

# The New York State School Report Card

School **PS 153 ADAM CLAYTON POWELL** District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6** School ID **31-06-00-01-0153** Principal **KAREN BAILEY** Telephone **(212) 927-8611** Grades **PK-5, UE** 

Comprehensive Information Report 2008 – 09

#### **Regents Exams**

		All Stu	dents			Genera	al-Educati	on Stude	ents	Studer	ts with D	isabilitie	es.	
		Total	Percentag	e of studer	its	Total	Percentage	e of studen	ts	Total	Percentage of students			
		Tested	scoring at	or above:		Tested	scoring at	or above:		Tested	scoring at o	or above:		
			55	65	85		55	65	85		55	65	85	
Comprehensive English	2008–09	0				0				0				
	2007-08	0				0				0				
	2006-07	0				0				0				
Mathematics A	2008–09	0				0				0				
	2007-08	0				0				0				
	2006-07	0				0				0				
Mathematics B	2008–09	0				0				0				
	2007–08	0				0				0				
	2006-07	0				0				0				
Integrated Algebra	2008–09	0				0				0				
	2007-08	0				0				0				
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Geometry	2008–09	0				0				0				
econicity (	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Global History	2008–09	0				0				0				
and Geography	2007-08	0				0				0				
	2006-07	0				0				0				
U.S. History	2008–09	0				0				0				
and Government	2007–08	0				0				0				
	2006-07	0				0				0				
Living Environment	2008–09	0				0				0				
	2007–08	0				0				0				
	2006-07	0				0				0				
Physical Setting/	2008–09	0				0				0				
Earth Science	2007-08	0				0				0				
	2006-07	0				0				0				
Physical Setting/Chemistry	2008-09	0				0				0				
	2007-08	0				0				0				
	2006-07	0				0				0				
Physical Setting/Physics	2008–09	0				0				0				
	2007-08	0				0				0				
	2006-07	0				0				0				

NOTE

The — symbol indicates that data for a group of students have 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.

School **PS 153 ADAM CLAYTON POWELL** School ID **31-06-00-01-0153** 

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

Listening and Speaking (Grades K-1)   2008-09   95   2%   17%   41%   40%   87   2%   17%   40%   40%   88   0%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   50%   13%   23   9%   30%   48%   50%   13%   23   9%   30%   48%   50%   13%   87   34%   31%   23%   13%   88   25%   50%   13%   23%   13%   23%   13%   88   25%   50%   13%   23%   13%   13%   13%   15%   12%   13%   23%   13%   23%   13%   23%   13%   23%   13%   23%   13%   23%   13%   23%   13%   23%   13%   23%   12%   12% </th <th></th> <th></th> <th>All St</th> <th>udents</th> <th></th> <th></th> <th></th> <th>Gene</th> <th>ral-Edu</th> <th>cation</th> <th>Stude</th> <th>nts</th> <th>Stude</th> <th>ents wi</th> <th>th Disa</th> <th>bilities</th> <th>5</th>			All St	udents				Gene	ral-Edu	cation	Stude	nts	Stude	ents wi	th Disa	bilities	5
Listening and Speaking (Grades K-1)   2008-og 2007-08   95 144   2% 8%   17% 25%   41% 4%   15% 25%   17% 152   7% 7%   26% 26%   39% 39%   28% 28%   17   6% 6%   24% 59%     Reading and Writing (Grades K-1)   2008-09   95   34%   33%   1%   13%   87   34%   31%   22%   13%   8   25%   50%   13%     and Writing (Grades K-1)   2006-07   169   23%   43%   15%   121   31%   35%   19%   17   24%   53%   12%     Listening and Speaking 2006-07   268   5%   5%   31%   55%   69%   177   1%   3%   24%   72%   35   9%   3%   12%     Listening and Speaking 2007-08   254   5%   5%   31%   59%   221   4%   4%   30%   62%   33   15%   12%   177   9%   32%   45%   35%   32%   221   5%   5%   31%2							5					5					5
and Speaking (Grades K-1) 2007-08 144 8% 32% 44% 15% 121 8% 32% 44% 16% 23 9% 30% 48%   2006-07 169 7% 25% 41% 27% 152 7% 26% 39% 28% 17 6% 24% 59%   Reading and Writing (Grades K-1) 2008-09 95 34% 33% 21% 13% 121 31% 34% 13% 28% 17 6% 23% 50% 13%   (Grades K-1) 2006-07 169 23% 43% 15% 121 31% 34% 14% 30% 62% 33 15% 12% 13%   (Grades 2-4) 2006-07 263 5% 5% 11% 12% 177 19% 32% 46% 13% 35 34% 37% 23%   (Grades 2-4) 2006-07 263 14% 37% 13% 12% 177 9% 32% 46% 13% 35 34% 37% 23%				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
(Grades K-1) 2006-07 169 70 250 414 201 152 70 26% 39% 28% 17 6% 204 59%   Reading and Writing (Grades K-1) 2006-09 95 34% 33% 21% 13% 87 34% 31% 22% 13% 8 25% 50% 13% 2 13% 17 6% 24% 59% 59% 13% 2 13% 17 6% 24% 59% 59% 13% 2 5% 5% 5% 17 1% 35% 19% 16% 23% 34% 2 13% 35% 19% 16% 23% 34% 2 15% 177 9% 32% 46% 13% 16% 16% 36% 16% 14% 37% 3% 16%	Listening	2008–09	95	2%	17%	41%	40%	87	2%	17%	40%	40%	8	0%	13%	50%	38%
2006-07   169   1%   25%   41%   21%   12%   15%   28%   11   0%   24%   59%     Reading and Writing (Grades K-1)   2008-09   95   34%   33%   21%   13%   87   34%   31%   22%   13%   8   25%   50%   13%     and Writing (Grades K-1)   2008-09   212   2%   3%   25%   9%   152   23%   41%   27%   9%   17   24%   53%   12%   13%     2006-07   169   23%   43%   25%   9%   177   1%   3%   24%   72%   35   9%   3%   3%   2%     2006-07   263   5%   6%   54%   35%   221   13%   32%   46%   13%   35   14%   37%   32%   46%   14%   33   45%   33%   18%   16%   14%   33   45%   33%   18%   16%   14%		2007-08	144	8%	32%	44%	15%	121	8%	32%	44%	16%	23	9%	30%	48%	13%
and Writing (Grades K-1) 2007-08 144 35% 33% 18% 15% 121 31% 35% 19% 16% 23 57% 22% 13%   Listening and Speaking (Grades 2-4) 2008-09 212 2% 3% 25% 69% 177 1% 3% 24% 72% 35 9% 3% 34% 2   Listening and Speaking (Grades 2-4) 2008-09 212 2% 3% 25% 6% 177 1% 3% 24% 72% 35 9% 3% 34% 39% 2 203 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 31% 23% 2% 4% 10% 35% 34% 37% 23% 3% 3% 3% 3% 3% 12% 13% 35% 14% 32% 10% 10% 31 4% 10% 33 45% 33% 18% 10% 20% 10% 10% 31 48% 10% 31 <td>(Grades K-1)</td> <td>2006-07</td> <td>169</td> <td>7%</td> <td>25%</td> <td>41%</td> <td>27%</td> <td>152</td> <td>7%</td> <td>26%</td> <td>39%</td> <td>28%</td> <td>17</td> <td>6%</td> <td>24%</td> <td>59%</td> <td>12%</td>	(Grades K-1)	2006-07	169	7%	25%	41%	27%	152	7%	26%	39%	28%	17	6%	24%	59%	12%
(Grades K-1) 2007 -06 144 33% 25% 9% 112 31% 13% 27% 9% 17 24% 53% 12%   Listening and Speaking (Grades 2-4) 2008-09 212 2% 3% 25% 9% 177 1% 3% 24% 72% 35 9% 3% 3% 25% 6% 17% 1% 3% 24% 72% 35 9% 3% 3% 23% 43% 25% 6% 5% 31% 5% 24% 72% 35 9% 3% 3% 22% 3% 23% 44% 30% 62% 33 15% 12% 39% 3% 24% 17% 3% 36% 31% 23% 39% 13% 221 4% 4% 30% 66% 31 46% 31 46% 33% 18% 26% 10% 30% 10% 30% 12% 10% 10% 32% 10% 10% 32% 10% 10% 30% 10% 10% 30% 10% 10%<	Reading	2008–09	95	34%	33%	21%	13%	87	34%	31%	22%	13%	8	25%	50%	13%	13%
2006-07 169 23% 43% 25% 9% 152 23% 41% 27% 9% 17 24% 53% 12%   Listening and Speaking (Grades 2-4) 2006-09 212 2% 3% 25% 69% 177 1% 3% 24% 72% 35 9% 3% 34% 2   Ind Speaking (Grades 2-4) 2006-07 263 5% 6% 5% 35% 232 2% 5% 56% 36% 31 26% 10% 35%   Reading and Writing (Grades 2-4) 2006-07 263 14% 37% 35% 14% 221 13% 32% 45% 31 26% 33% 12% 23%   2006-07 263 14% 37% 35% 14% 221 13% 32% 45% 33% 18% 35 34% 35 34% 35% 18% 16% 11% 36% 34% 35% 18% 16% 31 48% 10% 30% 16% 31 48% 10% 36% <	•	2007-08	144	35%	33%	18%	15%	121	31%	35%	19%	16%	23	57%	22%	13%	9%
and Speaking (Grades 2-4) 2007-08 254 5% 5% 31% 59% 221 4% 4% 30% 62% 33 15% 12% 39% 39% 3   Reading and Writing (Grades 2-4) 2006-07 263 5% 6% 54% 35% 232 2% 5% 56% 36% 31 26% 10% 35% 233 15% 12% 37% 23%   Reading and Writing (Grades 2-4) 2006-07 263 14% 37% 35% 14% 221 13% 32% 46% 13% 35 34% 37% 23%   2006-07 263 14% 37% 35% 14% 232 10% 40% 44% 10% 34% 16% 31 48% 10% 42%   Listening and Speaking (Grades 5-6) 2006-07 77 8% 6% 40% 21% 63 6% 10% 38% 46% 10 30% 10% 40% 23% 23% 17 6% 44% 11% 9% 43% 17 <td>(Grades K-1)</td> <td>2006-07</td> <td>169</td> <td>23%</td> <td>43%</td> <td>25%</td> <td>9%</td> <td>152</td> <td>23%</td> <td>41%</td> <td>27%</td> <td>9%</td> <td>17</td> <td>24%</td> <td>53%</td> <td>12%</td> <td>12%</td>	(Grades K-1)	2006-07	169	23%	43%	25%	9%	152	23%	41%	27%	9%	17	24%	53%	12%	12%
(Grades 2-4) 2006-07 263 5% 6% 54% 35% 232 2% 5% 56% 36% 31 26% 10% 35% 23%   Reading and Writing (Grades 2-4) 2006-07 263 14% 33% 12% 17% 9% 32% 46% 13% 35 34% 37% 23%   Listening and Speaking (Grades 5-6) 2006-07 263 14% 35% 14% 232 10% 40% 34% 16% 31 45% 33% 18%   Listening and Speaking (Grades 5-6) 2006-07 73 10% 10% 38% 42% 63 6% 10% 30% 10% 40% 44% 16% 10 30% 10% 40% 22% 44% 10% 20% 60 8% 2% 43% 47% 17 6% 24% 29% 44% 29% 63 17% 19% 40% 24% 29% 44% 20% 10 50% 10% 40% 25% 60 10% 24% 10% <t< td=""><td>Listening</td><td>2008–09</td><td>212</td><td>2%</td><td>3%</td><td>25%</td><td>69%</td><td>177</td><td>1%</td><td>3%</td><td>24%</td><td>72%</td><td>35</td><td>9%</td><td>3%</td><td>34%</td><td>54%</td></t<>	Listening	2008–09	212	2%	3%	25%	69%	177	1%	3%	24%	72%	35	9%	3%	34%	54%
Reading 2006-07 263 5% 6% 54% 35% 232 2% 5% 56% 36% 31 26% 10% 35% 232   Reading 2008-09 212 13% 33% 42% 12% 177 9% 32% 46% 13% 35 34% 37% 23%   and Writing 2007-08 254 17% 32% 39% 13% 221 13% 32% 42% 14% 33 45% 33% 18%   (Grades 2-4) 2006-07 263 14% 37% 35% 14% 232 10% 40% 34% 16% 31 48% 10% 42%   Listening 2008-09 73 10% 10% 38% 42% 63 6% 10% 32% 9 0% 22% 44% 11% 9% 48% 32% 9 0% 22% 44% 29% 60 8% 2% 43% 17 17 6% 24% 29% 10% 40% 23%	and Speaking	2007–08	254	5%	5%	31%	59%	221	4%	4%	30%	62%	33	15%	12%	39%	33%
and Writing (Grades 2-4) 2007-08 254 17% 32% 39% 13% 221 13% 32% 42% 14% 33 45% 33% 18%   (Grades 2-4) 2006-07 263 14% 37% 35% 14% 232 10% 40% 34% 16% 31 48% 10% 42%   Listening 2008-09 73 10% 10% 38% 42% 63 6% 10% 32% 9 0% 22% 44% 232   (Grades 5-6) 2007-08 53 9% 11% 47% 32% 44 11% 9% 48% 32% 9 0% 24% 29% 44% 232 10% 48% 48% 10 50% 10% 40% 232 10% 48% 32% 9 0% 24% 29% 44% 23 10% 48% 38% 47% 117 6% 24% 29% 0% 24% 10% 50% 10% 40% 24% 10% 20% 0% 2	(Grades 2–4)	2006–07	263	5%	6%	54%	35%	232	2%	5%	56%	36%	31	26%	10%	35%	29%
(Grades 2-4) 2006-07 263 14% 37% 35% 14% 232 10% 40% 34% 16% 31 48% 10% 42%   Listening 2008-09 73 10% 10% 38% 42% 63 6% 10% 38% 46% 10 30% 10% 40% 34% 16% 10 30% 10% 40% 34% 16% 10 30% 10% 40% 34% 46% 10 30% 10% 40% 40% 34% 46% 10 30% 10% 40% 20% 60 8% 2% 43% 47% 17 6% 24% 29% 43% 47% 17 6% 24% 29% 40% 24% 10 50% 10% 40% 24% 10% 50% 10% 40% 14% 18% 16% 48% 18% 9 44% 22% 0% 10% 40% 21% 10% 10% 50% 10% 12% 23% 52% 13% 17 <td< td=""><td>Reading</td><td>2008–09</td><td>212</td><td>13%</td><td>33%</td><td>42%</td><td>12%</td><td>177</td><td>9%</td><td>32%</td><td>46%</td><td>13%</td><td>35</td><td>34%</td><td>37%</td><td>23%</td><td>6%</td></td<>	Reading	2008–09	212	13%	33%	42%	12%	177	9%	32%	46%	13%	35	34%	37%	23%	6%
2006-07 263 14% 37% 35% 14% 232 10% 40% 34% 16% 31 48% 10% 42%   Listening and Speaking (Grades 5-6) 2008-09 73 10% 10% 38% 42% 63 6% 10% 38% 46% 10 30% 10% 40% 3   (Grades 5-6) 2007-08 53 9% 11% 47% 32% 44 11% 9% 48% 32% 9 0% 22% 44%   (Grades 5-6) 2006-07 77 8% 6% 40% 45% 60 8% 2% 43% 47% 17 6% 24% 29% 2   Reading 2008-09 73 22% 18% 40% 21% 63 17% 19% 40% 24% 10 50% 10% 40%   and Speaking 2007-08 53 23% 17% 12% 60 12% 23% 52% 13% 17 35% 29% 29%   Listening	-	2007-08	254	17%	32%	39%	13%	221	13%	32%	42%	14%	33	45%	33%	18%	3%
and Speaking (Grades 5-6) 2007-08 53 9% 11% 47% 32% 44 11% 9% 48% 32% 9 0% 22% 44% 29%   Reading and Writing (Grades 5-6) 2008-09 73 22% 18% 40% 21% 63 17% 19% 40% 24% 10 50% 10% 40%   (Grades 5-6) 2006-07 77 8% 40% 21% 63 17% 19% 40% 24% 10 50% 10% 40%   (Grades 5-6) 2006-07 77 17% 25% 47% 12% 60 12% 23% 52% 13% 17 35% 29% 29%   Listening and Speaking (Grades 7-8) 2008-09 0 - - 0 - - 0 - - 0 - - 0 - - 0 - - - 0 - - - 0 - - - 0 - - - 0 - - - </td <td>(Grades 2-4)</td> <td>2006–07</td> <td>263</td> <td>14%</td> <td>37%</td> <td>35%</td> <td>14%</td> <td>232</td> <td>10%</td> <td>40%</td> <td>34%</td> <td>16%</td> <td>31</td> <td>48%</td> <td>10%</td> <td>42%</td> <td>0%</td>	(Grades 2-4)	2006–07	263	14%	37%	35%	14%	232	10%	40%	34%	16%	31	48%	10%	42%	0%
(Grades 5-6) 2006-07 77 8% 6% 40% 45% 60 8% 2% 43% 47% 17 6% 24% 29% 40%   Reading 2008-09 73 22% 18% 40% 21% 63 17% 19% 40% 24% 10 50% 10% 40%   and Writing 2007-08 53 23% 17% 40% 21% 44 18% 16% 48% 18% 9 44% 22% 0% 3   (Grades 5-6) 2006-07 77 17% 25% 47% 12% 60 12% 23% 52% 13% 17 35% 29% 29% 29%   Listening 2007-08 0   0  0  0  0  0  17% 25% 47% 12% 60 12% 23% 52% 13% 17 35% 29% 29% 29%   Listening 2007-08 0  0 <t< td=""><td>Listening</td><td>2008–09</td><td>73</td><td>10%</td><td>10%</td><td>38%</td><td>42%</td><td>63</td><td>6%</td><td>10%</td><td>38%</td><td>46%</td><td>10</td><td>30%</td><td>10%</td><td>40%</td><td>20%</td></t<>	Listening	2008–09	73	10%	10%	38%	42%	63	6%	10%	38%	46%	10	30%	10%	40%	20%
2006-07 11 3% 6% 40% 45% 80 8% 2% 43% 41% 11 6% 24% 29% 43% 41% 11 6% 24% 29% 43% 41% 11 6% 24% 29% 43% 41% 11 6% 24% 10 50% 24% 40% 40% 21% 63 17% 19% 40% 24% 10 50% 10% 40% 40% 21% 44 18% 16% 48% 18% 9 44% 22% 0% 23% 52% 13% 17 35% 29% 29% 29%   Listening 2006-07 0 77 17% 25% 47% 12% 60 12% 23% 52% 13% 17 35% 29% 29% 29%   Listening 2006-07 0		2007–08	53	9%	11%	47%	32%	44	11%	9%	48%	32%	9	0%	22%	44%	33%
and Writing (Grades 5-6) 2007-08 53 23% 17% 40% 21% 44 18% 16% 48% 18% 9 44% 22% 0% 2   Listening and Speaking (Grades 7-8) 2008-09 0 0 12% 60 12% 23% 52% 13% 17 35% 29% 29%   Listening and Speaking (Grades 7-8) 2008-09 0 0 0 0 0 0 0 0 0   Reading and Writing (Grades 7-8) 2008-09 0 </td <td>(Grades 5–6)</td> <td>2006–07</td> <td>77</td> <td>8%</td> <td>6%</td> <td>40%</td> <td>45%</td> <td>60</td> <td>8%</td> <td>2%</td> <td>43%</td> <td>47%</td> <td>17</td> <td>6%</td> <td>24%</td> <td>29%</td> <td>41%</td>	(Grades 5–6)	2006–07	77	8%	6%	40%	45%	60	8%	2%	43%	47%	17	6%	24%	29%	41%
(Grades 5-6) 2006-07 77 17% 25% 47% 12% 60 12% 23% 52% 13% 17 35% 29% 29%   Listening 2008-09 0<	Reading	2008–09	73	22%	18%	40%	21%	63	17%	19%	40%	24%	10	50%	10%	40%	0%
Listening 2008-07 11 11% 25% 41% 12% 60 12% 23% 52% 13% 11 35% 29% 29%   Listening 2008-09 0 <td>and Writing</td> <td>2007–08</td> <td>53</td> <td>23%</td> <td>17%</td> <td>40%</td> <td>21%</td> <td>44</td> <td>18%</td> <td>16%</td> <td>48%</td> <td>18%</td> <td>9</td> <td>44%</td> <td>22%</td> <td>0%</td> <td>33%</td>	and Writing	2007–08	53	23%	17%	40%	21%	44	18%	16%	48%	18%	9	44%	22%	0%	33%
and Speaking (Grades 7-8) 2007-08 0 0 0   2006-07 0 0 0 0   Reading 2008-09 0 0 0   and Writing 2007-08 0 0 0   (Grades 7-8) 2006-07 0 0 0   (Grades 7-8) 2006-07 0 0 0   Listening 2008-09 0 0 0   (Grades 9-12) 2006-07 0 0 0   Reading 2008-09 0 0 0   Reading 2008-09 0 0 0   writing 2008-09 0 0 0	(Grades 5–6)	2006–07	77	17%	25%	47%	12%	60	12%	23%	52%	13%	17	35%	29%	29%	6%
(Grades 7-8) 2007-00 0 0 0   Reading 2008-09 0 0 0   and Writing 2007-08 0 0 0   (Grades 7-8) 2006-07 0 0 0   Listening 2008-09 0 0 0   Listening 2007-08 0 0 0   Quarter of the streng 2007-08 0 0 0   Reading 2007-08 0 0 0   Quarter of the streng 2007-08 0 0 0   Reading 2008-09 0 0 0 0   Writing 2008-09 0 0 0 0   Reading 2008-09 0 0 0 0	Listening	2008–09	0					0					0				
Reading   2008-09   0   0   0     and Writing   2007-08   0	and Speaking	2007–08	0					0					0				
and Writing (Grades 7-8) 2007-08 0 0 0   2006-07 0 0 0 0   Listening 2008-09 0 0 0   and Speaking (Grades 9-12) 2008-09 0 0 0   2006-07 0 0 0 0   Reading 2008-09 0 0 0	(Grades 7-8)	2006–07	0					0					0				
(Grades 7-8) 2006-07 0 0 0   Listening 2008-09 0 0 0   and Speaking 2007-08 0 0 0   (Grades 9-12) 2006-07 0 0 0   Reading 2008-09 0 0 0	Reading	2008–09	0					0					0				
Listening 2008-09 0 0 0   and Speaking 2007-08 0 0 0   (Grades 9-12) 2008-09 0 0 0   Reading 2008-09 0 0 0	and Writing	2007–08	0					0					0				
and Speaking (Grades 9-12)   2007-08   0   0   0     2006-07   0   0   0   0     Reading   2008-09   0   0   0   0	(Grades 7–8)	2006–07	0					0					0				
and Speaking (Grades 9-12)   2007-08   0   0   0     2006-07   0   0   0   0     Reading   2008-09   0   0   0   0	Listening	2008-09	0					0					0				
Reading   2008-09   0   0   0   0	and Speaking	2007-08	0					0					0				
and Weiking	(Grades 9-12)	2006-07	0					0					0				
and Multiing	Reading	2008-09	0					0					0				
and writing 2007-08 0 0 0	and Writing	2007-08	0					0					0				
(Grades 9-12) 2006-07 0 0 0	(Grades 9-12)												0				

#### NOTE

The — symbol indicates that data for a group of students have 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.

School PS 153 ADAM CLAYTON POWELL School ID 31-06-00-01-0153

#### Elementary/Middle-Level Social Studies 2008-09

	All St	udents				Gener	General-Education Students						Students with Disabilities					
	Total Percentage of students 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	171	18%	16%	47%	19%	155	17%	17%	46%	20%		16	25%	6%	56%	13%		
Middle Level	0					0						0						

#### 2005 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			 Gene	ral-Educa	ation St	tudents	 Students with Disabilities					
		Percentago students so				Percentago students so			Cohort Enrollment	Percentag students se				
		55-64	65-84 8	35-100		55-64	65-84	85-100		55-64	65-84	85-100		
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) 2008–09

All St	udents			
Total Tested		f studen	ts scorin	g
	1	2	3	4
3	_	-	-	-
0				
0				
0				
0				
0				
	Total Tested 3 0 0 0 0 0	Tested at Level:   1     3   -     0   -     0   -     0   -     0   -     0   -	Total Number of studen Tested at Level: 1 2 3 0 0 0 0 0 0	Total Number of students scorin Tested at Level: 1 2 3 3 0 0 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 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 have 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

School **PS 153 ADAM CLAYTON POWELL** School ID **31-06-00-01-0153** 

### **High School Completers**

		All Students		General-Educ	ation Students	<b>Students with Disabilities</b>		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2008–09	0		0		0		
	2007–08	0		0		0		
	2006–07	0		0		0		
Receiving a Regents Diploma	2008–09	0		0		0		
	2007-08	0		0		0		
	2006–07	0		0		0		
Receiving a Regents Diploma	2008–09	0		0		0		
with Advanced Designation	2007–08	0		0		0		
	2006–07	0		0		0		
Receiving an	2008–09	0		0		0		
Individualized Education	2007–08	0		0		0		
Program (IEP) Diploma	2006-07	0		0		0		

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

#### **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	2008–09	1	100%	1	100%	0	
	2007-08	0		0		0	
	2006-07	0		0		0	
Entered Approved High	2008–09	0		0		0	
School Equivalency	2007-08	0		0		0	
Preparation Program	2006-07	0		0		0	
Total Noncompleters	2008–09	1	100%	1	100%	0	
	2007-08	0		0		0	
	2006-07	0		0		0	

#### Post-secondary Plans of 2008–09 Completers

	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		

## **More Information about the School**

School **PS 153 ADAM CLAYTON POWELL** School ID **31-06-00-01-0153** 

#### District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

### **Financial Information**

2008–09 Estimated Percentage of Students from Families Receiving Public Assistance

91-100%