been consolidated so that the same data are reported for all those schools. These schools are included in this consolidated location: HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICE|PS 226M|INSTITUTE FOR COLLABORATIVE EDUCATION. Similar-Sized Schools include all schools and consolidated locations with enrollments of 2001-2500 students

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

Recent Immigrants*

Percent of enrollment	2004	2005	2006
	0.9	0.4	0.8

* 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
CANADA	0.4
DOMINICAN REPUBLIC	0.4

Student Test Eligibility(Grades 3-8)

Percent tested (N= 129)

General assessments

With extended time accommodation	0.0
Time limit extended and exam administered in special location	0.0
With All other accommodations*	3.9
With no accommodations	0.0

Alternate Assessments (NYSAA)** 96.1

*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

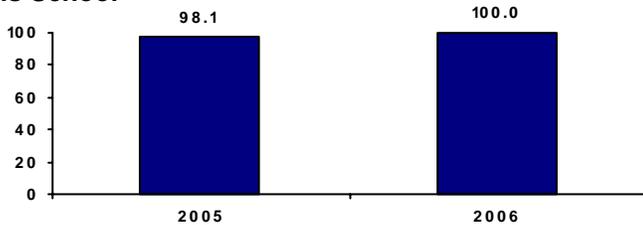
	2004	2005	2006
Teachers	59	54	61
Teachers teaching within certification area	N/A	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A	N/A
Uncertified Teachers	N/A	N/A	N/A
Administrators and other professionals	8	9	9
Educational paraprofessionals	TBD	TBD	TBD

Includes all full-time and part-time staff

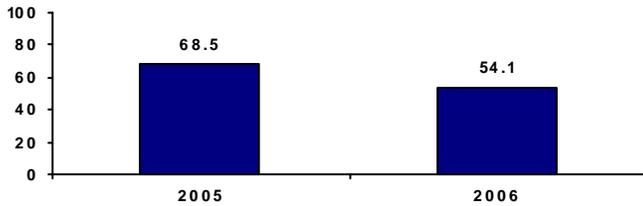
TEACHERS

 This school

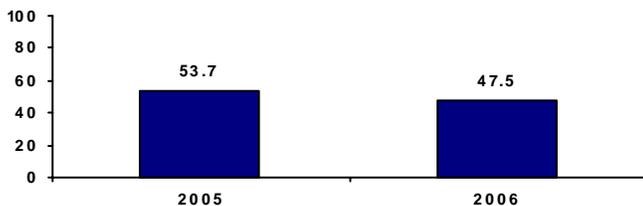
Percent Fully Licensed and Permanently Assigned to This School



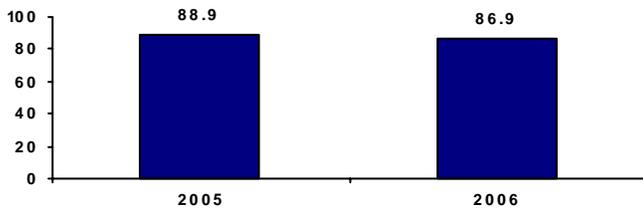
Percent More Than Two Years Teaching in This School



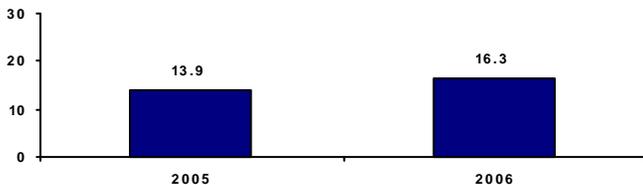
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



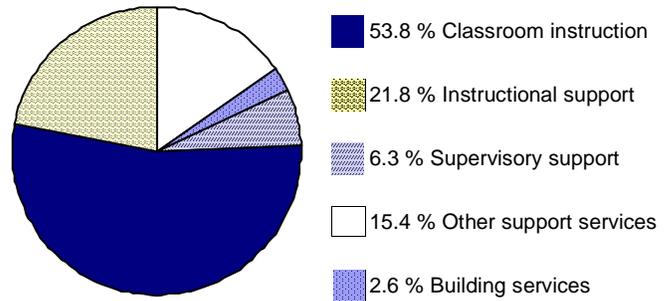
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	2004	2005	2006
Average Spending Per Student	\$59,318	\$63,132	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

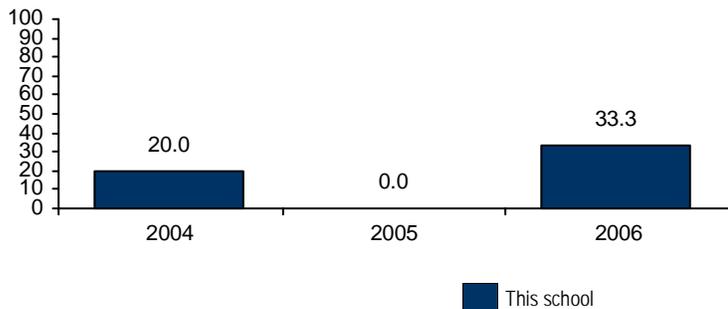
Percent of utilization*	2004	2005	2006
	106.1	97.1	103.2

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

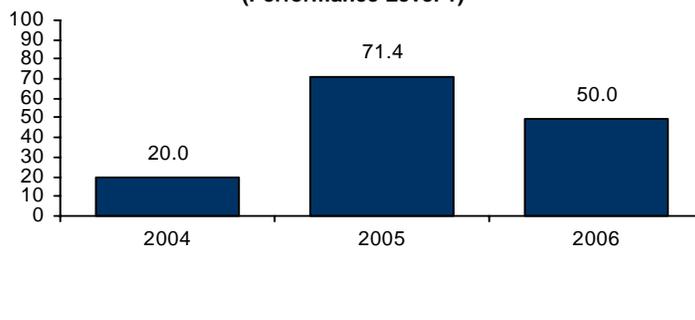
STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

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)**



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	1	20.0	3	60.0	1	20.0	0	0.0	1	20.0	5
2005	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	7
2006	3	50.0	1	16.7	2	33.3	0	0.0	2	33.3	6

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									
Hispanic									
Asian or Pacific Islander									
White									
Unspecified									
Small Group Totals**	7	71.4	28.6	0.0	6	50.0	16.7	33.3	
Gender									
Female	2	100.0	0.0	0.0	2	100.0	0.0	0.0	
Male	5	60.0	40.0	0.0	4	25.0	25.0	50.0	
Unspecified									
English Proficiency Status									
ELLs	2	50.0	50.0	0.0	2	50.0	0.0	50.0	
English Proficient	5	80.0	20.0	0.0	4	50.0	25.0	25.0	
Income Level									
Low Income	7	71.4	28.6	0.0	6	50.0	16.7	33.3	
Not Low Income									
Unspecified									
TOTAL ALL STUDENTS	7	71.4	28.6	0.0	6	50.0	16.7	33.3	

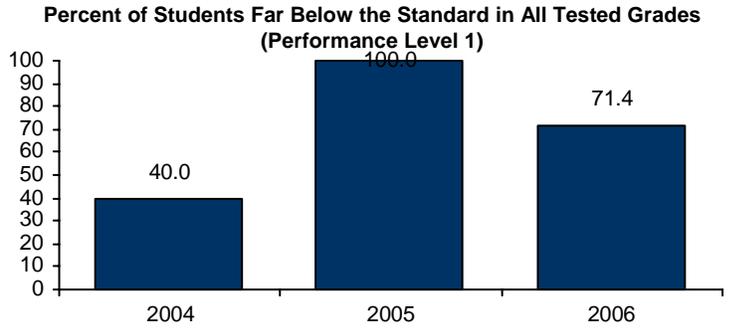
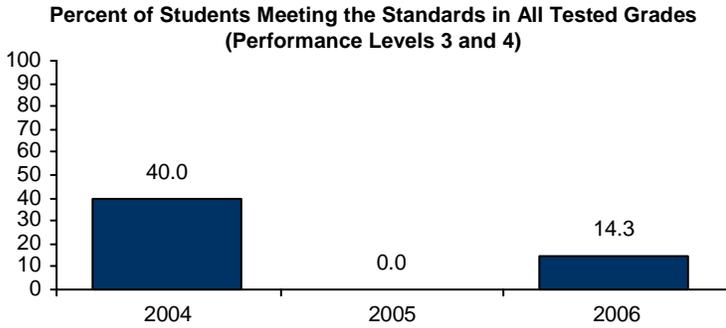
NOTE: 2005 test data have been revised to reflect SED data reporting rules, therefore, they may not match previously reported DOE test results.

* 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	2	40.0	1	20.0	2	40.0	0	0.0	2	40.0	5
2005	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	7
2006	5	71.4	1	14.3	1	14.3	0	0.0	1	14.3	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**	7	100.0	0.0	0.0	7	71.4	14.3	14.3
Gender								
Female	2	100.0	0.0	0.0	2	100.0	0.0	0.0
Male	5	100.0	0.0	0.0	5	60.0	20.0	20.0
Unspecified								
English Proficiency Status								
ELLs	2	100.0	0.0	0.0	2	50.0	0.0	50.0
English Proficient	5	100.0	0.0	0.0	5	80.0	20.0	0.0
Income Level								
Low Income	7	100.0	0.0	0.0	7	71.4	14.3	14.3
Not Low Income								
Unspecified								
TOTAL ALL STUDENTS	7	100.0	0.0	0.0	7	71.4	14.3	14.3

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

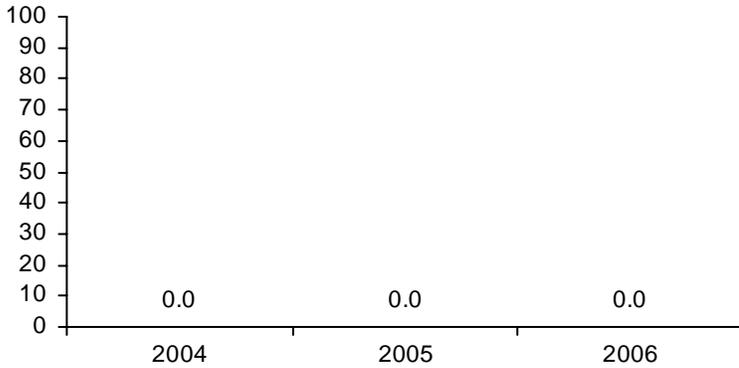
* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

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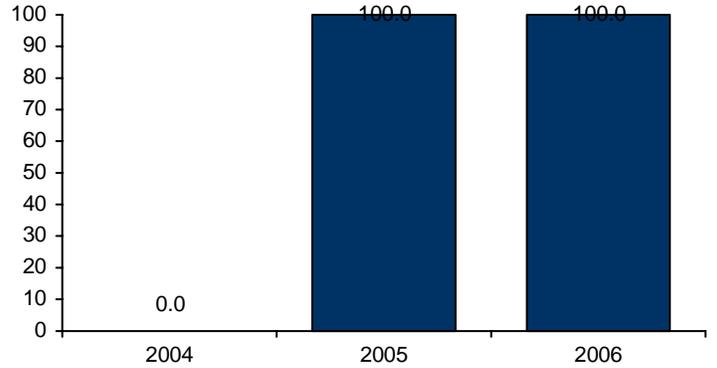
STATE TEST RESULTS (GRADE 4)

ENGLISH LANGUAGE ARTS

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



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



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	0	1	0	0	1	623.0
Feb 2005	1	0	0	0	1	582.0
	Level 1 430-611	Level 2 612-649	Level 3 650-715	Level 4 716-775	Total	
Feb 2006	1	0	0	0	1	461.0

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	21	0	1	6	14
2006	19	0	1	5	13

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*	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Disability								
General Education								
Special Education								
Gender								
Female	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Male								
Unspecified								
English Proficiency Status								
ELLs					1	100.0	0.0	0.0
English Proficient	1	100.0	0.0	0.0				
Income Level								
Low Income	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS	1	100.0	0.0	0.0	1	100.0	0.0	0.0

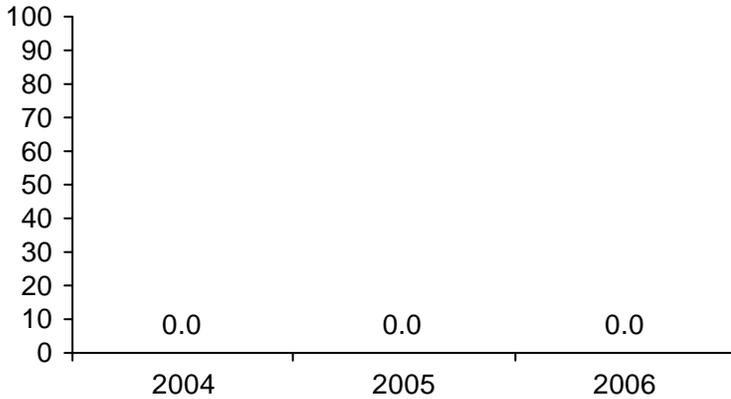
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The students reported here are those enrolled in and tested in this school regardless of their district of residence.

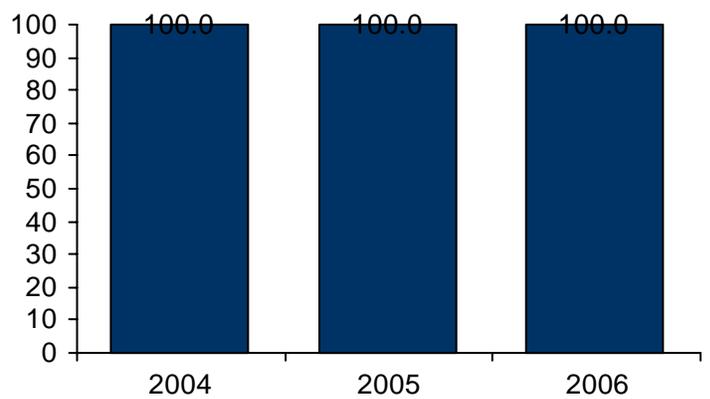
STATE TEST RESULTS (GRADE 4)

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	1	0	0	0	1	575.0
May 2005	1	0	0	0	1	601.0
	Level 1 485-621	Level 2 622-649	Level 3 650-701	Level 4 702-800	Total	
May 2006	1	0	0	0	1	575.0

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	20	0	1	5	14
2006	19	0	1	2	16

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*	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Disability								
General Education								
Special Education								
Gender								
Female	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Male								
Unspecified								
English Proficiency Status								
ELLs					1	100.0	0.0	0.0
English Proficient	1	100.0	0.0	0.0				
Income Level								
Low Income	1	100.0	0.0	0.0	1	100.0	0.0	0.0
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS	1	100.0	0.0	0.0	1	100.0	0.0	0.0

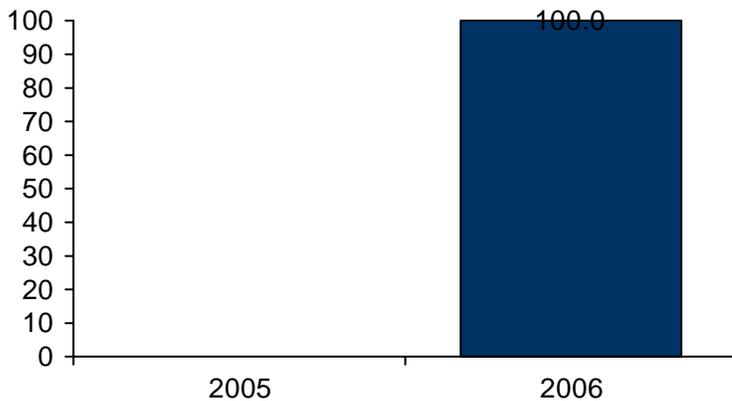
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The students reported here are those enrolled in and tested in this school regardless of their district of residence.

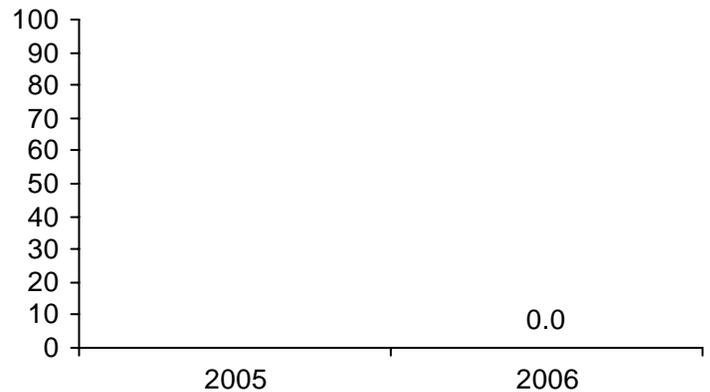
STATE TEST RESULTS (GRADE 4)

SCIENCE

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



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



■ This school

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	0	0	1	0	1	83.0

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	18	0	0	3	15
2006	19	0	1	3	15

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*					1	0.0	0.0	100.0
Disability								
General Education								
Special Education					1	0.0	0.0	100.0
Gender								
Female					1	0.0	0.0	100.0
Male								
Unspecified								
English Proficiency Status								
ELLs					1	0.0	0.0	100.0
English Proficient								
Income Level								
Low Income					1	0.0	0.0	100.0
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS					1	0.0	0.0	100.0

* **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	1	50.0	0	0.0	1	50.0	0	0.0	1	50.0	2
2006	1	50.0	0	0.0	1	50.0	0	0.0	1	50.0	2

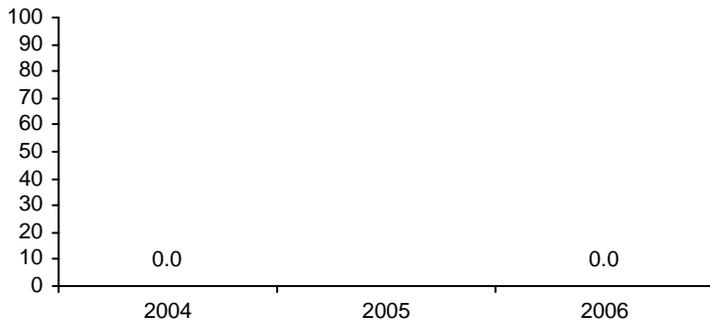
Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Social Studies

Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	20	0	1	4	15
2006	18	0	1	4	13

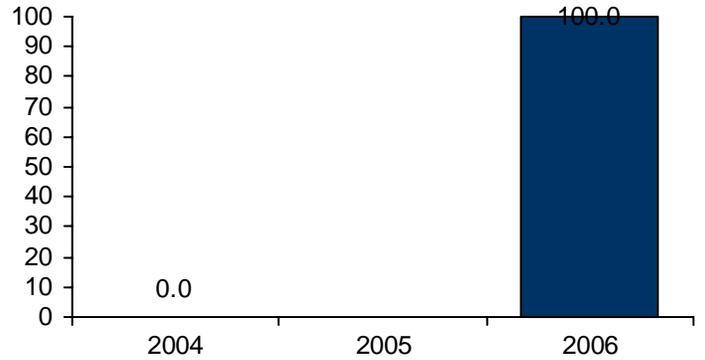
STATE TEST RESULTS (GRADE 8)

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	0	1	0	0	1	696.0
Jan 2005						
	Level 1 430-601	Level 2 602-649	Level 3 650-714	Level 4 715-790	Total	
Jan 2006	1	0	0	0	1	590.0

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	16	0	1	1	14
2006	16	0	0	1	15

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*					1	100.0	0.0	0.0
Disability								
General Education								
Special Education								
Gender								
Female								
Male					1	100.0	0.0	0.0
Unspecified								
English Proficiency Status								
ELLs								
English Proficient					1	100.0	0.0	0.0
Income Level								
Low Income					1	100.0	0.0	0.0
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS					1	100.0	0.0	0.0

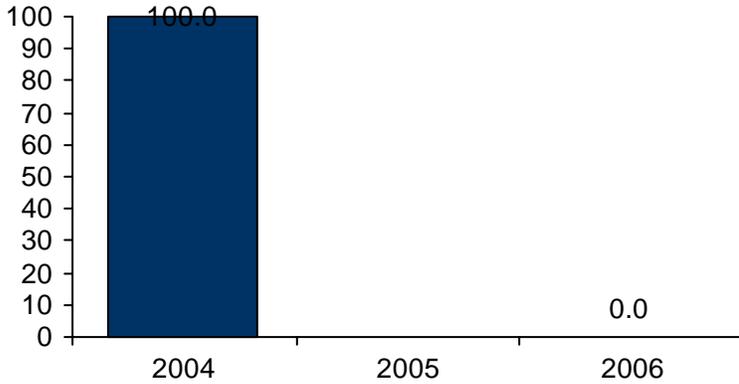
* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

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

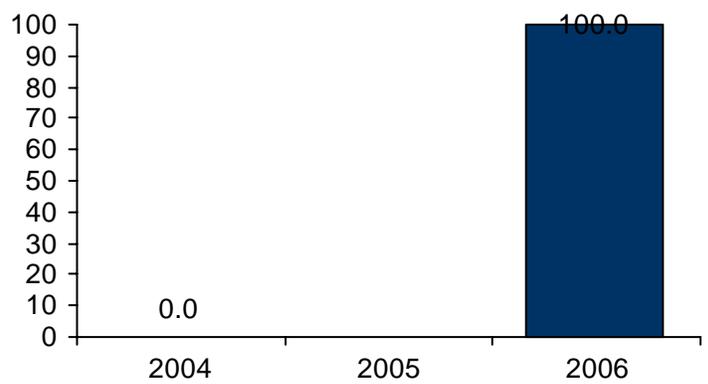
STATE TEST RESULTS (GRADE 8)

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	0	0	1	0	1	752.0
May 2005						
	Level 1 480-615	Level 2 616-649	Level 3 650-700	Level 4 701-775	Total	
May 2006	1	0	0	0	1	596.0

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	15	0	1	2	12
2006	16	0	0	3	13

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*					1	100.0	0.0	0.0
Disability								
General Education								
Special Education								
Gender								
Female								
Male					1	100.0	0.0	0.0
Unspecified								
English Proficiency Status								
ELLs								
English Proficient					1	100.0	0.0	0.0
Income Level								
Low Income					1	100.0	0.0	0.0
Not Low Income								
Unspecified								
TOTAL								
ALL STUDENTS					1	100.0	0.0	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.

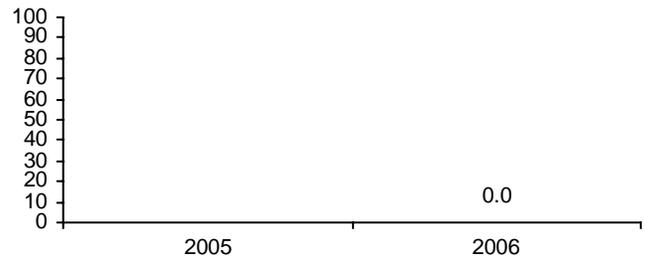
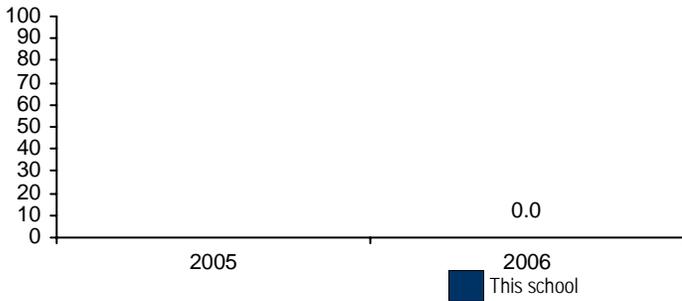
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

STATE TEST RESULTS (GRADE 8)

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*											
		Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total #	Mean Score
		#	%	#	%	#	%	#	%	#	%		
Jan 2004	Grade 8 Science	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	85
June 2004	Regents Science*												
	Total	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	85
Jan 2005	Grade 8 Science												85
June 2005	Regents Science*												
	Total												85
Jan 2006	Grade 8 Science	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	54
June 2006	Regents Science*												
	Total	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	54

* 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	17	0	2	1	14
2006	16	0	0	0	16

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*					1	0.0	100.0	0.0
Disability								
General Education								
Special Education					1	0.0	100.0	0.0
Gender								
Female								
Male					1	0.0	100.0	0.0
Unspecified								
English Proficiency Status								
ELLs								
English Proficient					1	0.0	100.0	0.0
Income Level								
Low Income					1	0.0	100.0	0.0
Not Low Income								
Unspecified								
TOTAL					1	0.0	100.0	0.0
	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.

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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											
2006	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1

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	15	0	1	1	13
2006	17	0	0	3	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	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)	0	1	0	0	0	0	2	0	0	0	1	1
Listening and Speaking (Grade 2-4)	1	7	1	0	0	0	1	0	0	0	1	0
Listening and Speaking (Grade 5-6)	1	2	0	1	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 7-8)	0	8	0	0	0	0	2	0	0	2	0	0
Listening and Speaking (Grade 9-12)	10	0	10	0	0	0	4	0	3	0	0	1
Listening and Speaking (Total)	12	18	11	1	0	0	9	0	3	2	2	2
Reading and Writing (Grade K-1)	0	1	0	0	0	0	2	0	1	1	0	0
Reading and Writing (Grade 2-4)	1	7	1	0	0	0	1	0	1	0	0	0
Reading and Writing (Grade 5-6)	1	2	0	0	1	0	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Grade 7-8)	0	0	0	0	0	0	2	0	2	0	0	0
Reading and Writing (Grade 9-12)	10	0	10	0	0	0	4	0	3	1	0	0
Reading and Writing (Total)	12	18	11	0	1	0	9	0	7	2	0	0

Participants

Percent of school enrollment	2005	2006
	13.4	7.8

Movement To Least Restrictive Environments

Movement out of District 75

Percent of school enrollment	2005	2006
	2.8	4.0

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	15.2
20-60 percent	0.0
Greater than 60 percent	84.8

High School Graduates

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2004-2005 Completers (a+c)
0	0	7	7

*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.