

The New York State School Report Card

School P.S. 326 District NEW YORK CITY GEOGRAPHIC DISTRICT #22 School ID 332200010326 Principal COLLEEN DUCEY Telephone (718) 241-4828 Grades PK-1, UE

Comprehensive Information Report 2005 – 06

Regents Exams

		All Students			General-Education Students				s Students with Disabilities				
		Total Tested	Percentag scoring at	-		Total Tested	Percentag scoring a			TotalPercentage of stTestedscoring at or about		-	
			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	l Percentage of students ed scoring at or above:			Total Tested	tal Percentage of students sted 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 Students		General-Ed	ucation Students	ts 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		

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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	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 #22

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

	All Students				General-Education Students				Students with Disabilities						
	Total Tested				-	Total Tested				5	Total Tested				5
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
2005–06	0					0					0				
2004-05	27	0%	7%	56%	37%	21	0%	5%	52%	43%	6	0%	17%	67%	17%
2003-04	49	0%	22%	29%	49%	40	0%	15%	33%	53%	9	0%	56%	11%	33%
2005–06	0					0					0				
2004-05	27	0%	30%	59%	11%	21	0%	29%	57%	14%	6	0%	33%	67%	0%
2003-04	49	12%	35%	16%	37%	40	10%	33%	18%	40%	9	22%	44%	11%	22%
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	0					0					0				
2004-05	0					0					0				
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				
2003-04	0					0					0				
2005-06	0					0					0				
2004-05	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 0 2003-04 49 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 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 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	TotalPercent Tested2005-0602004-05270%2003-04490%2005-06012%2004-05270%2004-05270%2005-06012%2005-06012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-05012%2003-040<	Total TestedPercent study ineact vertices2005-060BeginInterm2004-05270%22%2005-06022%2004-05270%30%2005-06030%2005-06030%2005-06030%2005-06012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012%2003-04012% <td>Total Percent students is an experience in each percent students in each percent</td> <td>Iotal Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iterational Iter</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></td> <td>Total Tested Percent of students scoring in each performance level Total Tested 2005-06 00 Intern Adv. Prof. 2003-04 49 0% 29% 49% 400 2003-04 49 0% 22% 29% 49% 400 2003-04 49 0% 30% 59% 11% 21 2003-04 49 12% 35% 16% 37% 40 2003-04 49 12% 35% 16% 37% 40 2003-04 49 12% 35% 16% 37% 40 2004-05 0 I I I 10 10 2004-05 0 I I I 10 10</td> <td>Total TestedPercent of students sucuresTotal TestedPercent TestedTestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm TestedInterm Tested2005-060270%30%59%11%2100%2005-060270%30%59%11%2100%2005-060270%35%16%37%40010%2003-04027270%37%40010%2003-04027270%37%40010%2003-04027270%270%272003-040272716%10%10%2003-040272710%10%10%2003-040272710%10%10%2003-040272710%10%10%2003-040272710%10%10%2003-040272710%10%10%2003-040272710%10%10%2003-04027272710%<</br></br></br></td> <td>Total is error of students serving is each performance level. 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Prof. Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan= 4 Colspan= 4<td>Total Tested Percent of students scoring in each performance level: Total Tested Tested T</td><td>Initial Tested Percent of students scoring in each performance level: Total Tested Percent of students scoring in each performance level: Total Tested Percent in each performance level: Tested Interm. Adv. Prot. Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. 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Prof. Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4">Colspan="4" Colspan="4">Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan="4" Colspan= 4 Colspan= 4 <td>Total Tested Percent of students scoring in each performance level: Total Tested Tested T</td> <td>Initial Tested Percent of students scoring in each performance level: Total Tested Percent of students scoring in each performance level: Total Tested Percent in each performance level: Tested Interm. Adv. Prot. Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv.<td>Total Percent of students scoring rested Total Percent of students 2005-06 0 Imach performance level Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin 1tern. Adv. Prof. Begin Intern. Adv.</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></td>	Total Tested Percent of students scoring in each performance level: Total Tested Tested T	Initial Tested Percent of students scoring in each performance level: Total Tested Percent of students scoring in each performance level: Total Tested Percent in each performance level: Tested Interm. Adv. Prot. Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Tested Interm. Adv. Percent Performance Percent Performance Tested Interm. Adv. <td>Total Percent of students scoring rested Total Percent of students 2005-06 0 Imach performance level Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin 1tern. Adv. Prof. Begin Intern. Adv.</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>	Total Percent of students scoring rested Total Percent of students 2005-06 0 Imach performance level Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin Intern. Adv. Prof. Begin 1tern. Adv. Prof. Begin Intern. Adv.	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

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Elementary/Middle-Level Social Studies 2005–06

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

2002 Total Cohort Performance on Regents Exams After Four Years

	All Students					General-Education Students					Students with Disabilities				
	Cohort Enrollment	Percentage 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 so 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. 326 District NEW YORK CITY GEOGRAPHIC DISTRICT #22

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.