

# The New York State School Report Card

School P.S. 76 BENNINGTON SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #11 School ID 321100010076 Principal LOUISE SEDOTTO Telephone (718) 882-8865 Grades K-5, UE

Comprehensive Information Report 2005 – 06

### **Regents Exams**

		All Students			General-Education Student				s Students with Disabilities				
		Total	Percentag	ge of stud	lents	Total	Percenta	ge of stud	lents	Total	Percenta	ge of stud	ents
		Tested	scoring at	t or above	e:	Tested	scoring a	t or above	2:	Tested	scoring a	t or above	:
			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				Students with Disabilities			
		Total Tested	Percentag scoring at	-		Total Tested	Percenta scoring a	ge of stud t or above		Total Percentage of st Tested scoring at or ab		-	
			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			

#### NOTE

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

### **Regents Competency Tests**

		All Students		General-Ed	ucation Students	ts Students with Disabilitie		
		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		

#### NOTE

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

### **Second Language Proficiency Examinations**

		All Student	S	General-Ed	ucation Students	ts Students with Disabilitie		
		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		

#### NOTE

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

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

	All St	udents				General-Education Students			nts	Students with Disabilities			5			
	Total Tested				5	Total Tested				5	Total Tested				5	
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.	
2005–06	36	6%	17%	33%	44%	31	3%	16%	29%	52%	5	20%	20%	60%	0%	
2004-05	23	17%	4%	57%	22%	19	-	_	_	_	4	-	-	-	_	
2003-04	31	0%	6%	65%	29%	31	0%	6%	65%	29%	0					
2005–06	36	44%	36%	17%	3%	31	42%	35%	19%	3%	5	60%	40%	0%	0%	
2004-05	21	10%	43%	24%	24%	19	-	_	_	_	2	-	_	_	_	
2003-04	31	32%	26%	23%	19%	31	32%	26%	23%	19%	0					
2005-06	42	0%	5%	45%	50%	38	-	-	-	-	4	-	-	_	-	
2004–05	31	0%	13%	55%	32%	31	0%	13%	55%	32%	0					
2003-04	24	4%	8%	46%	42%	21	-	_	_	_	3	_	_	_	_	
2005–06	42	7%	19%	36%	38%	38	-	-	_	-	4	-	-	_	_	
2004-05	32	6%	25%	63%	6%	32	6%	25%	63%	6%	0					
2003-04	24	33%	50%	17%	0%	21	_	_	_	_	3	_	_	_	_	
2005–06	4	-	_	_	_	4	_	_	_	_	0					
2004–05	8	25%	13%	50%	13%	4	_	_	_	_	4	_	_	_	_	
2003-04	2	_	_	_	_	2	_	_	_	_	0					
2005–06	4	-	_	-	_	4	-	_	_	_	0					
2004–05	8	38%	25%	25%	13%	4	_	_	_	_	4	_	_	_	_	
2003-04	2	_	_	_	_	2	_	_	_	_	0					
2005–06	0					0					0					
2004–05	0					0					0					
2003-04	0					0					0					
2005–06	0					0					0					
2004-05	0					0					0					
2003-04	0					0					0					
2005–06	0					0					0					
2004-05	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 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	Total Tested   2005-06 36   2003-04 31   2005-06 36   2005-06 31   2005-06 31   2005-06 31   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2005-06 42   2003-04 24   2005-06 42   2003-04 24   2005-06 42   2003-04 20   2005-06 0   2005-06 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2003-04 0   2	Total Percent Tested   2005-06 36 6%   2004-05 23 17%   2003-04 31 0%   2005-06 36 44%   2004-05 21 10%   2005-06 32 44%   2004-05 21 10%   2005-06 42 0%   2005-06 42 0%   2003-04 24 4%   2005-06 42 7%   2003-04 24 33%   2003-04 24 3%   2003-04 24 3%   2003-04 24 3%   2003-04 24 3%   2004-05 38 38%   2003-04 20 -   2004-05 0 -   2004-05 0 -   2003-04 0 -   2003-04 0 -   2003-04 0 -   2003-05	TestedBeginInternation2005-063666%17%2003-043110%43%2005-063644%36%2004-052110%43%2004-052110%43%2005-06420%5%2005-06420%13%2005-06427%13%2005-06426%5%2003-042433%50%2003-042433%50%2003-0427%13%2003-0427%13%2003-0427%13%2003-0427%13%2003-0435%13%2003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-040112003-0401120	Total Testen Percent stude stude stude in each performance in incach p	Iotal TestedPercent: istat: i	Total TestedPercent students score in each performance levelTotal Tested2005-0636667%17%33%44%312003-04310%65%22%192003-04310%65%29%312004-053644%36%17%3%312003-043132%26%23%19%312003-043132%26%23%19%312003-043132%26%23%31312003-04310%13%55%32%312003-04244%8%46%42%212003-04246%13%56%38%382004-05326%13%56%13%342003-042433%50%13%642003-042433%50%13%442003-042438%25%13%13%2005-064102003-042002003-040002003-040002003-040002003-040002003-040002003-04<	Total TestedPercent students successTotal TestedPercent TestedTotal TestedPercent Tested2005-06366%17%33%44%313%2004-052317%4%57%22%1912003-04310%6%65%29%310%2005-063644%36%17%3%3442%2004-052110%43%24%19%36%2003-043132%56%13%50%318672003-04310%55%32%310%2004-05310%13%56%38%38672004-05326%25%63%38%38672004-05326%25%63%38%38672004-05326%25%6%32%6%326%2004-05838%25%13%13%44672004-05666566662004-05665513%14%662004-0566666666662004-05666666666662004-05666666666666<	IndalPercent of structure to the seriesIndalPercent of the seriesNumber of the seriesNumber of the seriesNumber of the series2005-06366%17%33%44%3134%16%2004-052317%4%57%22%1910102005-063644%36%17%3%3442%35%2004-052110%43%24%24%1910*32%2003-043132%26%23%19%31832%26%2004-05310%55%32%310%13%2004-05310%55%32%310%33%2004-05310%13%55%32%310%33%2004-05310%13%55%32%310%33%2004-05326%25%36%38%38636%2004-05326%13%50%13%4410102004-05326%13%50%13%4410102004-05838%25%13%13%4410102004-05838%25%13%13%1410102004-05838%25%13%13%1410102004-05065513%141010	Total Tested Percent of students scored in each Percents Total Percent Percent Percent Percent Percent Rested Percents Rested Rested<	Tetal Percett of students is contrained in a contraction of the statent is contraction. Tetal Percett of students is contraction.   Total Percett of students is contraction. Tetal Percett of students is contraction.   Segin. Interm. Junce is contraction. Percett of students is contraction.   Segin. Interm. Junce is contraction. Percett of students is contraction.   Segin. Interm. Junce is contraction. Percett of students is contraction.   Segin. Interm. Junce is contraction. Percett of students is contraction.   Segin. Percett of students is contraction.   Contraction. Segin. Interm. Junce is contraction.   Segin. Segin. Segin. Segin. Segin.   Segin. Segin. Segin. Segin. Segin.   Segin. Segin. <th colspan<="" td=""><td>Initial Percent of students scoring rested Interm Adv Prote Interm Adv Prot Interm A</td><td>Idtal Percent of students scoring tested Interm. Adv. Prof. Begin.   2005-06 31 Adv. Adv. Prof. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv. Adv. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv.   2004-05 Adv. <th< td=""><td>Total Percent of students scoring Tested Total Percent of students scoring   2005-06 36 6% 17% 33% 44% 31 3% 16% 29% 52% 5 20% 20%   2003-06 36 6% 57% 22% 19 -&lt;</td><td>Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Testel Testel</td></th<></td></th>	<td>Initial Percent of students scoring rested Interm Adv Prote Interm Adv Prot Interm A</td> <td>Idtal Percent of students scoring tested Interm. Adv. Prof. Begin.   2005-06 31 Adv. Adv. Prof. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv. Adv. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv.   2004-05 Adv. <th< td=""><td>Total Percent of students scoring Tested Total Percent of students scoring   2005-06 36 6% 17% 33% 44% 31 3% 16% 29% 52% 5 20% 20%   2003-06 36 6% 57% 22% 19 -&lt;</td><td>Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Testel Testel</td></th<></td>	Initial Percent of students scoring rested Interm Adv Prote Interm Adv Prot Interm A	Idtal Percent of students scoring tested Interm. Adv. Prof. Begin.   2005-06 31 Adv. Adv. Prof. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv. Adv. Begin.   2005-06 Adv. Adv. Adv. Adv. Adv. Adv.   2004-05 Adv. <th< td=""><td>Total Percent of students scoring Tested Total Percent of students scoring   2005-06 36 6% 17% 33% 44% 31 3% 16% 29% 52% 5 20% 20%   2003-06 36 6% 57% 22% 19 -&lt;</td><td>Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Testel Testel</td></th<>	Total Percent of students scoring Tested Total Percent of students scoring   2005-06 36 6% 17% 33% 44% 31 3% 16% 29% 52% 5 20% 20%   2003-06 36 6% 57% 22% 19 -<	Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Total in each performance level: Total Testel Percent of students scoring Testel Testel

#### NOTE

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

### Elementary/Middle-Level Social Studies 2005–06

	All Students					Gener	General-Education Students					Students with Disabilities				
		Percenta scoring a	5				Total Percentag Tested scoring at			ntage of students ng at level:			Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	155	9%	6%	67%	18%	140	8%	4%	69%	19%	15	20%	20%	53%	7%	
Middle Level	0					0					0					

### 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 so 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-Educ	ation Students	Students with Disabilities		
		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 P.S. 76 BENNINGTON SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #11

### **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	81-90%	

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.