### Regents Exams

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage of students scoring at or above:</td>
<td>Total Tested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td><strong>Comprehensive English</strong></td>
<td>2009–10</td>
<td>49</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>38</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>40</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Mathematics B</strong></td>
<td>2009–10</td>
<td>7</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>13</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Integrated Algebra</strong></td>
<td>2009–10</td>
<td>75</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>73</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>39</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td>2009–10</td>
<td>43</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Trigonometry</strong></td>
<td>2009–10</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Global History and Geography</strong></td>
<td>2009–10</td>
<td>50</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>32</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>40</td>
<td>38%</td>
</tr>
<tr>
<td><strong>U.S. History and Government</strong></td>
<td>2009–10</td>
<td>71</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>30</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>15</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Living Environment</strong></td>
<td>2009–10</td>
<td>71</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>56</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>30</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Physical Setting/Earth Science</strong></td>
<td>2009–10</td>
<td>32</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>27</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Physical Setting/Chemistry</strong></td>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Physical Setting/Physics</strong></td>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percent Passing:</td>
<td>Total Tested</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>13</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>18</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>10</td>
<td>30%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>6</td>
<td>17%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>14</td>
<td>7%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>14</td>
<td>7%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>10</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>12</td>
<td>83%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>11</td>
<td>45%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>9</td>
<td>22%</td>
<td>0</td>
</tr>
<tr>
<td>Global Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>3</td>
<td>–</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>3</td>
<td>–</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>3</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>13</td>
<td>15%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>2</td>
<td>–</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>2</td>
<td>–</td>
<td>1</td>
</tr>
</tbody>
</table>

**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.
## Second Language Proficiency Examinations

<table>
<thead>
<tr>
<th>Language</th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percent Passing</td>
<td>Total Tested</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>3</td>
<td>–</td>
<td>3</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percent of students scoring in each performance level</td>
<td>Total Tested</td>
</tr>
<tr>
<td>Listening and Speaking (Grades K–1)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Reading and Writing (Grades K–1)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Grades 2–4)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Reading and Writing (Grades 2–4)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Grades 5–6)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Reading and Writing (Grades 5–6)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Grades 7–8)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Reading and Writing (Grades 7–8)</td>
<td>2009–10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Grades 9–12)</td>
<td>2009–10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reading and Writing (Grades 9–12)</td>
<td>2009–10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008–09</td>
<td>18</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>2007–08</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage of students scoring at level</td>
<td>Total Tested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Level</td>
<td>23</td>
<td>35%</td>
<td>43%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Enrollment</td>
<td>Percentage of students scoring:</td>
<td>Cohort Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55–64</td>
<td>65–84</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>25</td>
<td>20%</td>
<td>48%</td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>25</td>
<td>28%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>8%</td>
<td>68%</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number of students scoring at Level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
## High School Completers

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percentage of Graduates</td>
<td>Number of Students</td>
</tr>
<tr>
<td><strong>Total Graduates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>22</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>2008–09</td>
<td>12</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>2007–08</td>
<td>7</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Receiving a Regents Diploma</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>8</td>
<td>36%</td>
<td>8</td>
</tr>
<tr>
<td>2008–09</td>
<td>6</td>
<td>50%</td>
<td>6</td>
</tr>
<tr>
<td>2007–08</td>
<td>5</td>
<td>71%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Receiving a Regents Diploma with Advanced Designation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>2</td>
<td>29%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Receiving an Individualized Education Program (IEP) Diploma</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>4</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>7</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>8</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

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

## High School Noncompleters

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percentage of Students</td>
<td>Number of Students</td>
</tr>
<tr>
<td><strong>Dropped Out</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>3</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>2008–09</td>
<td>2</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Entered Approved High School Equivalency Preparation Program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2008–09</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Noncompleters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>3</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>2008–09</td>
<td>3</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>2007–08</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

## Post-secondary Plans of 2009–10 Completers

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percentage of Students</td>
<td>Number of Students</td>
</tr>
<tr>
<td><strong>To 4-year College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>7</td>
<td>27%</td>
<td>7</td>
</tr>
<tr>
<td><strong>To 2-year College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>14</td>
<td>54%</td>
<td>10</td>
</tr>
<tr>
<td><strong>To Other Post-secondary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>2</td>
<td>8%</td>
<td>0</td>
</tr>
<tr>
<td><strong>To the Military</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>To Employment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>2</td>
<td>8%</td>
<td>2</td>
</tr>
<tr>
<td><strong>To Adult Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>1</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td><strong>To Other Known Plans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Plan Unknown</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
# More Information about the School

School: **AMERICAN SIGN LANGUAGE & ENGLISH SCHOOL**  
School ID: **31-02-00-01-0047**  
District: **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

## Financial Information

<table>
<thead>
<tr>
<th>2009–10 Estimated Percentage of Students from Families Receiving Public Assistance</th>
<th>71-80%</th>
</tr>
</thead>
</table>