

The New York State School Report Card

School PS/IS 217 ROOSEVELT ISLAND SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT # 2 School ID 310200010217 Principal SHERRY GREGORY Telephone (212) 980-0294 Grades PK-8, UE, US

Comprehensive Information Report 2005 – 06

Regents Exams

		All St	All Students			General-Education Student				s Students with Disabilities			
		Total	Percentag	ge of stud	lents	Total	Percenta	ge of stud	lents	Total	Percenta	ge of stud	lents
		Tested	scoring at	t or abov	e:	Tested	scoring a	t or above	9:	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				s Students with Disabilities				
		Total Tested	Percentag scoring at	-		Total Tested	Percenta scoring a	ge of stud t or above		Total Tested	Percenta scoring a	-		
			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				

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Competency Tests

		All Students		General-Ed	ucation Students	s 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 Students		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	

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

District NEW YORK CITY GEOGRAPHIC DISTRICT # 2

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

| | All SL | udents |
 | |

 | General-Education Students |
 | | Students with Disabilities
 |
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| | Total
Tested | |
 | | 5

 | Total
Tested |
 | |
 | 5
 | Total
Tested | Percent of students scoring
in each performance level: | | |
 |
| | | Begin. | Interm.
 | Adv. | Prof.

 | | Begin.
 | Interm. | Adv.
 | Prof.
 | | Begin. | Interm. | Adv. | Prof.
 |
| 2005–06 | 16 | 13% | 6%
 | 50% | 31%

 | 16 | 13%
 | 6% | 50%
 | 31%
 | 0 | | | |
 |
| 2004-05 | 8 | 0% | 0%
 | 38% | 63%

 | 8 | 0%
 | 0% | 38%
 | 63%
 | 0 | | | |
 |
| 2003-04 | 23 | 13% | 13%
 | 57% | 17%

 | 22 | _
 | _ | _
 | _
 | 1 | - | _ | _ | _
 |
| 2005–06 | 16 | 25% | 38%
 | 13% | 25%

 | 16 | 25%
 | 38% | 13%
 | 25%
 | 0 | | | |
 |
| 2004-05 | 8 | 0% | 13%
 | 50% | 38%

 | 8 | 0%
 | 13% | 50%
 | 38%
 | 0 | | | |
 |
| 2003-04 | 23 | 13% | 26%
 | 57% | 4%

 | 22 | -
 | - | _
 | _
 | 1 | - | _ | _ | -
 |
| 2005–06 | 22 | 9% | 9%
 | 55% | 27%

 | 22 | 9%
 | 9% | 55%
 | 27%
 | 0 | | | |
 |
| 2004-05 | 22 | 5% | 23%
 | 59% | 14%

 | 22 | 5%
 | 23% | 59%
 | 14%
 | 0 | | | |
 |
| 2003-04 | 14 | 0% | 43%
 | 29% | 29%

 | 14 | 0%
 | 43% | 29%
 | 29%
 | 0 | | | |
 |
| 2005–06 | 22 | 5% | 27%
 | 23% | 45%

 | 22 | 5%
 | 27% | 23%
 | 45%
 | 0 | | | |
 |
| 2004–05 | 22 | 5% | 45%
 | 27% | 23%

 | 22 | 5%
 | 45% | 27%
 | 23%
 | 0 | | | |
 |
| 2003-04 | 14 | 21% | 43%
 | 21% | 14%

 | 14 | 21%
 | 43% | 21%
 | 14%
 | 0 | | | |
 |
| 2005–06 | 16 | 0% | 0%
 | 69% | 31%

 | 15 | -
 | - | -
 | -
 | 1 | - | _ | _ | -
 |
| 2004-05 | 9 | 44% | 11%
 | 33% | 11%

 | 9 | 44%
 | 11% | 33%
 | 11%
 | 0 | | | |
 |
| 2003-04 | 6 | 0% | 0%
 | 50% | 50%

 | 6 | 0%
 | 0% | 50%
 | 50%
 | 0 | | | |
 |
| 2005–06 | 16 | 6% | 6%
 | 44% | 44%

 | 15 | _
 | _ | -
 | -
 | 1 | _ | - | _ | _
 |
| 2004–05 | 10 | 30% | 0%
 | 70% | 0%

 | 10 | 30%
 | 0% | 70%
 | 0%
 | 0 | | | |
 |
| 2003-04 | 6 | 0% | 33%
 | 50% | 17%

 | 6 | 0%
 | 33% | 50%
 | 17%
 | 0 | | | |
 |
| 2005–06 | 6 | 0% | 33%
 | 33% | 33%

 | 6 | 0%
 | 33% | 33%
 | 33%
 | 0 | | | |
 |
| 2004–05 | 7 | 0% | 14%
 | 29% | 57%

 | 7 | 0%
 | 14% | 29%
 | 57%
 | 0 | | | |
 |
| 2003-04 | 10 | 10% | 20%
 | 40% | 30%

 | 10 | 10%
 | 20% | 40%
 | 30%
 | 0 | | | |
 |
| 2005–06 | 6 | 0% | 50%
 | 17% | 33%

 | 6 | 0%
 | 50% | 17%
 | 33%
 | 0 | | | |
 |
| 2004-05 | 9 | 0% | 33%
 | 33% | 33%

 | 9 | 0%
 | 33% | 33%
 | 33%
 | 0 | | | |
 |
| 2003-04 | 10 | 0% | 50%
 | 40% | 10%

 | 10 | 0%
 | 50% | 40%
 | 10%
 | 0 | | | |
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| 2005–06 | 0 | |
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 | 0 |
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| 2004-05 | 0 | |
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Herein 2005-06 16 13% 6% 2003-04 23 13% 13% 2005-06 16 25% 38% 2005-06 23 13% 26% 2003-04 23 13% 26% 2003-04 23 13% 26% 2005-06 22 9% 9% 2005-06 22 5% 23% 2005-06 22 5% 43% 2005-06 22 5% 45% 2003-04 14 0% 43% 2003-04 14 21% 43% 2003-04 16 0% 0% 2003-04 16 0% 33% 2004-05 10 30% 33% 2005-06 6 0% 33% 2003-04 10 10% 20% 2005-06<</td> <td>Testedin each reformation in the seriesBeginintermation data2005-061613%6%50%2003-042313%13%57%2005-061625%38%13%2004-05880%13%50%2004-05880%13%50%2005-06229%9%55%2005-06229%9%59%2005-06225%23%20%2005-06225%45%21%2005-06225%45%21%2003-041421%43%21%2003-04160%6%6%2003-04160%60%33%2003-04160%33%50%2003-041030%10%50%2003-041030%33%33%2003-0460%33%33%2003-041030%11%20%2003-041030%33%33%2003-0460%33%33%2003-041010%50%40%2003-041010%33%33%2003-0460%33%33%2003-041010%50%40%2003-041010%50%40%2003-0460%33%33%2003-041010%50%40%<tr< td=""><td>Tested interm interm<</td><td>TestedTestedTestedTestedBeginAdv.Tested2005-061613%60%31%63%882005-061625%38%13%57%17%2222005-061625%38%13%50%38%882005-06229%9%55%27%2222003-04229%9%55%27%2222003-041255%27%2282003-04140%43%29%14%2222003-041421%23%45%2222003-041421%23%45%2222004-05225%27%23%45%2222003-04160%43%29%14%14%2005-06160%30%50%14%14%2005-06160%33%33%33%662005-06160%33%33%16%2005-06160%33%33%33%16%2005-06010%10%10%10%2005-060033%33%33%662005-060<td>Tester i returner re</td><td>Tested in each performance levelTested in each performance levelTested in each performance level2005-061613%6%50%31%1613%6%2003-042313%13%57%17%2227-7-2005-061625%38%13%25%16625%38%2004-05880%13%50%38%280%13%2003-0412313%26%57%4%227-7-2005-06829%9%55%27%2289%9%2003-04140%43%29%21410%43%2003-04140%43%29%214225%27%2003-04140%43%29%21410%43%21%14%21%43%2003-04140%43%21%14%11%33%11%1411%14%2003-04160%30%50%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%11%14%14%11%14%14%11%14%11%14%14%11%14%<t< td=""><td>Tested in each performance in the serie performance in the se</td><td>Tester i restrictione r</td><td>Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Colspan="4">Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance) Tested in each performance (in each performance)<td>Testel in each performance level Testel in each performance level 2004-05 8 0% 0% 38% 13% 25% 168 0% 10% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20%</td></td></t<><td>Tested is each performance with the probability of the</td><td>Tested Internet performance in the performa</td></td></td></tr<></td> | Tested Herein Tested Begin. Herein Begin. Herein 2005-06 16 13% 6% 2003-04 23 13% 13% 2005-06 16 25% 38% 2005-06 23 13% 26% 2003-04 23 13% 26% 2003-04 23 13% 26% 2005-06 22 9% 9% 2005-06 22 5% 23% 2005-06 22 5% 43% 2005-06 22 5% 45% 2003-04 14 0% 43% 2003-04 14 21% 43% 2003-04 16 0% 0% 2003-04 16 0% 33% 2004-05 10 30% 33% 2005-06 6 0% 33% 2003-04 10 10% 20% 2005-06< | Testedin each reformation in the seriesBeginintermation data2005-061613%6%50%2003-042313%13%57%2005-061625%38%13%2004-05880%13%50%2004-05880%13%50%2005-06229%9%55%2005-06229%9%59%2005-06225%23%20%2005-06225%45%21%2005-06225%45%21%2003-041421%43%21%2003-04160%6%6%2003-04160%60%33%2003-04160%33%50%2003-041030%10%50%2003-041030%33%33%2003-0460%33%33%2003-041030%11%20%2003-041030%33%33%2003-0460%33%33%2003-041010%50%40%2003-041010%33%33%2003-0460%33%33%2003-041010%50%40%2003-041010%50%40%2003-0460%33%33%2003-041010%50%40% <tr< td=""><td>Tested interm 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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	al-Edu	cation	Studen	ts	Stude	Students with Disabilities					
	Total Percentage of students Tested scoring at level:						Total Percentage of students Tested scoring at level:					age of sti at level:	udents			
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	51	14%	10%	47%	29%	48	-	_	-	-	3	-	-	-	-	
Middle Level	45	4%	53%	38%	4%	37	0%	49%	46%	5%	8	25%	75%	0%	0%	

2002 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents				Gen	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	Number of students scoring at Level:							
		1	2	3	4				
Elementary Level									
Social Studies	0								
Middle Level									
Social Studies	0								
Secondary Level									
Social Studies	0								
Science	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 PS/IS 217 ROOSEVELT ISLAND SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT # 2

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	31-40%							

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.