



The New York State School Report Card

Comprehensive Information Report 2010 – 11

School **MAGNET SCHOOL FOR SCIENCE
AND TECHNOLOGY**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

School ID **33-15-00-01-0154**

Principal **SAMUEL ORTIZ**

Telephone **(718) 768-0057**

Grades **PK-5, UE**

Regents Exams

| | | All Students | | | | General-Education Students | | | | Students with Disabilities | | | |
|--|---------|-----------------|--|-----|-----|----------------------------|--|-----|-----|----------------------------|--|-----|-----|
| | | Total Tested | Percentage of students scoring at or above: | | | Total Tested | Percentage of students scoring at or above: | | | Total Tested | Percentage of students scoring at or above: | | |
| | | | 55 | 65 | 85 | | 55 | 65 | 85 | | 55 | 65 | 85 |
| Comprehensive English | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Integrated Algebra | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Geometry | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Algebra 2/Trigonometry | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 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 and Geography | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| U.S. History and Government | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Living Environment | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Physical Setting/ Earth Science | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Physical Setting/Chemistry | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 0 | | | | 0 | | | | 0 | | | |
| Physical Setting/Physics | 2010–11 | 0 | | | | 0 | | | | 0 | | | |
| | 2009–10 | 0 | | | | 0 | | | | 0 | | | |
| | 2008–09 | 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.

English as a Second Language Achievement Test

School **MAGNET SCHOOL FOR SCIENCE AND TECHNOLOGY**
School ID **33-15-00-01-0154**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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

| | | All Students | | | | | General-Education Students | | | | | Students with Disabilities | | | | |
|---|---------|--------------|--|---------|------|-------|----------------------------|--|---------|------|-------|----------------------------|--|---------|------|-------|
| | | Total Tested | Percent of students scoring in each performance level: | | | | Total Tested | Percent of students scoring in each performance level: | | | | Total Tested | Percent of students scoring in each performance level: | | | |
| | | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. |
| Listening and Speaking (Grades K–1) | 2010–11 | 16 | 0% | 25% | 44% | 31% | 12 | — | — | — | — | 4 | — | — | — | — |
| | 2009–10 | 14 | 0% | 14% | 29% | 57% | 10 | — | — | — | — | 4 | — | — | — | — |
| | 2008–09 | 13 | 0% | 15% | 38% | 46% | 9 | — | — | — | — | 4 | — | — | — | — |
| Reading and Writing (Grades K–1) | 2010–11 | 16 | 31% | 38% | 25% | 6% | 12 | — | — | — | — | 4 | — | — | — | — |
| | 2009–10 | 14 | 21% | 50% | 7% | 21% | 10 | — | — | — | — | 4 | — | — | — | — |
| | 2008–09 | 13 | 38% | 38% | 15% | 8% | 9 | — | — | — | — | 4 | — | — | — | — |
| Listening and Speaking (Grades 2–4) | 2010–11 | 8 | 0% | 0% | 50% | 50% | 4 | — | — | — | — | 4 | — | — | — | — |
| | 2009–10 | 8 | 0% | 0% | 38% | 63% | 6 | — | — | — | — | 2 | — | — | — | — |
| | 2008–09 | 9 | 0% | 11% | 44% | 44% | 4 | — | — | — | — | 5 | — | — | — | — |
| Reading and Writing (Grades 2–4) | 2010–11 | 8 | 0% | 38% | 38% | 25% | 4 | — | — | — | — | 4 | — | — | — | — |
| | 2009–10 | 8 | 25% | 25% | 38% | 13% | 6 | — | — | — | — | 2 | — | — | — | — |
| | 2008–09 | 9 | 22% | 33% | 44% | 0% | 4 | — | — | — | — | 5 | — | — | — | — |
| Listening and Speaking (Grades 5–6) | 2010–11 | 2 | — | — | — | — | 2 | — | — | — | — | 0 | | | | |
| | 2009–10 | 6 | 0% | 0% | 67% | 33% | 0 | | | | | 6 | 0% | 0% | 67% | 33% |
| | 2008–09 | 8 | 13% | 0% | 63% | 25% | 7 | — | — | — | — | 1 | — | — | — | — |
| Reading and Writing (Grades 5–6) | 2010–11 | 2 | — | — | — | — | 2 | — | — | — | — | 0 | | | | |
| | 2009–10 | 6 | 17% | 50% | 33% | 0% | 0 | | | | | 6 | 17% | 50% | 33% | 0% |
| | 2008–09 | 8 | 13% | 13% | 75% | 0% | 7 | — | — | — | — | 1 | — | — | — | — |
| Listening and Speaking (Grades 7–8) | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2008–09 | 0 | | | | | 0 | | | | | 0 | | | | |
| Reading and Writing (Grades 7–8) | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2008–09 | 0 | | | | | 0 | | | | | 0 | | | | |
| Listening and Speaking (Grades 9–12) | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2008–09 | 0 | | | | | 0 | | | | | 0 | | | | |
| Reading and Writing (Grades 9–12) | 2010–11 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2009–10 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 2008–09 | 0 | | | | | 0 | | | | | 0 | | | | |

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More Information about the School

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

Financial Information

| | |
|---|--------|
| 2010–11 Estimated Percentage of Students from Families Receiving Public Assistance | 21-30% |
|---|--------|