

# The New York State School Report Card

School NEW HORIZONS SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #15 School ID 331500010442 Principal MARYLOU ARANYOS Telephone (718) 330-9227 Grades 6-8, UE, US

Comprehensive Information Report 2005 – 06

### **Regents Exams**

		All St	All Students			General-Education Students				Students with Disabilities			
		Total Tested	5		Total Tested	TotalPercentage of studentsTestedscoring at or above:			Total Tested		Percentage of students scoring at 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			<b>General-Education Students</b>				<b>Students with Disabilities</b>				
		Total Tested	Percentag scoring a	-		5			TotalPercentage of studentTestedscoring 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				

#### 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	s Students with 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		

#### 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 Students	5	General-Ed	ucation Students	ts Students with 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		

#### 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  |   
  |   | Students with Disabilities   |   
  |  |   |   |   |   |   |
|---------|---|---
--
--
--
--|--|---
--
--|---|--|--|--|---
---|---|---|---|
|         | Total<br>Tested   |   |  
   |   
   
  | 9  | Total<br>Tested   |   
  |   |  | 5   
  | Total<br>Tested  |   |   |   | 5   |   |
|         |   | Begin.  | Interm.  
   | Adv.  
   
  | Prof.  |   | Begin.  
  | Interm.   | Adv.   | Prof.   
  |  | Begin.  | Interm  | . Adv.  | Pro   | of.   |
| 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  |   |   |   |   |   |
| 2003-04 | 0   |   |  
   |   
   
  |  | 0   | | | | |
  |   |  |   
  | 0  |   |   |   |   |   |
| 2005-06 | 3   | _   | _  
   | _   
   
  | _  | 1   | _   
  | _   | _  | _   
  | 2  | _   | _   | -   | _   | -   |
| 2004-05 | 7   | 0%  | 57%  
   | 43%   
   
  | 0%   | 4   | _   
  | _   | _  | _   
  | 3  | _   | _   | -   | _   | _   |
| 2003-04 | 2   | _   | _  
   | _   
   
  | _  | 2   | _   
  | _   | _  | _   
  | 0  |   |   |   |   |   |
| 2005–06 | 3   | _   | _  
   | _   
   
  | _  | 1   | _   
  | _   | _  | _   
  | 2  | _   | _   | -   | _   | -   |
| 2004-05 | 7   | 0%  | 57%  
   | 43%   
   
  | 0%   | 4   | _   
  | _   | _  | _   
  | 3  | _   | _   | -   | _   | _   |
| 2003-04 | 2   | _   | _  
   | _   
   
  | _  | 2   | _   
  | _   | _  | _   
  | 0  |   |   |   |   |   |
| 2005–06 | 7   | 0%  | 0%   
   | 43%   
   
  | 57%  | 5   | _   
  | _   | _  | _   
  | 2  | _   | _   | -   | _   | -   |
| 2004-05 | 0   |   |  
   |   
   
  |  | 0   | | | | |
  |   |  |   
  | 0  |   |   |   |   |   |
| 2003-04 | 2   | _   | _  
   | _   
   
  | _  | 2   | _   
  | _   | _  | _   
  | 0  |   |   |   |   |   |
| 2005–06 | 7   | 14%   | 29%  
   | 43%   
   
  | 14%  | 5   | _   
  | _   | _  | _   
  | 2  | _   | _   | -   | _   | -   |
| 2004-05 | 0   |   |  
   |   
   
  |  | 0   | | | | |
  |   |  |   
  | 0  |   |   |   |   |   |
| 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  |   |   |   |   |   |
|         |   |   |  
   |   
   
  |  | 0   | | | | | | | | | | | | | | | |
  |   |  |   
  | 0  |   |   |   |   |   |
|         | 2004-05<br>2003-04<br>2005-06<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04<br>2005-06<br>2004-05<br>2003-04 | Total<br>Tested       2005-06     0       2003-04     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     0       2005-06     3       2005-06     3       2005-06     3       2005-06     3       2005-06     3       2004-05     7       2003-04     2       2005-06     3       2004-05     7       2003-04     2       2005-06     7       2004-05     0       2003-04     2       2004-05     0       2003-04     2       2003-04     2       2003-04     2       2004-05     0       2003-04     2       2005-06     0       2005-06 | Total     Percent<br>rester       2005-06     00       2004-05     00       2003-04     0       2005-06     00       2005-06     00       2003-04     0       2004-05     00       2005-06     00       2005-06     00       2005-06     00       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       2004-05     03       2004-05     03       2004-05     04       2003-04     2       2004-05     0       2003-04     2       2003-04     2       2003-04     2       2003-04     2       2003-04     2       2003-04     2       2003-04     2 <t< td=""><td>Tested in each performationReginInterma2005-060-2003-040-2005-060-2004-050-2004-050-2005-060-2005-060-2003-040-2003-040-2004-050-2004-050-2005-060-2003-040-2003-040-2003-040-2003-042-2004-0570%2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-050-2003-040-<t< td=""><td>Total     Percent     stude     stude     stude       Begin     Interm     Adv       2005-06     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2003-04     Interm     Interm     Interm     Interm       2003-04     Int</td><td>Total<br/>TestedPercent SubjectSubjectPercent8001Intern JowProf.2005-0600Intern JowIntern Jow2003-0400Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0400Intern J</td><td>Total<br/>TestedTotal<br/>TestedTotal<br/>TestedTestedTestedTestedBeginInternAdv2005-060Intern<td>Total Percent of students scoring Tested Percentance levels     Total Percent in each result in each result</td><td>Total incrementational processes   Total incrementation incrementatincrementat incrementatenerginal incrementation incrementation inc</td><td>Total     Percent of students scoring<br/>neach performance levels     Total     Percent of students scoring<br/>neach performance levels       2005-06     0     Image: Ima</td><td>Total Percent of students scoring Tested     Total Percent of students scoring fested     Total Percent of students scoring in each performance level:       Begin     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       2005-06     O0     O    &lt;</td><td>Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Total<br/>Interm. Adv     Prof.       2005-06     0    </br></td><td>Total<br/>Tested     Percent of students scoring<br/>meach performance level:     Total<br/>Tested     Percent of students scoring<br/>tested     Total<br/>meach performance level:     Total<br/>Tested     Percent<br/>meach performance level:     Total<br/>Tested     Tot</td><td>Total     Percent of students scoring<br/>rested     Total     Percent of students scoring<br/>rested     <t< td=""><td>Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:       2005-06     0     Interm. Adv.     Prof.     Percent of students scoring<br/>Tested     Tested     In each performance level:     Tested     In each performance level:       2003-04     0     Interm. Adv.     00     Interm. Adv.     00     0</td><td>Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>ised     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:       2005-06     0</td></t<></td></td></t<></td></t<> | Tested in each performationReginInterma2005-060-2003-040-2005-060-2004-050-2004-050-2005-060-2005-060-2003-040-2003-040-2004-050-2004-050-2005-060-2003-040-2003-040-2003-040-2003-042-2004-0570%2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-042-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-040-2003-050-2003-040- <t< td=""><td>Total     Percent     stude     stude     stude       Begin     Interm     Adv       2005-06     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2003-04     Interm     Interm     Interm     Interm       2003-04     Int</td><td>Total<br/>TestedPercent SubjectSubjectPercent8001Intern JowProf.2005-0600Intern JowIntern Jow2003-0400Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0400Intern J</td><td>Total<br/>TestedTotal<br/>TestedTotal<br/>TestedTestedTestedTestedBeginInternAdv2005-060Intern<td>Total Percent of students scoring Tested Percentance levels     Total Percent in each result in each result</td><td>Total incrementational processes   Total incrementation incrementatincrementat incrementatenerginal incrementation incrementation inc</td><td>Total     Percent of students scoring<br/>neach performance levels     Total     Percent of students scoring<br/>neach performance levels       2005-06     0     Image: Ima</td><td>Total Percent of students scoring Tested     Total Percent of students scoring fested     Total Percent of students scoring in each performance level:       Begin     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       2005-06     O0     O    &lt;</td><td>Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Total<br/>Interm. Adv     Prof.       2005-06     0    </br></td><td>Total<br/>Tested     Percent of students scoring<br/>meach performance level:     Total<br/>Tested     Percent of students scoring<br/>tested     Total<br/>meach performance level:     Total<br/>Tested     Percent<br/>meach performance level:     Total<br/>Tested     Tot</td><td>Total     Percent of students scoring<br/>rested     Total     Percent of students scoring<br/>rested     <t< td=""><td>Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:       2005-06     0     Interm. Adv.     Prof.     Percent of students scoring<br/>Tested     Tested     In each performance level:     Tested     In each performance level:       2003-04     0     Interm. Adv.     00     Interm. Adv.     00     0</td><td>Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>ised     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:       2005-06     0</td></t<></td></td></t<> | Total     Percent     stude     stude     stude       Begin     Interm     Adv       2005-06     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2003-04     00     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2005-06     03     Interm     Interm     Interm       2003-04     Interm     Interm     Interm     Interm       2003-04     Int | Total<br>TestedPercent SubjectSubjectPercent8001Intern JowProf.2005-0600Intern JowIntern Jow2003-0400Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0403Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0407Intern JowIntern Jow2003-0400Intern J | Total<br>TestedTotal<br>TestedTotal<br>TestedTestedTestedTestedBeginInternAdv2005-060Intern <td>Total Percent of students scoring Tested Percentance levels     Total Percent in each result in each result</td> <td>Total incrementational processes   Total incrementation incrementatincrementat incrementatenerginal incrementation incrementation inc</td> <td>Total     Percent of students scoring<br/>neach performance levels     Total     Percent of students scoring<br/>neach performance levels       2005-06     0     Image: Ima</td> <td>Total Percent of students scoring Tested     Total Percent of students scoring fested     Total Percent of students scoring in each performance level:       Begin     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       2005-06     O0     O    &lt;</td> <td>Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>in each performance level:     Total<br/>Tested     Total<br/>Interm. Adv     Prof.       2005-06     0    </br></td> <td>Total<br/>Tested     Percent of students scoring<br/>meach performance level:     Total<br/>Tested     Percent of students scoring<br/>tested     Total<br/>meach performance level:     Total<br/>Tested     Percent<br/>meach performance level:     Total<br/>Tested     Tot</td> <td>Total     Percent of students scoring<br/>rested     Total     Percent of students scoring<br/>rested     <t< td=""><td>Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:       2005-06     0     Interm. Adv.     Prof.     Percent of students scoring<br/>Tested     Tested     In each performance level:     Tested     In each performance level:       2003-04     0     Interm. Adv.     00     Interm. Adv.     00     0</td><td>Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>ised     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:       2005-06     0</td></t<></td> | Total Percent of students scoring Tested Percentance levels     Total Percent in each result | Total incrementational processes   Total incrementation incrementatincrementat incrementatenerginal incrementation incrementation inc | Total     Percent of students scoring<br>neach performance levels     Total     Percent of students scoring<br>neach performance levels       2005-06     0     Image: Ima | Total Percent of students scoring Tested     Total Percent of students scoring fested     Total Percent of students scoring in each performance level:       Begin     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       Begon     Intern     Adv.     Prof.       2005-06     O0     O    < | Total<br>Tested     Percent of students scoring<br>in each performance level:     Total<br> | Total<br>Tested     Percent of students scoring<br>meach performance level:     Total<br>Tested     Percent of students scoring<br>tested     Total<br>meach performance level:     Total<br>Tested     Percent<br>meach performance level:     Total<br>Tested     Tot | Total     Percent of students scoring<br>rested     Total     Percent of students scoring<br>rested <t< td=""><td>Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:     Total Percent of students scoring<br/>Tested in each performance level:       2005-06     0     Interm. Adv.     Prof.     Percent of students scoring<br/>Tested     Tested     In each performance level:     Tested     In each performance level:       2003-04     0     Interm. Adv.     00     Interm. Adv.     00     0</td><td>Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>ised     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:     Total<br/>Tested     Percent of students scoring<br/>Tested     Total<br/>in each performance level:       2005-06     0</td></t<> | Total Percent of students scoring<br>Tested in each performance level:     Total Percent of students scoring<br>Tested in each performance level:     Total Percent of students scoring<br>Tested in each performance level:     Total Percent of students scoring<br>Tested in each performance level:     Total Percent of students scoring<br>Tested in each performance level:       2005-06     0     Interm. Adv.     Prof.     Percent of students scoring<br>Tested     Tested     In each performance level:     Tested     In each performance level:       2003-04     0     Interm. Adv.     00     Interm. Adv.     00     0 | Total<br>Tested     Percent of students scoring<br>Tested     Total<br>in each performance level:     Total<br>ised     Percent of students scoring<br>Tested     Total<br>in each performance level:     Total<br>Tested     Percent of students scoring<br>Tested     Total<br>in each performance level:     Total<br>Tested     Percent of students scoring<br>Tested     Total<br>in each performance level:     Total<br>Tested     Percent of students scoring<br>Tested     Total<br>in each performance level:     Total<br>Tested     Percent of students scoring<br>Tested     Total<br>in each performance level:       2005-06     0 |

#### 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 St	All Students					General-Education Students					Students with Disabilities					
		Percentag scoring at	•	dents			Total Percentage of students Tested scoring at level:				Total Percentage of students Tested scoring at level:						
		1	2	3	4		1	2	3	4		1	2	3	4		
Elementary Level	0					0					0						
Middle Level	2	-	-	-	-	2	-	-	-	-	0						

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

All Students					<b>General-Education Students</b>					Students with Disabilities					
	Cohort Enrollment	Percentage 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 St	l Students							
	Total Tested	Number of students scoring at Level:							
		1	2	3	4				
Elementary Level									
Social Studies	0								
Middle Level									
Social Studies	0								
Secondary Level									
Social Studies	0								
Science	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	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 NEW HORIZONS SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #15

# **Financial Information**

2004–05 School District-wide Total Expenditures per Pupil	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	61-70%								

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.