

# The New York State School Report Card

School PS 126 JACOB AUGUST RIIS SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT # 2 School ID 310200010126 Principal KERRY DECKER Telephone (212) 962-2188 Grades PK-8, UE

Comprehensive Information Report 2005 – 06

### **Regents Exams**

		All St	All Students			General-Education Student				Students with Disabilities			
		Total	Percentag	-		Total	Percenta	-		Total		ge of stud	
		Tested	scoring at	t or abov	e:	Tested	scoring a	t or above	9:	Tested	scoring a	t or above	e:
			55	65	85		55	65	85		55	65	85
Comprehensive English	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics A	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Mathematics B	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Global History	2005–06	0				0				0			
and Geography	2004–05	0				0				0			
	2003-04	0				0				0			
U.S. History	2005–06	0				0				0			
and Government	2004–05	0				0				0			
	2003-04	0				0				0			
Living Environment	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/	2005–06	0				0				0			
Earth Science	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Chemistry	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Physical Setting/Physics	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

### **Regents Exams**

		All St	All Students			General-Education Student				s Students with Disabilities			
		Total Tested	Percenta scoring a	-		Total Tested	Percentage of students d scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			
Comprehensive German	2005–06	0				0				0			
	2004–05	0				0				0			
	2003-04	0				0				0			
Comprehensive Hebrew	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			
Comprehensive Italian	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			
Comprehensive Latin	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			
Comprehensive Spanish	2005–06	0				0				0			
	2004-05	0				0				0			
	2003-04	0				0				0			

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## **Regents Competency Tests**

		All Student	5	General-Ed	ucation Students	Students wi	th Disabilities
		Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
Mathematics	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Science	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Reading	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Writing	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Global Studies	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
U.S. History	2005–06	0		0		0	
and Government	2004-05	0		0		0	
	2003-04	0		0		0	

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## **Second Language Proficiency Examinations**

		All Students		General-Ed	ucation Students	Students wi	th Disabilities
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
German	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Italian	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Latin	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	
Spanish	2005–06	0		0		0	
	2004-05	0		0		0	
	2003-04	0		0		0	

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District NEW YORK CITY GEOGRAPHIC DISTRICT # 2

### New York State English as a Second Language Achievement Test (NYSESLAT)

	All St	udents				Gene	neral-Education Students				Stude	nts wit	th Disabi	ilitie	5
	Total Tested				5	Total Tested				5	Total Tested				5
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm. A	Adv.	Prof.
2005–06	48	4%	40%	48%	8%	45	-	-	_	-	3	-	-	-	-
2004-05	14	0%	0%	57%	43%	13	-	_	_	_	1	-	_	_	_
2003-04	34	6%	6%	12%	76%	32	_	_	_	_	2	-	-	_	_
2005–06	48	25%	23%	33%	19%	45	_	-	_	-	3	-	-	_	-
2004-05	14	7%	29%	43%	21%	13	_	_	_	_	1	-	-	_	_
2003-04	34	3%	15%	41%	41%	32	-	_	_	_	2	-	_	_	_
2005-06	32	22%	19%	47%	13%	29	-	_	_	_	3	-	_	_	_
2004-05	17	6%	29%	29%	35%	17	6%	29%	29%	35%	0				
2003-04	14	0%	14%	21%	64%	12	_	_	_	_	2	-	_	_	_
2005-06	32	16%	22%	41%	22%	29	-	-	_	-	3	-	_	_	_
2004–05	17	6%	35%	35%	24%	17	6%	35%	35%	24%	0				
2003-04	14	0%	57%	29%	14%	12	_	_	_	_	2	_	_	_	_
2005–06	7	14%	43%	14%	29%	7	14%	43%	14%	29%	0				
2004-05	9	11%	0%	56%	33%	9	11%	0%	56%	33%	0				
2003-04	11	0%	9%	27%	64%	4	_	_	_	_	7	_	_	_	_
2005–06	7	0%	29%	29%	43%	7	0%	29%	29%	43%	0				
2004-05	9	11%	0%	44%	44%	9	11%	0%	44%	44%	0				
2003-04	11	0%	36%	64%	0%	4	_	_	_	_	7	-	_	_	_
2005–06	16	0%	0%	50%	50%	13	-	_	_	-	3	-	_	_	_
2004-05	10	0%	0%	80%	20%	7	_	_	_	_	3	_	_	_	_
2003-04	0					0					0				
2005–06	16	0%	6%	38%	56%	13	_	_	_	-	3	-	-	_	_
2004-05	10	0%	0%	30%	70%	7	_	_	_	_	3	_	_	_	_
2003-04	0					0					0				
2005–06	0					0					0				
-						0					0				
2003-04	0					0					0				
2005-06	0					0					0				
2004-05	0					0					0				
	0					0					0				
	2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06	Total Tested    2005-06  48    2003-04  34    2005-06  48    2005-06  48    2005-06  48    2005-06  32    2005-06  32    2005-06  32    2005-06  32    2003-04  14    2005-06  32    2003-04  14    2005-06  32    2003-04  14    2005-06  7    2003-04  11    2005-06  7    2004-05  9    2003-04  11    2005-06  7    2004-05  9    2003-04  11    2005-06  10    2003-04  10    2003-04  10    2003-04  10    2003-04  0    2003-04  0    2003-04  0    2003-04  0    2003-04  0	Total  Percent rester    Total  Percent rester    2005-06  48  4%    2003-04  14  0%    2003-04  34  6%    2003-04  34  25%    2003-04  14  7%    2003-04  14  7%    2003-04  34  3%    2003-04  34  3%    2003-04  34  0%    2003-04  34  0%    2003-04  14  0%    2003-04  14  0%    2003-04  14  0%    2003-04  14  0%    2003-04  14  0%    2003-04  14  0%    2003-04  11  0%    2003-04  11  0%    2003-04  11  0%    2003-04  11  0%    2003-04  10  0%    2003-04  10  0%    2003-04  1	Tested  ineaction    Regin  Internation    2005-06  48  44%  40%    2004-05  144  00%  0%    2005-06  48  20%  0%    2005-06  48  20%  20%    2004-05  144  0%  20%    2005-06  32  20%  20%    2005-06  32  20%  20%    2005-06  32  20%  20%    2005-06  32  20%  20%    2003-04  114  0%  20%    2003-04  114  0%  31%    2003-04  114  0%  31%    2003-04  11  0%  31%    2003-04  11  0%  31%    2004-05  0  11%  30%    2003-04  11  0%  31%    2003-04  11  0%  31%    2003-04  10  0%  31%	Total TestedPercent students scol in each percentEstedPercentis each percentBeginInterm2005-06484%40%48%2003-04346%6%12%2003-04346%23%33%2005-064825%23%43%2005-063222%19%41%2005-063222%19%41%2005-063222%19%41%2005-063216%29%29%2005-063216%35%35%2005-063216%35%35%2005-063216%35%35%2005-06714%43%14%2005-06714%36%29%2005-06100%29%29%2005-06110%36%64%2003-04110%36%64%2003-04110%36%64%2003-04100%30%30%2003-04100%30%30%2003-04100%30%30%2005-06100%30%30%2005-06100%30%30%2005-06100%30%30%2005-06100%10%30%2005-06100%30%30%2005-06100%10%30%<	Protect Protect SeriesTotalPrecent SeriesPrecent Series2005-064840%48%88%2004-05140%0%57%43%2005-064825%23%33%19%2005-064825%23%43%21%2004-05147%29%43%21%2005-063222%19%43%21%2005-063222%19%23%35%2005-06176%29%29%35%2005-06126%35%35%24%2005-0676%35%35%24%2005-06714%43%14%29%2005-06714%36%36%36%2005-0670%29%20%43%2005-0670%36%56%30%2005-06160%36%36%20%2003-04110%36%36%20%2003-04100%36%36%20%2003-04100%36%36%36%2005-06000%0%36%36%2005-06000%1%1%1%2005-06000%1%1%1%2005-06000%1%1%1%2005-06001%1%1%1%2005-0600<	Total TestedPercent of students scoring in each performance levelTotal TestedBegin. Interm. Adv.Prof.Eggin. Interm. Adv.Prof.2005-06484%40%48%8%452003-04346%6%12%43%132003-043425%23%33%19%452003-043425%23%33%19%41%322005-063222%19%41%322005-063222%19%41%41%322005-063226%29%35%172005-063216%22%41%22%292005-063216%22%41%22%172005-06714%43%14%29%72005-06714%43%14%29%72005-0670%26%33%92005-06160%0%36%50%132005-06160%0%36%50%132005-06160%0%36%50%132005-06160%6%38%56%132005-06160%	Total TestedPercent students source TestedTotal TestedProfiBeginInterm JerProf.BeginInterm JerProf.BeginInterm JerProf.BeginInterm JerProf.Begin2005-0644840%48%8%452005-0648825%23%33%19%4352005-0648825%23%33%19%4552005-063222%19%41%41%3202005-063222%19%41%41%3202005-063222%19%41%22%102005-063216%29%41%22%102005-063216%29%41%22%102005-06714%33%14%29%11%2005-06711%00%56%33%911%2005-0670%20%44%44%102005-06110%36%56%13%16%2005-06160%6%38%<	Total TestedPercent structureTotal in eact pertormationPercent structureState in eact pertormation2005-06484%40%48%9rd45%64572004-05140%0%57%43%13772005-064825%23%33%19%455772004-05147%29%43%21%13772003-04343%15%41%41%32772004-05147%29%43%13%14772005-063222%19%47%13%29772004-05176%29%29%35%1776%29%2004-05176%29%29%35%176%35%2004-05176%35%24%1214772005-063216%29%29%14%1281436%2004-05176%35%24%1276%36%36%2004-05110%56%33%9149%36%2004-05110%25%26%13%14%36%36%2004-05911%0%26%33%14%14%14%36%2004-05100%0%26%56%31%14%14%14% </td <td>Total  Percent  student  <tt>student  student  <ths< td=""><td>Total Percent of students is nearly performance with the performa</td><td>Total Tested  Percent of students scoring in each performance levels  Total in each performance levels  Protect in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels    2005-06  48  25%  23%  33%  19%  41%  32  - -</br></br></br></td><td>Total Testel  Percent of students scoring in each performance level  Total Testel  Percent of students scoring in each performance level  Total Testel  Percent in each performance level  Total Testel  <th< td=""><td>Total Percent of students scoring the ach performance level in each performance level</td><td>Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:    Zoos-06  48  Mode Mathematic Mathtmatrimatex and the mathematic Mathematic Mathtematic Mathemat</td></th<></td></ths<></tt></td>	Total  Percent  student  student <tt>student  student  <ths< td=""><td>Total Percent of students is nearly performance with the performa</td><td>Total Tested  Percent of students scoring in each performance levels  Total in each performance levels  Protect in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels  Total in each performance levels    2005-06  48  25%  23%  33%  19%  41%  32  - -</br></br></br></td><td>Total Testel  Percent of students scoring in each performance level  Total Testel  Percent of students scoring in each performance level  Total Testel  Percent in each performance level  Total Testel  <th< td=""><td>Total Percent of students scoring the ach performance level in each performance level</td><td>Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:    Zoos-06  48  Mode Mathematic Mathtmatrimatex and the mathematic Mathematic Mathtematic Mathemat</td></th<></td></ths<></tt>	Total Percent of students is nearly performance with the performa	Total Tested  Percent of students scoring in each performance levels  Total in each performance levels  Protect in each performance levels  Total in each performance levels  Total in each performance levels  Total 	Total Testel  Percent of students scoring in each performance level  Total Testel  Percent of students scoring in each performance level  Total Testel  Percent in each performance level  Total Testel  Total Testel <th< td=""><td>Total Percent of students scoring the ach performance level in each performance level</td><td>Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:    Zoos-06  48  Mode Mathematic Mathtmatrimatex and the mathematic Mathematic Mathtematic Mathemat</td></th<>	Total Percent of students scoring the ach performance level in each performance level	Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:  Total Percent of students scoring Tested in each performance level:    Zoos-06  48  Mode Mathematic Mathtmatrimatex and the mathematic Mathematic Mathtematic Mathemat

#### NOTE

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# Elementary/Middle-Level Social Studies 2005–06

	All Students					Gener	<b>General-Education Students</b>					Students with Disabilities					
		Percenta scoring	-				Total Percentage of students Tested scoring at level:					entage of students ng at level:					
		1	2	3	4		1	2	3	4		1	2	3	4		
Elementary Level	45	9%	9%	64%	18%	41	-	-	-	-	4	-	-	-	-		
Middle Level	107	1%	42%	53%	4%	103	_	-	-	-	4	-	_	-	-		

### 2002 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents				Gen	General-Education Students				Students with Disabilities				
	Cohort Enrollment	Percentag students so 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives
Global History and Geography	0					0					0				
U.S. History and Government	0					0					0				
Science	0					0					0				

### New York State Alternate Assessments (NYSAA) 2005–06

All Students								
Total Tested	Number of students scoring at Level:							
	1	2	3	4				
0								
0								
0								
0								
	Total Tested 0 0	Total Number o Tested at Level: 1 0 0	Total Number of studen Tested at Level: 1 2 0 0	Tested at Level: 1 2 3 0 0 0				

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels and in the English and mathematics at the secondary level are available in the Accountability and Overview Report part of The New York State Report Card.

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

NOTE

# **High School Completers**

		All Students		General-Edu	cation Students	<b>Students with Disabilities</b>		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving a Regents Diploma	2005–06	0		0		0		
with Advanced Designation	2004-05	0		0		0		
	2003-04	0		0		0		
Receiving an	2005–06	0		0		0		
Individualized Education	2004-05	0		0		0		
Program (IEP) Diploma	2003-04	0		0		0		

NOTE An NA indicates that the diploma was not available in that year.

### **High School Noncompleters**

		All Students		General-Edu	cation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2005–06	0		0		0		
	2004–05	0		0		0		
	2003-04	0		0		0		
Entered Approved High	2005–06	0		0		0		
School Equivalency	2004-05	0		0		0		
Preparation Program	2003-04	0		0		0		
Total Noncompleters	2005–06	0		0		0		
	2004-05	0		0		0		
	2003-04	0		0		0		

### Post-secondary Plans of 2005-06 Graduates

	All Students		General-Edu	cation Students	Students with Disabilities		
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
To 4-year College	0		0		0		
To 2-year College	0		0		0		
To Other Post-secondary	0		0		0		
To the Military	0		0		0		
To Employment	0		0		0		
To Adult Services	0		0		0		
To Other Known Plans	0		0		0		
Plan Unknown	0		0		0		

# 7 More Information about the School

School PS 126 JACOB AUGUST RIIS SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT # 2

# **Financial Information**

2004–05 School District-wide Total Expenditures per Pupil								
2004–05 NYS Public School Total Expenditures per Pupil	\$15,035							
2005–06 Estimated Percentage of Students from Families Receiving Public Assistance	71-80%							

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.