

The New York State School Report Card

School P.S. 81 JEAN PAUL RICHTER SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #24 School ID 342400010081 Principal FRANK CANDELA Telephone (718) 821-9800 Grades K-5, UE

Comprehensive Information Report 2005 – 06

Regents Exams

		All Students			General-Education Studen				Students with Disabilities				
		Total	Percentag	-		Total	Percenta	-		Total		ge of stud	
		Tested	scoring at	t or abov	e:	Tested	scoring a	t or above	2:	Tested	scoring a	t or above	9:
			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 a	-		Total Tested	Percenta scoring a	ge of stud t or above		Total Tested	Percentage of students d 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	

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			nts	Students with Disabilities					
	Total Tested				5	Total Tested				5	Total Tested				0
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
2005–06	98	2%	16%	45%	37%	92	2%	17%	43%	37%	6	0%	0%	67%	33%
2004-05	64	2%	5%	31%	63%	55	2%	5%	31%	62%	9	0%	0%	33%	67%
2003-04	127	6%	19%	47%	28%	122	7%	19%	46%	29%	5	0%	20%	80%	0%
2005–06	98	16%	50%	22%	11%	92	15%	49%	24%	12%	6	33%	67%	0%	0%
2004-05	64	5%	28%	28%	39%	55	5%	25%	27%	42%	9	0%	44%	33%	22%
2003-04	128	16%	26%	53%	5%	123	15%	24%	54%	6%	5	20%	60%	20%	0%
2005–06	141	5%	6%	41%	48%	119	5%	6%	39%	50%	22	5%	9%	50%	36%
2004–05	140	4%	7%	47%	41%	129	5%	7%	46%	43%	11	0%	9%	64%	27%
2003-04	102	12%	14%	31%	43%	97	12%	13%	32%	42%	5	0%	20%	20%	60%
2005–06	143	12%	22%	25%	41%	121	13%	19%	26%	42%	22	5%	36%	23%	36%
2004-05	140	11%	14%	54%	21%	129	9%	14%	55%	22%	11	36%	18%	36%	9%
2003-04	103	32%	39%	16%	14%	98	34%	37%	15%	14%	5	0%	80%	20%	0%
2005–06	25	4%	32%	28%	36%	24	_	_	_	_	1	_	_	_	_
2004–05	28	0%	14%	50%	36%	27	_	_	_	_	1	_	_	_	_
2003-04	24	4%	21%	29%	46%	23	_	_	_	_	1	_	_	_	_
2005–06	25	20%	20%	44%	16%	24	_	_	_	_	1	_	_	_	_
2004–05	28	11%	46%	32%	11%	27	_	_	_	_	1	_	_	_	_
2003-04	24	21%	38%	38%	4%	23	_	_	_	_	1	_	_	_	_
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				
2005-06	0					0					0				
-	0					0					0				
	0					0					0				
	2003-04 2005-06 2003-04 2005-06 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	Interfact 2005-06 98 2004-05 64 2003-04 127 2005-06 98 2004-05 64 2005-06 98 2004-05 64 2005-06 141 2005-06 143 2003-04 102 2003-04 102 2003-04 103 2003-04 103 2003-04 20 2003-04 20 2003-04 20 2003-04 20 2003-04 20 2003-04 20 2003-04 20 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 2003-04 00 <tr< td=""><td>Total Percent rester Total Percent rester Total Percent rester 2005-06 98 206 2003-04 127 666 2005-06 98 16% 2003-04 127 666 2003-04 128 16% 2003-04 128 16% 2003-04 141 5% 2003-04 140 12% 2003-04 140 12% 2003-04 103 32% 2003-04 103 32% 2003-04 103 32% 2003-04 20 4% 2003-04 28 0% 2003-04 28 11% 2003-04 28 11% 2003-04 28 11% 2003-04 20 20% 2003-04 0 11% 2003-04 0 11% 2003-04 0 11% 2003-04</td><td>Testen in each perform Begin. 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performance levelsTotal Percent rester in each performance levelsTotal Percent rester in each performance levels2005-06982%16%45%37%922%2003-041276%19%47%28%1227%2005-069816%50%22%11%9215%2003-0412816%26%53%39%555%2003-0412816%26%53%39%12315%2003-0412816%6%41%48%1195%2003-0410212%6%41%43%9712%2003-0410212%26%53%41%1295%2003-0410212%12%25%41%1295%2003-0410212%26%25%41%1295%2003-0410312%25%41%1299%2003-0410332%25%41%12413%2003-0410332%26%26%26%26%26%2003-042811%14%50%36%2712003-042811%21%22%26%26%26%2003-042811%26%26%26%26%26%2003-042811%32%38%46%2626 <t< td=""><td>Indal InstantPercent structureTotal in eact pertormPercent structureState in eact 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scoring in each performance levels Total Tested Percent of students scoring 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 perfo</br></br></br></td> <td>International percent of students scoring in each performance level International performance</td> <td>Total Percent of students scoring Total Percent of students scoring 2004-05 64 2% 1% 4% 2% 1% 4% 2% 1% 62% 9% 0% <</td> <td>Total Testel Percent J students scoring leach performance level: Total restel Percent J students scoring leach performance level: Total leach performance level: 2004-05 98 16% 5% 31% 62% 12% 12% 14% 12% 2% 12%</td>	Indial TestedPercent students score incact performanceProteIndial incact performancePercent students score incact performance2005-06982%16%5%37%922%17%33%2004-05642%5%31%63%1227%19%46%2005-069816%50%22%11%9215%40%24%2004-05645%50%22%11%9215%40%24%2005-061415%6%41%48%1195%64%5%26%2004-051404%26%31%43%12315%24%5%2005-061415%6%41%48%1195%24%5%2004-0514012%12%12%12%12%12%12%13%4%2005-0614312%26%21%12%13%13%13%13%13%2005-062%14%20%16%14%	Interimental percent structure	Total Tested Percent of students scoring in each performance levels Total Tested Percent of students scoring in each performance levels Total in each performance levels Total in each performance levels Total 	International percent of students scoring in each performance level International performance	Total Percent of students scoring 2004-05 64 2% 1% 4% 2% 1% 4% 2% 1% 62% 9% 0% <	Total Testel Percent J students scoring leach performance level: Total restel Percent J students scoring leach performance level: Total leach performance level: 2004-05 98 16% 5% 31% 62% 12% 12% 14% 12% 2% 12%

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	5				Total Percentage of students Tested scoring at level:			Total Percentage of student Tested scoring at level:				S	
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	193	13%	13%	57%	17%	182	12%	13%	59%	17%	11	36%	27%	27%	9%
Middle Level	0					0					0				

2002 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents				General-Education Students					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	All Students								
Total Tested	Total Number of students scori Tested 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	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. 81 JEAN PAUL RICHTER SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #24

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.