

## The New York State District Report Card

District NEW YORK CITY GEOGRAPHIC DISTRICT #17 District ID 33-17-00-01-0000 Superintendent RHONDA HURDLE TAYLOR Telephone (718) 221-4372 Grades PK-12, UE, US

Comprehensive Information Report 2009 – 10

### **Regents Exams**

		All Stu	Idents			Genera	al-Educat	ion Stud	ents	Students with Disabilities			
		Total	Percentag	e of studei	nts	Total	Percentag	e of studer	nts	Total	Percentag	e of studer	nts
		Tested	scoring at	or above:		Tested	scoring at	or above:		Tested	scoring at	or above:	
			55	65	85		55	65	85		55	65	85
Comprehensive English	2009–10	2992	83%	72%	14%	2732	86%	76%	15%	260	48%	32%	1%
	2008–09	2841	81%	68%	14%	2657	83%	71%	15%	184	53%	34%	2%
	2007-08	2401	83%	68%	10%	2206	86%	71%	11%	195	53%	31%	0%
Mathematics B	2009–10	309	68%	53%	5%	307	-	-	-	2	-	-	-
	2008–09	585	48%	37%	3%	577	48%	37%	3%	8	25%	25%	0%
	2007-08	582	57%	41%	4%	572	57%	41%	4%	10	50%	40%	10%
Integrated Algebra	2009–10	3552	78%	57%	2%	3180	81%	60%	2%	372	54%	28%	1%
	2008–09	2743	71%	50%	3%	2486	74%	53%	3%	257	45%	23%	0%
	2007–08	1513	72%	56%	3%	1368	76%	60%	4%	145	34%	21%	0%
Geometry	2009–10	1556	67%	41%	1%	1500	68%	42%	1%	56	45%	20%	0%
	2008–09	0				0				0			
	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
Trigonometry	2009–10	567	28%	17%	3%	561	28%	17%	3%	6	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
	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
Global History	2009–10	3254	67%	48%	7%	2946	70%	51%	8%	308	36%	19%	1%
and Geography	2008–09	3366	73%	52%	11%	3151	75%	54%	12%	215	46%	26%	2%
	2007–08	3088	68%	48%	8%	2840	72%	51%	9%	248	33%	18%	1%
U.S. History	2009–10	2649	80%	66%	18%	2459	82%	69%	19%	190	55%	33%	5%
and Government	2008–09	2399	75%	60%	16%	2232	77%	62%	17%	167	50%	23%	2%
	2007–08	2403	81%	64%	20%	2212	84%	67%	21%	191	55%	34%	5%
Living Environment	2009–10	2363	80%	66%	8%	2171	83%	69%	9%	192	54%	36%	2%
	2008–09	2875	84%	68%	6%	2673	85%	71%	7%	202	59%	32%	1%
	2007–08	2849	76%	56%	4%	2605	79%	59%	5%	244	53%	32%	1%
Physical Setting/	2009–10	1401	70%	54%	6%	1319	71%	55%	6%	82	50%	34%	1%
Earth Science	2008–09	1211	75%	59%	6%	1141	76%	61%	6%	70	61%	41%	4%
	2007–08	1037	68%	48%	4%	981	70%	49%	4%	56	32%	18%	0%
Physical Setting/Chemistry	2009–10	636	71%	40%	1%	625	71%	40%	1%	11	55%	9%	0%
	2008–09	700	71%	43%	2%	693	72%	43%	2%	7	57%	29%	0%
	2007-08	755	67%	33%	1%	741	67%	34%	1%	14	29%	0%	0%
Physical Setting/Physics	2009–10	214	57%	48%	3%	212	-	-	-	2	_	-	-
	2008–09	232	77%	58%	5%	229	-	-	-	3	-	-	-
	2007-08	297	72%	51%	4%	294	_	_	_	3	_	_	_

NOTE

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

### **Regents Exams**

		All Students G				General-Education Studer				Students with Disabilities				
		Total	Percenta	-		Total	Percenta	0		Total		age of stud		
		Tested	scoring a	t or abov	e:	Tested	scoring a	t or abov	e:	Tested	scoring	at or abov	e:	
			55	65	85		55	65	85		55	65	85	
<b>Comprehensive French</b>	2009–10	126	90%	83%	32%	126	90%	83%	32%	0				
	2008–09	102	94%	87%	32%	102	94%	87%	32%	0				
	2007-08	64	98%	95%	55%	64	98%	95%	55%	0				
Comprehensive German	2009–10	0				0				0				
	2008–09	0				0				0				
	2007–08	0				0				0				
Comprehensive Hebrew	2009–10	0				0				0				
	2008–09	0				0				0				
	2007–08	0				0				0				
Comprehensive Italian	2009–10	0				0				0				
	2008–09	0				0				0				
	2007–08	0				0				0				
Comprehensive Latin	2009–10	0				0				0				
	2008–09	0				0				0				
	2007-08	0				0				0				
Comprehensive Spanish	2009–10	470	96%	89%	37%	464	96%	89%	37%	6	100%	100%	50%	
	2008–09	441	97%	91%	37%	432	97%	91%	37%	9	100%	78%	33%	
	2007-08	499	96%	88%	38%	488	96%	88%	38%	11	100%	100%	45%	

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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	2009–10	216	33%	5	40%	211	33%
	2008–09	178	54%	2	-	176	-
	2007-08	174	36%	2	-	172	-
Science	2009–10	146	27%	3	-	143	-
	2008-09	117	44%	5	20%	112	45%
	2007-08	143	27%	4	-	139	-
Reading	2009–10	140	41%	3	-	137	-
	2008-09	107	46%	7	29%	100	47%
	2007-08	104	37%	4	-	100	-
Writing	2009–10	111	83%	3	-	108	-
	2008-09	77	81%	3	-	74	-
	2007-08	82	78%	1	-	81	-
Global Studies	2009–10	190	29%	4	-	186	-
	2008–09	146	38%	9	56%	137	37%
	2007-08	103	25%	3	-	100	-
U.S. History	2009–10	103	36%	2	-	101	-
and Government	2008-09	69	39%	1	-	68	-
	2007-08	80	30%	3	-	77	-

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## **Second Language Proficiency Examinations**

		All Students	5	General-Ed	ucation Students	s Students with Disabiliti		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
French	2009–10	4	-	4	-	0		
	2008–09	34	100%	34	100%	0		
	2007-08	1	-	1	-	0		
German	2009–10	0		0		0		
	2008–09	0		0		0		
	2007–08	0		0		0		
Italian	2009–10	0		0		0		
	2008–09	5	80%	5	80%	0		
	2007-08	0		0		0		
Latin	2009–10	0		0		0		
	2008–09	0		0		0		
	2007–08	0		0		0		
Spanish	2009–10	107	98%	97	98%	10	100%	
	2008–09	284	93%	281	-	3	-	
	2007-08	77	79%	73	-	4	-	

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

	All Students					General-Education Students				nts	Students with Disabilities				
	Total Tested				5	Total Tested				5	Total Tested				5
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
2009–10	455	6%	25%	43%	25%	393	7%	24%	43%	26%	62	3%	32%	45%	19%
2008–09	436	7%	25%	45%	23%	396	7%	23%	45%	25%	40	5%	40%	45%	10%
2007-08	441	6%	31%	41%	22%	380	6%	30%	41%	23%	61	7%	36%	39%	18%
2009–10	455	40%	29%	11%	19%	393	38%	30%	11%	21%	62	55%	26%	11%	8%
2008–09	436	39%	27%	15%	19%	396	38%	26%	16%	20%	40	50%	38%	3%	10%
2007-08	441	40%	32%	16%	12%	380	39%	32%	16%	13%	61	46%	33%	16%	5%
2009–10	720	6%	9%	34%	51%	603	6%	9%	32%	53%	117	3%	9%	44%	45%
2008–09	650	3%	8%	44%	45%	526	3%	9%	40%	47%	124	2%	6%	58%	35%
2007-08	685	4%	10%	44%	42%	546	4%	10%	40%	45%	139	1%	9%	60%	30%
2009–10	720	20%	31%	32%	16%	603	18%	29%	34%	18%	117	29%	43%	21%	7%
2008–09	650	20%	34%	32%	14%	526	18%	32%	34%	15%	124	27%	43%	24%	6%
2007-08	685	24%	29%	33%	14%	546	20%	28%	35%	16%	139	38%	34%	23%	5%
2009–10	398	10%	18%	43%	29%	317	13%	19%	38%	31%	81	0%	12%	67%	21%
2008–09	359	7%	16%	45%	32%	288	9%	18%	40%	33%	71	1%	7%	65%	27%
2007-08	342	10%	18%	44%	29%	273	11%	20%	41%	28%	69	4%	12%	52%	32%
2009–10	398	17%	29%	33%	22%	317	17%	26%	33%	24%	81	17%	42%	30%	11%
2008–09	359	22%	29%	31%	18%	288	22%	26%	32%	19%	71	21%	38%	30%	11%
2007-08	342	24%	23%	35%	18%	273	24%	22%	34%	21%	69	23%	28%	41%	9%
2009–10	392	7%	18%	31%	45%	325	8%	20%	30%	42%	67	1%	6%	33%	60%
2008–09	354	4%	17%	34%	45%	296	5%	17%	35%	43%	58	0%	16%	31%	53%
2007-08	335	10%	26%	36%	27%	288	11%	27%	34%	28%	47	4%	19%	53%	23%
2009–10	392	29%	36%	20%	14%	325	30%	35%	19%	16%	67	25%	43%	27%	4%
2008–09	354	23%	37%	21%	18%	296	23%	34%	23%	20%	58	21%	55%	14%	10%
2007-08	335	31%	36%	22%	11%	288	31%	34%	23%	13%	47	36%	43%	19%	2%
2009–10	655	7%	37%	26%	30%	599	6%	38%	26%	30%	56	20%	27%	27%	27%
2008–09	595	3%	34%	28%	35%	546	3%	34%	28%	35%	49	6%	35%	20%	39%
2007–08	525	7%	37%	22%	34%	485	8%	39%	23%	31%	40	3%	15%	13%	70%
2009-10	655	12%	56%	21%	11%	599	9%	57%	22%	12%	56	39%	50%	5%	5%
2008–09	595	11%	53%	21%	14%	546	9%	54%	22%	15%	49	35%	49%	6%	10%
2007-08	525	11%	59%	22%	8%	485	10%	60%	22%	8%	40	25%	50%	20%	5%
	2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09	Total Tested   2009-10 455   2007-08 436   2007-08 436   2009-10 436   2007-08 436   2007-08 436   2007-08 436   2007-08 635   2007-08 685   2007-08 635   2007-08 368   2007-08 342   2007-08 342   2007-08 359   2007-08 342   2007-08 342   2007-08 359   2007-08 342   2007-08 342   2007-08 342   2007-08 342   2007-08 342   2007-08 342   2007-08 342   2007-08 342   2007-08 351   2007-08 352   2007-08 352   2007-08 355   2007-08 355   2007-08 <td< td=""><td>InterfactFordal InstantInterfactFordat 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Intern Adv Prote   2009-10 455 6% 25% 43% 25% 393 7% 24% 43% 26% 62   2009-10 455 6% 25% 43% 25% 300 6% 30% 41% 23% 66 30% 45% 23% 66   2009-10 455 40% 29% 11% 19% 393 38% 30% 11% 20% 30% 41% 20% 40% 20% 30% 30% 30% 11% 20% 30% 30% 41% 20% 30% 30% 30% 10% 40% 20% 30% <td< td=""><td>Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Total rester Percentricularity Percentricularity Total rester Percentricularity Percentricularity</br></br></br></td><td>Total Tested Percent Jubble Size Size Size Size Size Size Size Siz</td><td>Total restet Percent Judent Subdert Subder Subdert Subdert Subdert Subder Subdert Subdert Subd</td></td<></td></t<></td></td></td<>	InterfactFordal InstantInterfactFordat 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#### NOTE

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

## Statewide 2008–09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	29%	35%	27%	9%
Grade 8 Reading	25%	41%	30%	3%
Grade 4 Mathematics	17%	43%	35%	5%
Grade 8 Mathematics	27%	39%	26%	8%

## Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	78%
Students with Disabilities	69%
Grade 8 Reading	
Limited English Proficient	53%
Students with Disabilities	61%
Grade 4 Mathematics	
Limited English Proficient	90%
Students with Disabilities	88%
Grade 8 Mathematics	
Limited English Proficient	80%
Students with Disabilities	82%

### NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

## Elementary/Middle-Level Social Studies 2009–10

	All St	All Students					al-Edu	cation	Stude	nts	Stude	Students with Disabilities					
		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	1935	13%	9%	57%	21%	1584	9%	8%	59%	24%	351	33%	15%	47%	5%		
Middle Level	2089	43%	22%	32%	3%	1746	38%	23%	36%	4%	343	71%	15%	13%	0%		

### 2006 Total Cohort Performance on Regents Exams After Four Years

	All Students				Gene	General-Education Students					Students with Disabilities				
	Cohort Enrollment	우 전 Percentage of students scoring:				Percentage students se			Cohort Enrollment	Percentage of students scoring:					
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100			
Global History and Geography	2342	13%	47%	12%	2050	14%	52%	13%	292	11%	11%	1%			
U.S. History and Governmen	2342 I <b>t</b>	11%	49%	13%	2050	12%	54%	15%	292	11%	15%	1%			
Science	2342	11%	60%	5%	2050	11%	66%	6%	292	12%	18%	1%			

### New York State Alternate Assessments (NYSAA) 2009–10

	All Students									
	Total N	lumber o	fstuder	nts scori	ng					
	Tested a	Tested at Level:								
		1	2	3	4					
Elementary Level										
Social Studies	42	5	4	10	23					
Middle Level										
Social Studies	31	1	4	12	14					
Secondary Level										
English Language Arts	54	0	1	8	45					
Mathematics	55	0	6	15	34					
Social Studies	54	3	1	10	40					
Science	55	2	4	3	46					

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.

#### 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.

All Studente

## **High School Completers**

		All Students		General-Educ	ation Students	Students with	Disabilities
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2009–10	1717		1621		96	
	2008–09	1698		1614		84	
	2007-08	1602		1531		71	
Receiving a Regents Diploma	2009–10	1131	66%	1118	69%	13	14%
	2008–09	1015	60%	996	62%	19	23%
	2007-08	886	55%	868	57%	18	25%
Receiving a Regents Diploma	2009–10	162	9%	160	10%	2	2%
with Advanced Designation	2008–09	150	9%	149	9%	1	1%
	2007–08	133	8%	131	9%	2	3%
Receiving an	2009–10	59	N/A	0		59	N/A
Individualized Education	2008–09	73	N/A	1	N/A	72	N/A
Program (IEP) Diploma	2007-08	76	N/A	0		76	N/A

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-Educa	ation Students	Students with	Disabilities
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2009–10	570	5%	460	5%	110	6%
	2008–09	431	4%	343	3%	88	5%
	2007-08	408	3%	318	3%	90	5%
Entered Approved High	2009–10	109	1%	70	1%	39	2%
School Equivalency	2008–09	88	1%	76	1%	12	1%
Preparation Program	2007-08	66	1%	41	0%	25	1%
Total Noncompleters	2009–10	679	6%	530	5%	149	8%
	2008–09	519	4%	419	4%	100	6%
	2007–08	474	4%	359	3%	115	6%

## Post-secondary Plans of 2009–10 Completers

	All Students		<b>General-Education Students</b>		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	705	40%	696	43%	9	6%
To 2-year College	416	23%	380	23%	36	23%
To Other Post-secondary	21	1%	17	1%	4	3%
To the Military	15	1%	14	1%	1	1%
To Employment	37	2%	33	2%	4	3%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	1	0%	0	0%	1	1%
Plan Unknown	581	33%	481	30%	100	65%

# Career and Technical Education Programs (CTE Programs)

	This Distric	This District		
	Number of Students	Percentage of Students	Statewide Average	
All CTE Programs				
Completed the CTE Program	392			
Completed and Passed Regents Exams	296	76%	76%	
Completed and had Course Average of 75% or more				
Completed and Attained a HS Diploma or Equivalent	357	91%	78%	
Completed and Whose Status is Known				
Completed and Were Successfully Placed				
Nontraditional Programs				
Enrolled Members, Regardless of Gender, in 2009–10	2849			
Enrolled Members of Historically Underrepresented Gender in 2009–10	1377	48%	49%	
Completers, Regardless of Gender, as of June 2009	274	•••••••••••••••••••••••••••••		
Completers of Historically Underrepresented Gender as of June 2009	100	36%	48%	

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.