

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 | |
| Comprehensive French | 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% | |

NOTE

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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 | - |

NOTE

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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 | - | |

NOTE

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

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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lay2009-1045566%25%43%2007-0844166%31%41%2009-1045540%29%11%2009-1045540%29%15%2007-0844140%32%16%2009-107206%9%34%2009-107206%9%34%2009-106503%8%44%2009-106503%31%32%2007-086854%10%32%2009-1072020%31%32%2009-1065020%34%32%2009-1039810%18%43%2009-1039810%18%43%2009-1039817%29%33%2009-1039817%29%33%2009-1039817%29%33%2009-1039810%21%34%2009-1039810%26%36%2009-1039424%23%31%2007-0833510%26%36%2009-1039423%36%20%2009-1039510%36%20%2009-1039510%36%20%2009-1035423%37%21%2009-103557%37%20%2009-10355<!--</td--><td>ProductBeginIntern-VocProfu2009-1045566%25%43%25%2007-0844166%31%410%2202009-1045540%29%11%19%2009-1045540%29%11%19%2009-1045540%27%15%19%2009-1072066%9%34%45%2009-106503%44%42%42%2007-0865020%34%42%42%2007-0865020%34%32%14%2009-1072020%34%32%14%2009-1039810%44%29%33%2009-1039810%18%44%29%2009-1039810%18%44%29%2009-1039810%18%44%29%2009-1035420%31%18%18%2009-1035424%29%31%18%2009-1035420%35%20%35%18%2007-0835420%35%20%35%20%2009-1035420%36%20%36%20%2009-1035420%36%20%36%20%2009-1035420%36%20%36%20%2009-103557%<t< td=""><td>Total resterPercent stucturesTotal rester2009-1045566%25%43%25%3932008-094367%25%45%23%3962007-084416%31%41%22%3802009-1045540%29%11%19%3932008-0943639%27%15%19%3932008-0943639%27%15%12%3802007-0844140%32%16%12%3802008-096503%8%44%45%5262007-086854%10%44%42%5462009-1072020%31%32%16%5262007-0868524%29%33%14%5462009-1039810%18%43%29%3172008-093597%16%43%29%3172008-0935922%29%31%45%2882007-0834224%23%35%45%23%2008-0935922%23%35%45%23%2008-0935416%23%35%45%23%2009-1039229%36%26%36%27%2008-0935423%36%26%36%26%2007-0835516%26%36%26%</td><td>Total Percent students source levelTotal Percent resterTotal Percent resterTotal Percent resterTotal Percent 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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 t | 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 | | General-Education 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 | 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.