

# The New York State School Report Card

School P.S. 19 ROBERTO CLEMENTE SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #14 School ID 331400010019 Principal MARIA WITHERSPOON Telephone (718) 387-7820 Grades 1-5

Comprehensive Information Report 2005 – 06

### **Regents Exams**

		All Students			General-Education Students				Students with Disabilities				
		Total	Percentag	ge of stud	lents	Total Percentage of students				Total Percentage of studen Tested scoring at or above:			lents
		Tested	scoring at	t or abov	e:	Tested	scoring a	t or above	9:	Tested scoring at or al			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			<b>General-Education Students</b>				Students with Disabilities			
		Total	Percenta	ge of stud	lents	5			TotalPercentage of studentsTestedscoring at or above:			dents	
		Tested	scoring a	coring at or above:		Tested	ed scoring at or above:					e:	
			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	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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## **Second Language Proficiency Examinations**

		All Students	5	General-Ed	ucation Students	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,

District NEW YORK CITY GEOGRAPHIC DISTRICT #14

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

Listening and Speaking (Grades K-1)   2005-06   31   10%   3%   39%   48%   24   8%   0%   33%   58%   7   14%   14%   57%   14%     and Speaking (Grades K-1)   2003-04   60   8%   12%   48%   32%   53   9%   6%   49%   36%   7   14%   14%   57%   43%   00     Reading (Grades K-1)   2005-06   31   12%   48%   23%   10%   24   25%   38%   25%   13%   13%   7   14%   14%   00     2004-05   57   35%   39%   21%   55   13%   13%   47%   27%   7   0%   57%   29%   144     Listening and Speaking   2004-05   147   1%   18%   61%   20%   129   1%   17%   61%   17%   23   0%   0%   23%   13%   13%   13%   13%   13%   13% <t< th=""><th></th><th></th><th>All St</th><th>udents</th><th>;</th><th></th><th></th><th colspan="3">General-Education Students</th><th colspan="4">Students with Disabilities</th><th>5</th></t<>			All St	udents	;			General-Education Students			Students with Disabilities				5			
Listening and Speaking (Grades K-1)   2005-06   31   10%   3%   39%   48%   24   8%   0%   33%   58%   7   14%   14%   57%   14%     and Speaking (Grades K-1)   2003-04   60   8%   12%   48%   32%   53   9%   6%   49%   36%   7   14%   14%   57%   43%   0%     and Writing (Grades K-1)   2005-06   31   12%   48%   23%   10%   24   25%   38%   25%   13%   13%   7   14%   7   14%   71   14%   14%   0%   23%   10%   24   25%   38%   25%   13%   13%   7   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   14%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%							5					5					5	
and Speaking (Grades K-1) 2004-05 57 2% 21% 56% 21% 53 9 6% 49% 36% 7 0% 57% 43% 0%   Reading (Grades K-1) 2003-04 60 8% 12% 48% 32% 53 9% 6% 49% 36% 7 0% 57% 43% 0%   Reading (Grades K-1) 2003-06 631 23% 43% 24% 25% 38% 25% 13% 7 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 20% 70% 71%				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.	
(Grades K-1) 2003-04 60 89 12% 43% 12% 43% 12% 43% 12% 43% 12% 43% 12% 43% 12% 43% 25% 38% 25% 13% 7 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71% 14% 71%	Listening	2005–06	31	10%	3%	39%	48%	24	8%	0%	33%	58%	7	14%	14%	57%	14%	
line   line <thline< th="">   line   line   <thl< td=""><td></td><td>2004–05</td><td>57</td><td>2%</td><td>21%</td><td>56%</td><td>21%</td><td>53</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4</td><td>-</td><td>-</td><td>-</td><td>-</td></thl<></thline<>		2004–05	57	2%	21%	56%	21%	53	-	-	-	-	4	-	-	-	-	
and Writing (Grades K-1) 2004-05 57 35% 39% 21% 5% 53 - <td>(Grades K-1)</td> <td>2003-04</td> <td>60</td> <td>8%</td> <td>12%</td> <td>48%</td> <td>32%</td> <td>53</td> <td>9%</td> <td>6%</td> <td>49%</td> <td>36%</td> <td>7</td> <td>0%</td> <td>57%</td> <td>43%</td> <td>0%</td>	(Grades K-1)	2003-04	60	8%	12%	48%	32%	53	9%	6%	49%	36%	7	0%	57%	43%	0%	
(Grades K-1) 2003-04 62 11% 18% 45% 26% 55 13% 13% 47% 27% 7 0% 57% 29% 144   Listening and Speaking (Grades 2-4) 2003-06 158 3% 4% 54% 29% 145 4% 5% 54% 37% 23 0% 0% 52% 480   Listening and Speaking (Grades 2-4) 2003-04 113 10% 22% 25% 43% 98 10% 21% 18 0% 28% 56% 13%   Reading and Writing 2005-06 158 13% 35% 30% 21% 135 13% 35% 30% 22% 23 17% 39% 30% 13%   2003-04 117 7% 40% 39% 13% 129 6% 39% 42% 13% 18% 17% 50% 22% 11 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13% <td>Reading</td> <td>2005–06</td> <td>31</td> <td>23%</td> <td>45%</td> <td>23%</td> <td>10%</td> <td>24</td> <td>25%</td> <td>38%</td> <td>25%</td> <td>13%</td> <td>7</td> <td>14%</td> <td>71%</td> <td>14%</td> <td>0%</td>	Reading	2005–06	31	23%	45%	23%	10%	24	25%	38%	25%	13%	7	14%	71%	14%	0%	
2003-04   62   11%   18%   45%   55   13%   13%   41%   21%   1   1   0%   57   23%   14%   21%   1   1   0%   57   23%   14%   21%   11%   1   0%   54%   33%   44%   54%   39%   13%   44%   21%   13%   44%   21%   13%   44%   54%   33%   44%   54%   33%   44%   54%   33%   44%   54%   33%   44%   54%   23%   64%   13%   21%   13%   44%   54%   33%   44%   54%   21%   15   7%   42%   15   7%   27%   43%   53%   13%   35%   30%   21%   13%   13%   35%   30%   22%   15   13%   39%   30%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%   13%<	-	2004-05	57	35%	39%	21%	5%	53	-	_	_	_	4	-	_	_	-	
and Speaking (Grades 2-4) 2004-05 147 1% 18% 61% 20% 129 1% 17% 61% 21% 18 0% 28% 56% 17%   2003-04 113 10% 22% 25% 43% 98 10% 21% 27% 42% 15 7% 27% 13% 53%   Reading and Writing (Grades 2-4) 2005-06 158 13% 35% 30% 21% 135 13% 35% 30% 22% 23 17% 39% 30% 13%   2003-04 117 7% 40% 39% 13% 129 6% 39% 42% 13% 18 17% 50% 22% 11   10 2005-06 28 4% 14% 54% 29% 24 - - - 4 -<	(Grades K-1)	2003-04	62	11%	18%	45%	26%	55	13%	13%	47%	27%	7	0%	57%	29%	14%	
(Grades 2-4) 2003-04 113 10% 22% 25% 43% 98 10% 21% 27% 42% 155 7% 27% 13% 53%   Reading 2003-06 158 13% 35% 30% 21% 135 13% 35% 30% 22% 23 17% 39% 30% 53%   and Writing 2003-04 117 7% 40% 39% 13% 129 6% 39% 42% 13% 18 17% 50% 22% 115   (Grades 2-4) 2003-04 117 37% 53% 9% 2% 102 36% 53% 9% 2% 15 40% 53% 7% 05   Listening 2005-06 28 4% 14% 5% 29 24% 14% 45% 17% 10 10% 20% 40% 30% 66 6% 14% 39% 41% 6 0% 0% 30% 67%   Reading 2005-06 26% 26% 44% <td< td=""><td>Listening</td><td>2005-06</td><td>158</td><td>3%</td><td>4%</td><td>54%</td><td>39%</td><td>135</td><td>4%</td><td>5%</td><td>54%</td><td>37%</td><td>23</td><td>0%</td><td>0%</td><td>52%</td><td>48%</td></td<>	Listening	2005-06	158	3%	4%	54%	39%	135	4%	5%	54%	37%	23	0%	0%	52%	48%	
2003-04 113 10% 22% 25% 43% 98 10% 21% 27% 42% 15 7% 27% 13% 53*   Reading and Writing (Grades 2-4) 2005-06 158 13% 35% 30% 21% 135 13% 35% 30% 22% 13 17% 39% 30% 13*   (Grades 2-4) 2003-04 117 37% 53% 9% 2% 102 36% 53% 9% 2% 15 40% 53% 7% 05   Listening and Speaking (Grades 5-6) 2005-06 28 4% 14% 29% 24% 14% 45% 17% 10 10% 20% 40% 30% 36% 36% 36% 14% 45% 17% 10 10% 20% 40% 30% 36% 36% 36% 14% 39% 41% 66 6% 14% 39% 41% 66 0% 0% 36% 66 6% 14% 36% 66 6% 14% 10 10% <		2004-05	147	1%	18%	61%	20%	129	1%	17%	61%	21%	18	0%	28%	56%	17%	
and Writing (Grades 2-4) 2004-05 147 7% 40% 39% 13% 129 6% 39% 42% 13% 18 17% 50% 22% 119   (Grades 2-4) 2003-04 117 37% 53% 9% 2% 102 36% 53% 9% 2% 15 40% 53% 7% 00   Listening and Speaking (Grades 5-6) 2005-06 28 4% 14% 54% 29% 24 -	(Grades 2–4)	2003-04	113	10%	22%	25%	43%	98	10%	21%	27%	42%	15	7%	27%	13%	53%	
(Grades 2-4) 2003-04 117 37% 53% 9% 2% 102 36% 53% 9% 2% 15 40% 53% 7% 09   Listening and Speaking (Grades 5-6) 2005-06 28 4% 14% 54% 29% 24 - - - 4 - - - - - - - 4 - </td <td>Reading</td> <td>2005-06</td> <td>158</td> <td>13%</td> <td>35%</td> <td>30%</td> <td>21%</td> <td>135</td> <td>13%</td> <td>35%</td> <td>30%</td> <td>22%</td> <td>23</td> <td>17%</td> <td>39%</td> <td>30%</td> <td>13%</td>	Reading	2005-06	158	13%	35%	30%	21%	135	13%	35%	30%	22%	23	17%	39%	30%	13%	
2003-04 117 37% 53% 9% 2% 102 36% 53% 9% 2% 15 40% 53% 7% 05   Listening and Speaking (Grades 5-6) 2005-06 28 4% 14% 54% 29% 24 - - - 4 - <	and Writing	2004–05	147	7%	40%	39%	13%	129	6%	39%	42%	13%	18	17%	50%	22%	11%	
and Speaking (Grades 5-6) 2004-05 39 21% 15% 44% 21% 29 24% 14% 45% 17% 10 10% 20% 40% 30%   Reading and Writing (Grades 5-6) 2003-04 72 6% 13% 39% 43% 66 6% 14% 39% 41% 6 0% 0% 0% 33% 679   Reading and Writing (Grades 5-6) 2005-06 28 7% 21% 36% 36% 24 - - - 4 - - - - - - 4 -	(Grades 2–4)	2003-04	117	37%	53%	9%	2%	102	36%	53%	9%	2%	15	40%	53%	7%	0%	
(Grades 5-6) 2003-04 72 6% 13% 39% 43% 66 6% 14% 39% 41% 6 0% 0% 33% 679   Reading 2003-04 72 6% 13% 39% 43% 66 6% 14% 39% 41% 6 0% 0% 33% 679   Reading 2005-06 28 7% 21% 36% 36% 24 - - - 4 -	Listening	2005–06	28	4%	14%	54%	29%	24	_	_	_	_	4	_	_	_	_	
2003-04 72 6% 13% 39% 43% 66 6% 14% 39% 41% 6 0% 0% 33% 66 6   Reading 2005-06 28 7% 21% 36% 36% 24 - 0 0	• •	2004-05	39	21%	15%	44%	21%	29	24%	14%	45%	17%	10	10%	20%	40%	30%	
and Writing (Grades 5-6) 2004-05 39 26% 26% 44% 5% 29 31% 17% 45% 7% 10 10% 50% 40% 09   2003-04 73 19% 47% 27% 7% 67 21% 43% 30% 6% 6 0% 83% 0% 17%   Listening 2005-06 0	(Grades 5–6)	2003-04	72	6%	13%	39%	43%	66	6%	14%	39%	41%	6	0%	0%	33%	67%	
(Grades 5-6) 2003-04 73 19% 47% 27% 7% 67 21% 43% 30% 6% 6 0% 83% 0% 17%   Listening 2005-06 0 <td>Reading</td> <td>2005–06</td> <td>28</td> <td>7%</td> <td>21%</td> <td>36%</td> <td>36%</td> <td>24</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td>	Reading	2005–06	28	7%	21%	36%	36%	24	-	-	-	-	4	-	-	-	-	
Listening 2003-04 73 19% 47% 27% 7% 67 21% 43% 30% 6% 6 0% 83% 0% 17%   Listening 2005-06 0	and Writing	2004-05	39	26%	26%	44%	5%	29	31%	17%	45%	7%	10	10%	50%	40%	0%	
and Speaking (Grades 7-8) 2004-05 0 0 0   2003-04 0 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0   and Writing 2004-05 0 0 0   (Grades 7-8) 2003-04 0 0 0   (Jistening 2005-06 0 0 0   Listening 2004-05 0 0 0   (Grades 9-12) 2003-04 0 0 0   2003-04 0 0 0 0   Reading 2004-05 0 0 0   Reading 2005-06 0 0 0   Reading 2004-05 0 0 0   (Grades 9-12) 2004-05 0 0 0   (Grades 9-12) 2004-05 0 0 0	(Grades 5–6)	2003-04	73	19%	47%	27%	7%	67	21%	43%	30%	6%	6	0%	83%	0%	17%	
(Grades 7-8) 2003-04 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0   (Grades 7-8) 2003-04 0 0 0   2003-04 0 0 0 0   Listening 2005-06 0 0 0   and Speaking 2004-05 0 0 0   (Grades 9-12) 2003-04 0 0 0   Reading 2005-06 0 0 0   Reading 2005-06 0 0 0   (Grades 9-12) 2004-05 0 0 0   (Grades 9-12) 2004-05 0 0 0	Listening	2005–06	0					0					0					
Reading 2003-04 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0   2003-04 0 0 0 0   Listening 2005-06 0 0 0   and Speaking 2004-05 0 0 0   (Grades 9-12) 2003-04 0 0 0   Reading 2005-06 0 0 0   Reading 2005-06 0 0 0   (Grades 9-12) 2003-04 0 0 0   (Grades 9-12) 2004-05 0 0 0	and Speaking	2004–05	0					0					0					
and Writing (Grades 7-8) 2004-05 0 0 0   2003-04 0 0 0 0   Listening 2005-06 0 0 0   and Speaking (Grades 9-12) 2004-05 0 0 0   2003-04 0 0 0 0   Reading 2005-06 0 0 0   grades 9-12 2004-05 0 0 0   (Grades 9-12) 2004-05 0 0 0	(Grades 7–8)	2003-04	0					0					0					
(Grades 7-8) 2003-04 0 0 0   Listening 2005-06 0 0 0   and Speaking 2004-05 0 0 0   (Grades 9-12) 2003-04 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0	Reading	2005–06	0					0					0					
Listening 2003-04 0 0 0   And Speaking 2004-05 0 0 0   (Grades 9-12) 2003-04 0 0 0   Reading 2004-05 0 0 0   and Writing 2004-05 0 0 0	and Writing	2004-05	0					0					0					
and Speaking (Grades 9-12) 2004-05 0 0 0   2003-04 0 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0	(Grades 7–8)	2003-04	0					0					0					
(Grades 9-12) 2003-04 0 0 0   Reading 2005-06 0 0 0   and Writing 2004-05 0 0 0   (Grades 9-12) 0 0 0 0	Listening	2005–06	0					0					0					
Reading   2003-04   0   0   0     Reading   2005-06   0   0   0     and Writing   2004-05   0   0   0     (Grades 9-12)   0   0   0   0	and Speaking	2004-05	0					0					0					
and Writing 2004-05 0 0 0	(Grades 9-12)	2003-04	0					0					0					
and Writing 2004-05 0 0 0	Reading							0					0					
(Grades 9–12)		-	0					0					0					
2003-04 0 0 0	(Grades 9-12)	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,

## Elementary/Middle-Level Social Studies 2005-06

	All St	udents				<b>General-Education Students</b>					Students with Disabilities				
		TotalPercentage of studentsTestedscoring 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	126	37%	9%	51%	4%	114	32%	8%	55%	4%	12	75%	17%	8%	0%
Middle Level	0					0					0				

### **2002 Total Cohort Performance on Regents Exams After Four Years**

	All Students					<b>General-Education Students</b>					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					
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	<b>Students with Disabilities</b>		
	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. 19 ROBERTO CLEMENTE SCHOOL District NEW YORK CITY GEOGRAPHIC DISTRICT #14

# **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.