



# 2005-2006 ANNUAL SCHOOL REPORT

District 75

P.S. 721

New York City Public Schools  
Joel I. Klein, Chancellor

Age Level of Students: 11 to 21

## School Mission Statement

*Our school helps students develop their academic potential and optimal functional levels by providing them with essential social, emotional, and academic skills. We seek to accomplish this goal by creating a nurturing environment that is physically and emotionally receptive to the needs of our students and their families. We use a cooperative, multi-sensory approach involving age appropriate, individual instruction. Our students, who are not in standardized assessment, are assessed through the Brigance and NYS Alternate Assessments as well as portfolio assessments. Our school is involved in creating new opportunities for students including working with agencies and families through the OPTS program. We also have a middle school inclusion program for students with Aspergers Syndrome and look forward to creating an inclusion program on the high school level for students with Aspergers.*

## Principal's Statement

Dedicated staff, parents and community members collaborate to make our school a caring community where students participate in interdisciplinary learning, community service projects, and work-study programs. Emphasis is placed on specific job skill training and the social competencies needed for positive interactions in the workplace. Partnerships with community agencies and businesses have enabled us to develop comprehensive occupational programs. Our school was awarded the U.S. Department of Education's Blue Ribbon for Staff Development in 1999. We were the first district 75 school to participate in a Quality Review in May, 2006.

## Special Curriculum Programs

The Hungerford School provides students with classes in functional academics, computer technology, daily living skills, adaptive physical education, health and family living. Intensive career training is a major curriculum component and includes vocational assessment career exploration, and community work/site placement.

## Community Support

The school has created a new Arts Program through grants. Professional artists-in-residence, musicians and writers work collectively with teachers to design activities that integrate the arts with literacy development and growth in self-awareness and self-esteem. The community supports our prom and other initiatives for our families.

## Parent/School Support

The school has an active PTA. Parents are actively involved as volunteers in our school. Parents have eight seats on the School Leadership Team. The parents work with staff and the community to create Fairs and workshops appropriate for our students and their families, including their siblings.



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Website:

[nycenet.edu/d75/schools/P721R](http://nycenet.edu/d75/schools/P721R)

### Sites/Addresses:

**Tottenville HS**  
100 Luten Ave.  
Staten Island, NY 10312  
718 356-2220

**New Dorp H.S.**  
465 New Dorp Lane  
Staten Island, NY 10306  
718 667-8686 X139

**IS 24**  
225 Cleveland Ave.  
S.I., NY 10314  
718 966-3782

**McKee H.S.**  
290 St. Marks Pl.  
S.I., NY 10301  
718 420-2600

# STUDENTS

## Enrollment October 31, 2005

By Service	2006
Secondary- RATIO 12:1:1	116
Secondary- RATIO 12:1:4	65
Secondary- SE TEACHER SUPPORT SRV	44
Secondary- RATIO 6:1:1	11
Secondary- RATIO 8:1:1	6
Secondary- SCHOOL AGE OTHERS	1
Secondary- RATIO 15:1	1

Ratios represent Students: Teachers: Aides/Paras

## By Age

11-13 Years	69
14-17 Years	86
18-21 Years	89

## English Language Learners (ELLs) Enrollment

2004	2005	2006
21	18	25

These students are included in the enrollment information above.

## Ethnicity and Gender

Percent of enrollment

White	58.9
Black	21.1
Hispanic	12.6
Asian and others*	7.3
Male	62.6
Female	37.4

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

## Attendance

Percent of days students attended	2004	2005	2006
	87.5	89.1	87.6

## Eligible for Free Lunch

Percent of enrollment	2004	2005	2006
	65.4	54.3	54.3

## Suspensions

Number of suspensions	2005	2006
This school		0
Similar-size schools		

## Involved in Police Department Incidents

The total enrollment in this consolidated location is 246 students. Please keep this number in mind as you review the numbers of incidents.

	This school	Consolidated Locations	Similar Size schools
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## Major Crimes

Property Crimes	0	0.2
Crimes Against Persons	0	0.1
Other Crimes	2	1.0
Non- Criminal	1	1.4

Similar-Size Schools include all schools and consolidated locations with enrollments of 1-250 students.

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

## Recent Immigrants\*

Percent of enrollment	2004	2005	2006
	1.7	1.8	1.2

\* 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
BURMA	0.4
ECUADOR	0.4
UZBEKISTAN	0.4

## Student Test Eligibility(Grades 3-8)

Percent tested ( N= 118 )

### General assessments

With extended time accommodation	0.0
Time limit extended and exam administered in special location	0.0
With All other accommodations*	9.3
With no accommodations	0.0

Alternate Assessments (NYSAA)\*\* 90.7

\*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

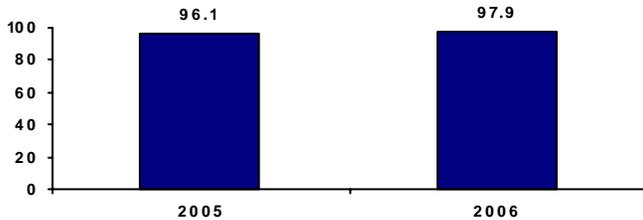
	2004	2005	2006
Teachers	46	51	48
Teachers teaching within certification area	N/A	N/A	N/A
Teachers teaching outside of certification area	N/A	N/A	N/A
Uncertified Teachers	N/A	N/A	N/A
Administrators and other professionals	6	6	9
Educational paraprofessionals	TBD	TBD	TBD

Includes all full-time and part-time staff

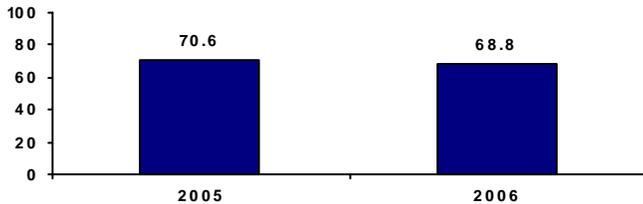
## TEACHERS

■ This school

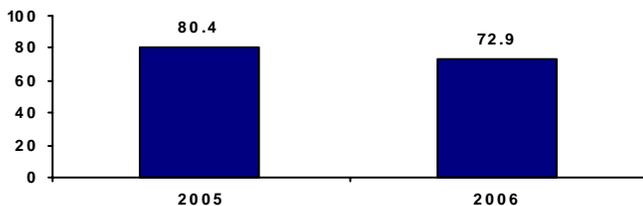
### Percent Fully Licensed and Permanently Assigned to This School



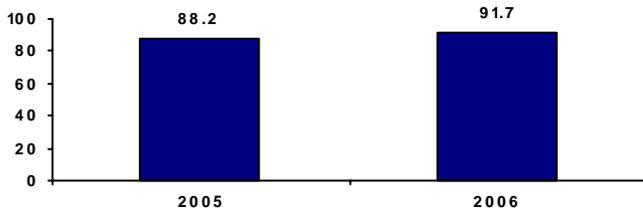
### Percent More Than Two Years Teaching in This School



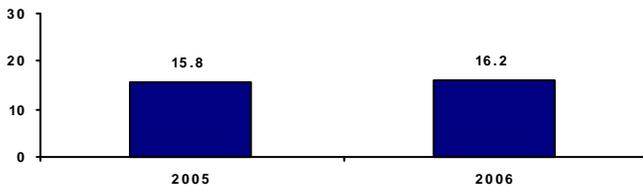
### Percent More Than Five Years Teaching Anywhere



### Percent Masters Degree or Higher



### Average Days Absent



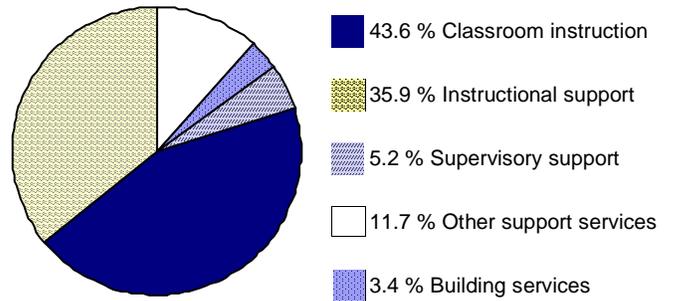
## SCHOOL EXPENDITURES

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

	2004	2005	2006
Average Spending Per Student	\$73,552	\$80,481	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

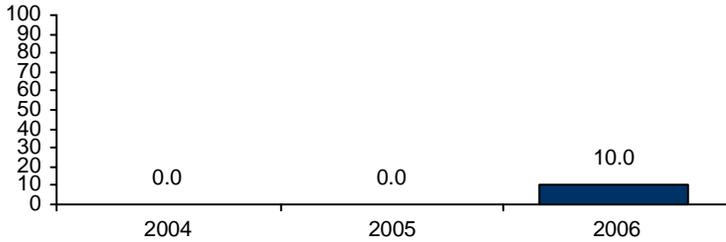
Percent of utilization*	2004	2005	2006
	72.7	75.5	89.1

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

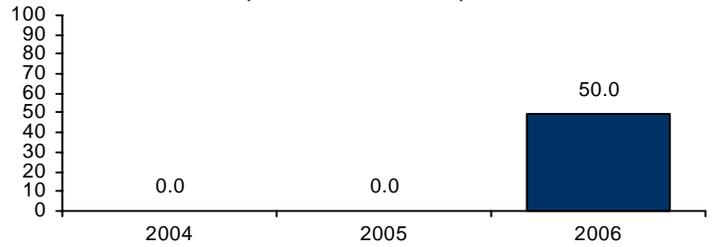
# STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA)

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

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



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



This school

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

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

	Number and Percent of Tested Students at each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	%	#	%	#	%	#	%	#	%	#
2004	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1
2005	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1
2006	5	50.0	4	40.0	1	10.0	0	0.0	1	10.0	10

### Subgroup Performance

Category	Number Tested	2005			2006			
		Percent of Tested Students Scoring at Levels			Percent of Tested Students Scoring at Levels			
		1	2	3+4	1	2	3+4	
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals**	1	0.0	100.0	0.0	10	50.0	40.0	10.0
<b>Gender</b>								
Female					2	0.0	100.0	0.0
Male	1	0.0	100.0	0.0	8	62.5	25.0	12.5
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient	1	0.0	100.0	0.0	10	50.0	40.0	10.0
<b>Income Level</b>								
Low Income	1	0.0	100.0	0.0	4	75.0	25.0	0.0
Not Low Income					6	33.3	50.0	16.7
Unspecified								
<b>TOTAL ALL STUDENTS</b>	1	0.0	100.0	0.0	10	50.0	40.0	10.0

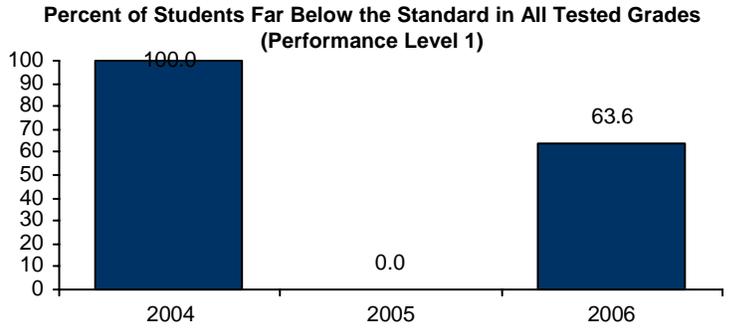
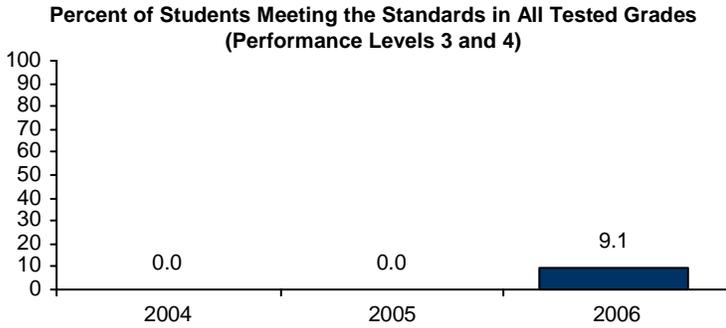
**NOTE:** 2005 test data have been revised to reflect SED data reporting rules, therefore, they may not match previously reported DOE test results.

\* 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	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
2005	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1
2006	7	63.6	3	27.3	1	9.1	0	0.0	1	9.1	11

### Subgroup Performance

Category	Number Tested	2005			2006			
		Percent of Tested Students Scoring at Levels			Percent of Tested Students Scoring at Levels			
		1	2	3+4	1	2	3+4	
<b>Race/Ethnicity</b>								
American Indian/Alaskan Native								
Black								
Hispanic								
Asian or Pacific Islander								
White								
Unspecified								
Small Group Totals**	1	0.0	100.0	0.0	11	63.6	27.3	9.1
<b>Gender</b>								
Female					2	100.0	0.0	0.0
Male	1	0.0	100.0	0.0	9	55.6	33.3	11.1
Unspecified								
<b>English Proficiency Status</b>								
ELLs								
English Proficient	1	0.0	100.0	0.0	11	63.6	27.3	9.1
<b>Income Level</b>								
Low Income	1	0.0	100.0	0.0	5	40.0	40.0	20.0
Not Low Income					6	83.3	16.7	0.0
Unspecified								
<b>TOTAL ALL STUDENTS</b>	1	0.0	100.0	0.0	11	63.6	27.3	9.1

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

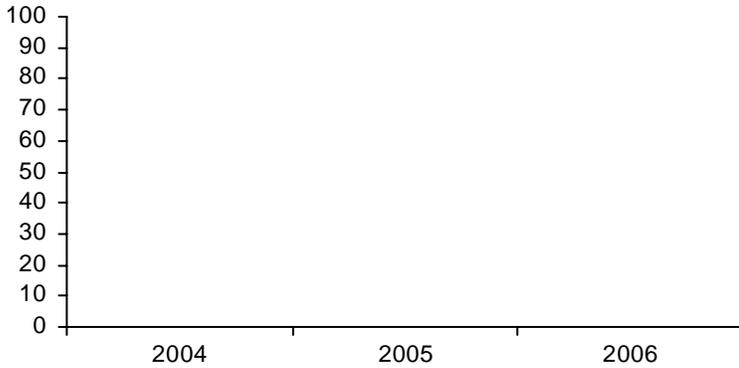
\* Students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

\*\* **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.

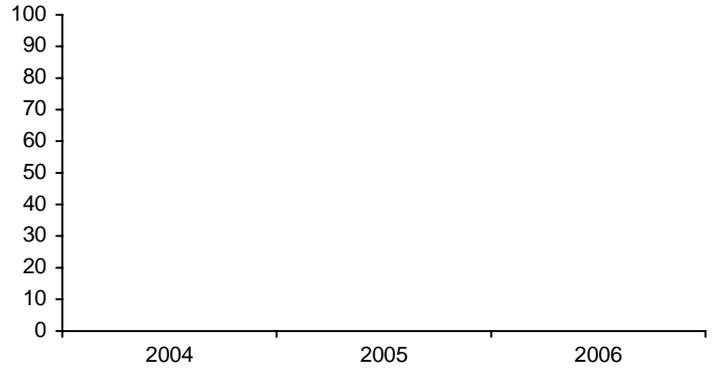
# STATE TEST RESULTS (GRADE 4)

## 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	5	0	0	0	5
2006	8	0	0	5	3

#### Elementary-Level English Language Arts Performance Levels — Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

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

# STATE TEST RESULTS (GRADE 4)

## Subgroup English Language Arts Performance

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

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

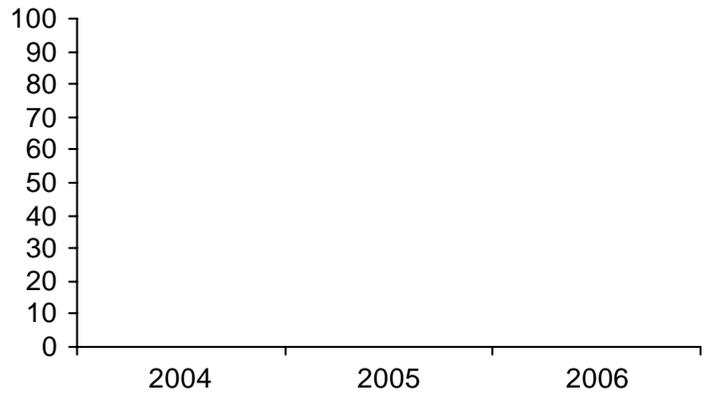
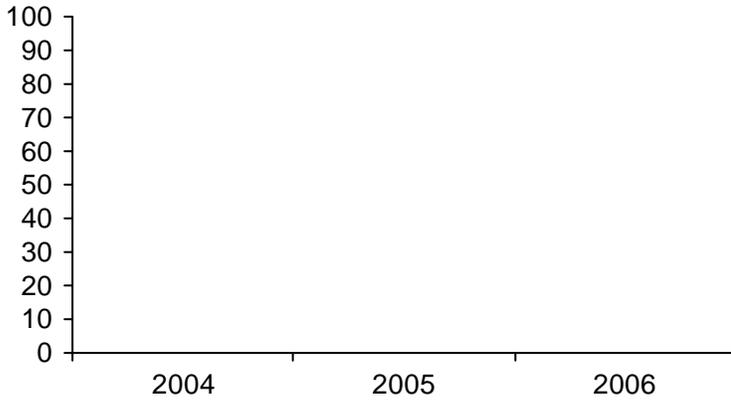
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# STATE TEST RESULTS (GRADE 4)

## MATHEMATICS

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

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



■ This school

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

Performance in This School	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2004						
May 2005						
	Level 1 485-621	Level 2 622-649	Level 3 650-701	Level 4 702-800	Total	
May 2006						

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

Grade 4	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	6	0	0	0	6
2006	8	0	0	2	6

#### Elementary-Level Mathematics Performance Levels — Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

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

# STATE TEST RESULTS (GRADE 4)

## Subgroup Mathematics Performance

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

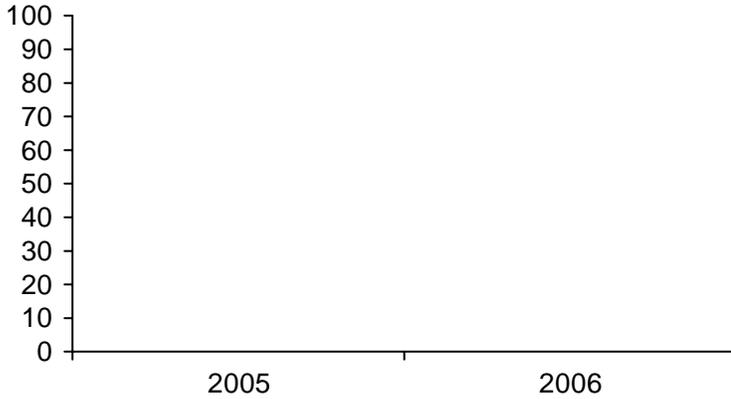
\* **Small Group Totals:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

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

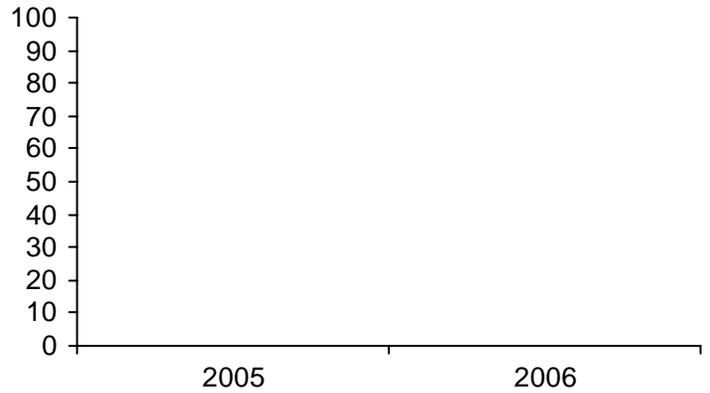
# STATE TEST RESULTS (GRADE 4)

## SCIENCE

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



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



■ 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						

### 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	5	0	0	1	4
2006	8	0	2	1	5

Elementary-Level Science Performance Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

# STATE TEST RESULTS (GRADE 4)

## Subgroup Science Performance

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

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

## SOCIAL STUDIES (GRADE 5)

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

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

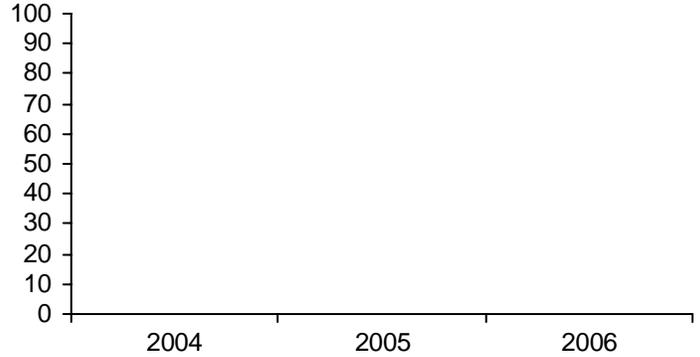
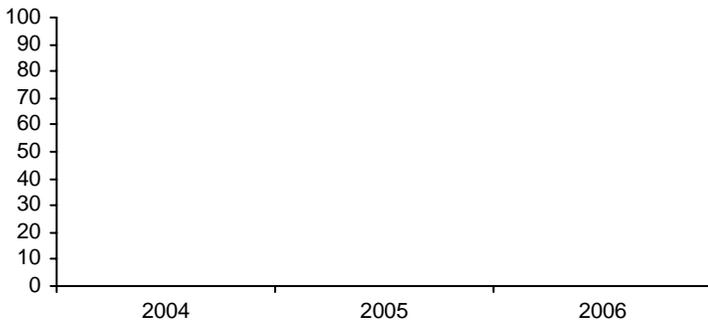
Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	5	0	0	0	5
2006	7	0	0	1	6

# 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	18	0	0	2	16
2006	17	0	0	2	15

#### Middle-Level English Language Arts Performance Levels — Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

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

# STATE TEST RESULTS (GRADE 8)

## Subgroup English Language Arts Performance

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

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

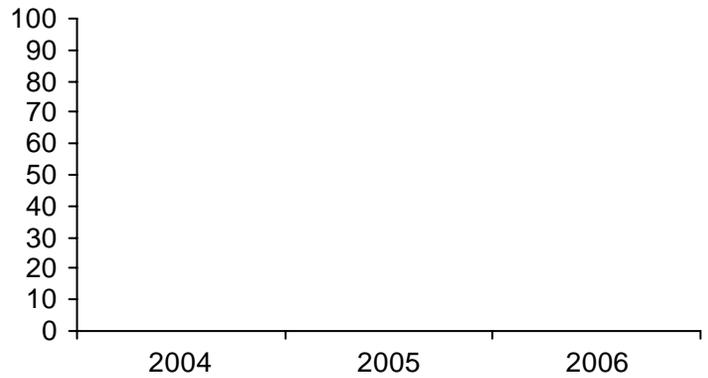
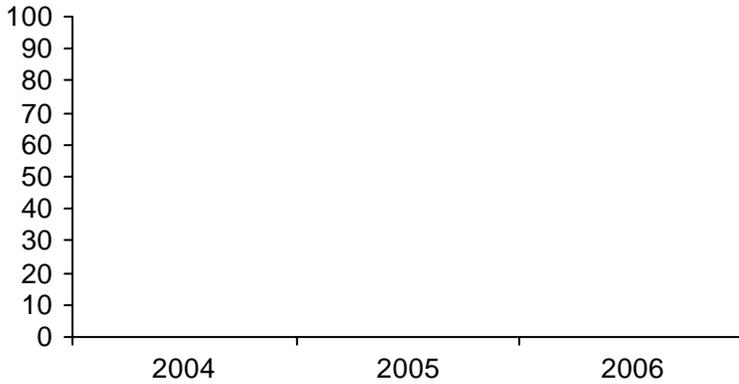
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# STATE TEST RESULTS (GRADE 8)

## MATHEMATICS

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

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



■ This school

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

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

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

Grade 8	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	15	0	0	1	14
2006	16	0	0	2	14

Intermediate-Level Mathematics Performance Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

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

# STATE TEST RESULTS (GRADE 8)

## Subgroup Mathematics Performance

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

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

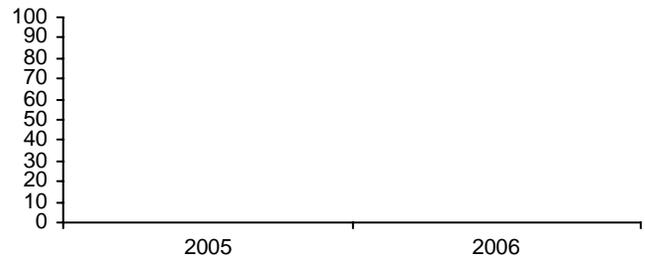
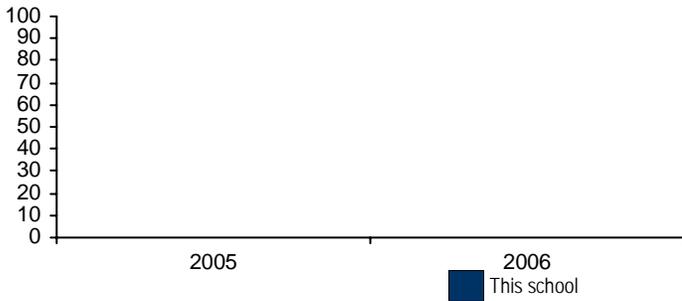
The students reported here are those enrolled in and tested in this school regardless of their district of residence.

# STATE TEST RESULTS (GRADE 8)

## SCIENCE

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

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



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

		Number and Percent of Tested Students at each Performance Level*											
		Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total #	Mean Score
		#	%	#	%	#	%	#	%	#	%		
Jan 2004	Grade 8 Science	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	49
June 2004	Regents Science*												
	Total	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	49
Jan 2005	Grade 8 Science												49
June 2005	Regents Science*												
	Total												49
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	15	0	0	1	14
2006	17	0	0	2	15

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

# STATE TEST RESULTS (GRADE 8)

## Subgroup Science Performance

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

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

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

## SOCIAL STUDIES

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

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

Grade 5	Number Tested	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
2005	18	0	0	2	16
2006	16	0	0	1	15

# HIGH SCHOOL COMPETENCY TESTS

## Pupils in 2004-2005 with Demonstrated Competency

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

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

## ENGLISH LANGUAGE LEARNERS (ELLs)

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

	2005						2006					
	Number Tested	No Valid Score	Beginning	Intermediate	Advanced	Proficient	Number Tested	No Valid Score	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (Grade K-1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 2-4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 5-6)	0	1	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 7-8)	0	2	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Grade 9-12)	15	0	15	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Listening and Speaking (Total)	15	3	15	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)	0	1	0	0	0	0	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)	15	0	15	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Reading and Writing (Total)	15	3	15	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

### Participants

Percent of school enrollment	2005	2006
	8.1	10.2

### Movement To Least Restrictive Environments

#### Movement out of District 75

Percent of school enrollment	2005	2006
	4.9	2.9

### 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	47.8
20-60 percent	0.0
Greater than 60 percent	52.2

## High School Graduates

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2004-2005 Completers (a+c)
0	0	30	30

\*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.