

The New York State School Report Card

School P.S. 138 District NEW YORK CITY GEOGRAPHIC DISTRICT #17 School ID 331700010138 Principal MARIE CHAUVET-MONCHIK Telephone (718) 467-0800 Grades PK-8, UE, US

Comprehensive Information Report 2005 – 06

Regents Exams

		All Stu	All Students			General-Education Students				s Students with Disabilities			
		Total Tested	Percenta scoring a	ge of stud t or above		Total Tested	Percenta scoring a	-		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	21	100%	90%	5%	21	100%	90%	5%	0			
	2004–05	24	96%	92%	4%	24	96%	92%	4%	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	tal Percentage of students sted scoring at or above:			Total Tested		ige of stuc it 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	All Students General-Education Stude		ucation Students	nts 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 Student	S	General-Ed	ucation Students	nts 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		

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Distroit tP.S. 138 District NEW YORK CITY GEOGRAPHIC DISTRICT #17

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

	All St	udents	i			General-Education Students			Students with Disabilities						
	Total Tested				5	Total Tested				5	Total Tested				5
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm. Adv	/.	Prof.
2005–06	13	31%	38%	15%	15%	11	-	-	-	-	2	-	-	-	-
2004-05	8	25%	63%	13%	0%	6	-	_	_	-	2	-	-	_	-
2003-04	13	15%	54%	31%	0%	12	-	_	_	_	1	-	_	_	-
2005–06	13	77%	8%	8%	8%	11	-	_	_	_	2	-	_	-	-
2004-05	7	43%	29%	14%	14%	6	-	_	_	_	1	-	_	_	-
2003-04	13	8%	38%	46%	8%	12	-	_	_	_	1	-	_	_	-
2005–06	24	29%	13%	50%	8%	23	-	-	-	-	1	-	_	_	-
2004-05	23	0%	13%	74%	13%	21	-	_	_	_	2	-	_	_	-
2003-04	21	14%	29%	10%	48%	20	-	_	_	_	1	-	_	_	-
2005–06	24	38%	21%	33%	8%	23	-	-	_	-	1	-	-	-	-
2004-05	23	9%	52%	22%	17%	21	-	_	_	_	2	-	-	-	-
2003-04	21	33%	24%	29%	14%	20	_	_	_	_	1	_	_	_	_
2005–06	14	43%	14%	29%	14%	14	43%	14%	29%	14%	0				
2004-05	9	0%	0%	56%	44%	9	0%	0%	56%	44%	0				
2003-04	9	0%	22%	44%	33%	9	0%	22%	44%	33%	0				
2005–06	14	50%	14%	21%	14%	14	50%	14%	21%	14%	0				
2004-05	9	0%	11%	56%	33%	9	0%	11%	56%	33%	0				
2003-04	9	33%	56%	11%	0%	9	33%	56%	11%	0%	0				
2005–06	13	38%	23%	23%	15%	13	38%	23%	23%	15%	0				
2004-05	7	0%	14%	43%	43%	7	0%	14%	43%	43%	0				
2003-04	7	0%	14%	43%	43%	7	0%	14%	43%	43%	0				
2005–06	13	46%	38%	15%	0%	13	46%	38%	15%	0%	0				
2004-05	7	29%	29%	0%	43%	7	29%	29%	0%	43%	0				
2003-04	7	0%	71%	29%	0%	7	0%	71%	29%	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 13 2003-04 13 2005-06 13 2005-06 13 2005-06 13 2005-06 24 2003-04 21 2005-06 24 2003-04 21 2005-06 24 2003-04 21 2003-04 21 2003-04 21 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 9 2003-04 7 2003-04 7 2003-04 7 2003-04 7 2003-04 7 2003-04 7 2003-04 7 2003-04 0 2003-04 7 2003-04<	TotalPercent Tested2005-061331%2004-053825%2003-041315%2005-061377%2004-05743%2004-05743%2004-052429%2004-052429%2004-052438%2005-062438%2004-05230%2004-052438%2004-052438%2004-0590%2004-0590%2004-0590%2004-051338%2004-0570%2004-0570%2004-0570%2004-051346%2004-0570%2004-0501%2004-050 <td>Tested in each perform Begin Interm 2005-06 13 31% 38% 2004-05 8 25% 63% 2005-06 13 77% 8% 2005-06 13 77% 8% 2004-05 7 43% 29% 2005-06 13 8% 38% 2005-06 24 29% 13% 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structureIndalPercent structure2005-061331%38%15%15%11%0672004-051315%54%31%0%6772005-061377%8%8%8%11672004-05743%29%14%14%66772003-04138%38%46%8%12772004-05743%29%14%14%66772005-062429%13%50%8%23772004-05230%13%74%13%214772004-05230%13%50%8%23772004-05239%52%2%17%20772004-05239%22%17%207772004-05239%24%29%14%201772004-0590%14%29%14%201112004-0590%14%29%14%201112004-0590%14%29%14%33%23%13332004-0590%14%21%14%33%4</td><td>Indial TestedPercent students surverseIndial iscal percent students surverseIndial iscal percent students surverse2005-061331%38%15%15%1112004-05825%63%13%0%162003-041315%54%31%0%122005-061377%8%8%8%1112004-05743%29%14%14%662005-06138%8%1126<t< td=""><td>Total Percent of students is nearly invariant set of the set</td><td>Initial Percent of students scoring Total in each performance level 2003-06 13 77% 8% 8% 8% 23 G G G G G G G 2003-04 21 14% 29% 14% 8% 14% G G G G</td><td>International problem is students scoring Tested Total is accepted in each performance level. 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performance levelTotal Percent Tested in each performance level2005-061331%38%15%15%11-2004-05825%63%13%0%66-2003-041315%54%31%0%102-2005-061377%8%8%8%11-2004-05743%29%14%14%66-2003-04138%38%46%8%12-2003-04138%38%50%8%23-2003-04230%13%50%8%23-2003-042114%29%10%48%20-2003-042114%29%14%14%66-2003-04230%56%14%202003-04239%56%14%14443%43%2004-0590%21%14%20%0%-2003-041450%11%56%14%14450%2003-0490%11%56%14%14450%2003-04138%23%15%13%14%33%2004-051338%23%15%14%14%36%2003-041338%23%15% </td <td>IndalPercent structureIndalPercent structureIndalPercent structureIndalPercent structure2005-061331%38%15%15%11%0672004-051315%54%31%0%6772005-061377%8%8%8%11672004-05743%29%14%14%66772003-04138%38%46%8%12772004-05743%29%14%14%66772005-062429%13%50%8%23772004-05230%13%74%13%214772004-05230%13%50%8%23772004-05239%52%2%17%20772004-05239%22%17%207772004-05239%24%29%14%201772004-0590%14%29%14%201112004-0590%14%29%14%201112004-0590%14%29%14%33%23%13332004-0590%14%21%14%33%4</td> <td>Indial TestedPercent students surverseIndial iscal percent students surverseIndial iscal percent students surverse2005-061331%38%15%15%1112004-05825%63%13%0%162003-041315%54%31%0%122005-061377%8%8%8%1112004-05743%29%14%14%662005-06138%8%1126<t< td=""><td>Total Percent of students is nearly invariant set of the set</td><td>Initial Percent of students scoring Total in each performance level 2003-06 13 77% 8% 8% 8% 23 G G G G G G G 2003-04 21 14% 29% 14% 8% 14% G G G G</td><td>International problem is students scoring Tested Total is accepted in each performance level. 2005-06 13 37% 29% 14% 20% 14%</td><td>Total result with the set of t</td><td>Total rest Percent of students scoring rest Total ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach perfor</br></br></br></br></td></t<></td>	IndalPercent structureIndalPercent structureIndalPercent structureIndalPercent structure2005-061331%38%15%15%11%0672004-051315%54%31%0%6772005-061377%8%8%8%11672004-05743%29%14%14%66772003-04138%38%46%8%12772004-05743%29%14%14%66772005-062429%13%50%8%23772004-05230%13%74%13%214772004-05230%13%50%8%23772004-05239%52%2%17%20772004-05239%22%17%207772004-05239%24%29%14%201772004-0590%14%29%14%201112004-0590%14%29%14%201112004-0590%14%29%14%33%23%13332004-0590%14%21%14%33%4	Indial TestedPercent students surverseIndial iscal percent students surverseIndial iscal percent students surverse2005-061331%38%15%15%1112004-05825%63%13%0%162003-041315%54%31%0%122005-061377%8%8%8%1112004-05743%29%14%14%662005-06138%8%1126 <t< td=""><td>Total Percent of students is nearly invariant set of the set</td><td>Initial Percent of students scoring Total in each performance level 2003-06 13 77% 8% 8% 8% 23 G G G G G G G 2003-04 21 14% 29% 14% 8% 14% G G G G</td><td>International problem is students scoring Tested Total is accepted in each performance level. 2005-06 13 37% 29% 14% 20% 14%</td><td>Total result with the set of t</td><td>Total rest Percent of students scoring rest Total ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach perfor</br></br></br></br></td></t<>	Total Percent of students is nearly invariant set of the set	Initial Percent of students scoring Total in each performance level 2003-06 13 77% 8% 8% 8% 23 G G G G G G G 2003-04 21 14% 29% 14% 8% 14% G G G G	International problem is students scoring Tested Total is accepted in each performance level. 2005-06 13 37% 29% 14% 20% 14%	Total result with the set of t	Total rest Percent of students scoring rest Total ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level ineach performance level

NOTE

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Elementary/Middle-Level Social Studies 2005–06

	All Students					Gener	General-Education Students					Students with Disabilities				
		Tested scoring at level:				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	103	23%	18%	50%	9%	96	20%	20%	51%	9%	7	71%	0%	29%	0%	
Middle Level	81	33%	56%	11%	0%	73	30%	58%	12%	0%	8	63%	38%	0%	0%	

2002 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents				Ger	General-Education Students Stu				Stude	tudents with Disabilities				
	Cohort Enrollment	Percentage students so 55–64	coring:	85-100	Approved Alternatives	Cohort Forollment		Percentage of students scori 55–64 65	ng:	85-100	Approved Alternatives	Cohort Enrollment	Percentag students s 55–64	coring:	85-100	Approved Alternatives
Global History and Geography	0					()					0				
U.S. History and Government	0					()					0				
Science	0					()					0				

New York State Alternate Assessments (NYSAA) 2005–06

All St	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. 138 District NEW YORK CITY GEOGRAPHIC DISTRICT #17

Financial Information

2004–05 School District-wide Total Expenditures per Pupil								
2004–05 NYS Public School Total	\$15,035							
Expenditures per Pupil 2005–06 Estimated Percentage of Students	81-90%							
from Families Receiving Public Assistance								

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.