



# The New York State Report Card 2011–12

School **UNION ENDICOTT HIGH SCHOOL**  
School ID **03-15-01-06-0012**  
District **UNION-ENDICOTT CENTRAL SCHOOL  
DISTRICT**  
Principal **STEVEN DISTEFANO**  
Telephone **(607) 757-2181**  
Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **UNION ENDICOTT HIGH SCHOOL**  
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District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	341	333	309
Grade 10	349	326	332
Grade 11	323	325	318
Grade 12	311	310	316
Ungraded Secondary	0	4	5
<b>Total K-12</b>	<b>1324</b>	<b>1298</b>	<b>1280</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	24	23	24
Mathematics	18	17	21
Science	19	25	20
Social Studies	23	21	21

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	205	15%	281	22%	376	29%
Reduced Price Lunch	87	7%	107	8%	109	9%
Limited English Proficient	6	0%	6	0%	7	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	1	0%	1	0%
Black or African American	96	7%	76	6%	78	6%
Hispanic or Latino	33	2%	44	3%	47	4%
Asian or Native Hawaiian/Other Pacific Islander	40	3%	38	3%	39	3%
White	1152	87%	1091	84%	1061	83%
Multiracial	0	0%	48	4%	54	4%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	118	8%	13	1%	72	6%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **UNION ENDICOTT HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	110	110	107
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	10%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	20%	20%	21%
<b>Total Number of Core Classes</b>	371	379	365
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	541	559	554
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	5%	17%
Turnover Rate of All Teachers	10%	5%	12%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	9	8	8
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	3	3
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

School **UNION ENDICOTT HIGH SCHOOL**  
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DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### **Mathematics**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

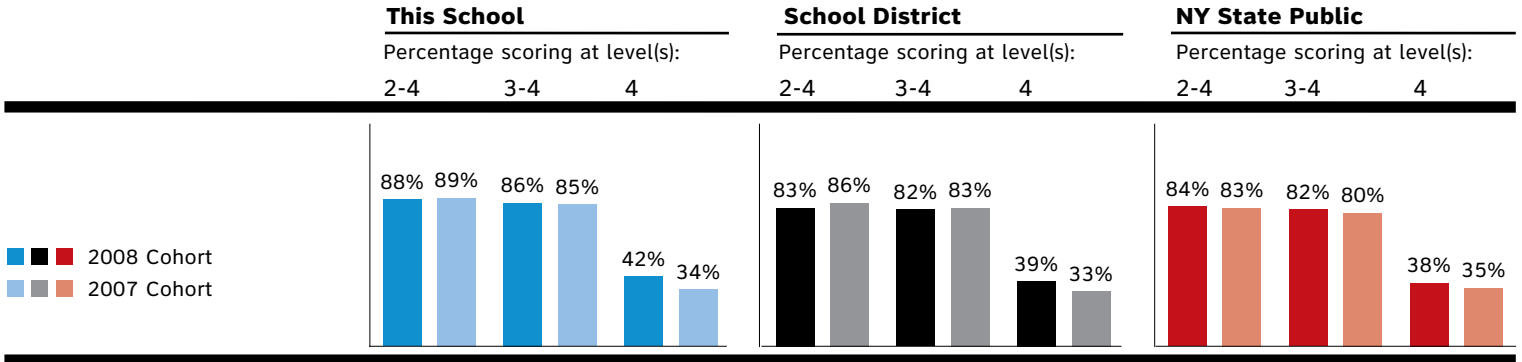
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

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District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>88%</b>	<b>86%</b>	<b>42%</b>	<b>335</b>	<b>89%</b>	<b>85%</b>	<b>34%</b>
Female	164	88%	87%	51%	159	91%	88%	38%
Male	172	87%	86%	33%	176	87%	83%	31%
American Indian or Alaska Native	1	-	-	-				
Black or African American	24	71%	71%	17%	27	74%	74%	11%
Hispanic or Latino	13	54%	54%	8%	17	88%	76%	24%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	10	100%	100%	50%
White	279	90%	89%	46%	273	90%	86%	36%
Multiracial	12	92%	92%	33%	8	100%	100%	50%
Small Group Totals	8	100%	100%	50%				
General-Education Students	288	92%	91%	48%	271	92%	90%	42%
Students with Disabilities	48	63%	56%	2%	64	77%	67%	2%
English Proficient	336	88%	86%	42%	333	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	130	78%	76%	21%	101	83%	75%	12%
Not Disadvantaged	206	93%	93%	55%	234	91%	90%	44%
Migrant								
Not Migrant	336	88%	86%	42%	335	89%	85%	34%

### NOTES

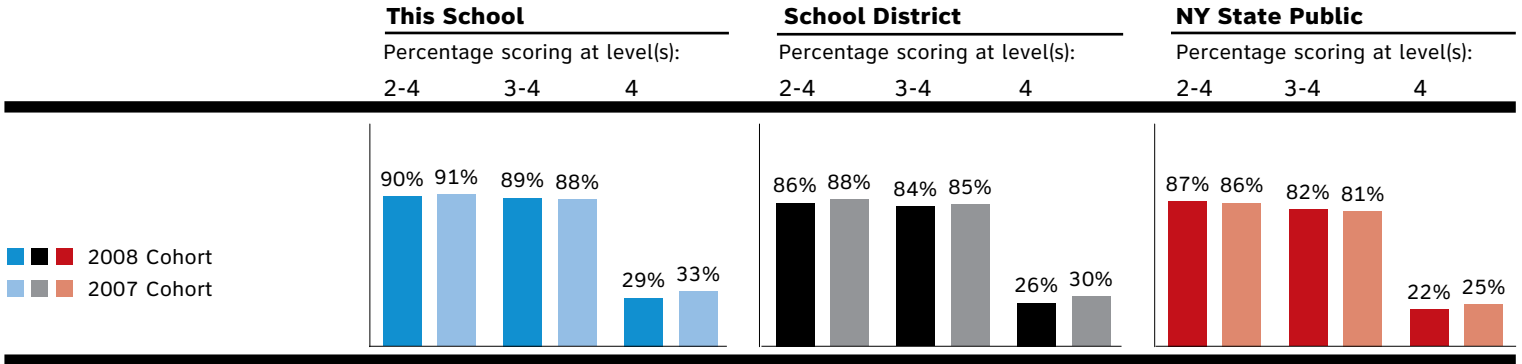
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# 2 Student Performance

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District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>90%</b>	<b>89%</b>	<b>29%</b>	<b>335</b>	<b>91%</b>	<b>88%</b>	<b>33%</b>
Female	164	91%	91%	34%	159	92%	89%	40%
Male	172	90%	87%	24%	176	89%	87%	26%
American Indian or Alaska Native	1	-	-	-				
Black or African American	24	75%	71%	8%	27	70%	63%	11%
Hispanic or Latino	13	69%	69%	0%	17	88%	82%	24%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	10	100%	100%	60%
White	279	92%	91%	32%	273	92%	90%	34%
Multiracial	12	92%	92%	25%	8	100%	100%	50%
Small Group Totals	8	100%	100%	38%				
General-Education Students	288	94%	94%	34%	271	94%	93%	39%
Students with Disabilities	48	67%	60%	0%	64	77%	67%	5%
English Proficient	336	90%	89%	29%	333	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	130	83%	80%	14%	101	86%	79%	16%
Not Disadvantaged	206	95%	95%	38%	234	93%	92%	40%
Migrant								
Not Migrant	336	90%	89%	29%	335	91%	88%	33%

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# 2 Student Performance

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District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	336	2%	46%	41%	288	0%	47%	46%	48	13%	44%	10%
<b>U.S. History and Government</b>	336	2%	41%	43%	288	1%	40%	50%	48	8%	48%	6%
<b>Science</b>	336	0%	45%	43%	288	0%	43%	50%	48	2%	56%	4%

## New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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# 2 Student Performance

School **UNION ENDICOTT HIGH SCHOOL**  
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District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	321	97%	92%	36%	274	99%	96%	41%	47	87%	70%	11%
	2010-11	424	99%	95%	53%	369	99%	97%	60%	55	95%	76%	0%
	2009-10	306	95%	89%	38%	252	98%	95%	45%	54	81%	61%	6%
Integrated Algebra	2011-12	245	98%	93%	14%	192	99%	97%	18%	53	96%	79%	0%
	2010-11	240	98%	93%	17%	193	99%	97%	20%	47	91%	72%	4%
	2009-10	292	98%	92%	12%	233	98%	94%	15%	59	97%	81%	0%
Geometry	2011-12	207	100%	98%	40%	201	100%	98%	41%	6	100%	100%	0%
	2010-11	190	98%	95%	38%	186	—	—	—	4	—	—	—
	2009-10	203	100%	98%	31%	200	—	—	—	3	—	—	—
Algebra 2/Trigonometry	2011-12	179	96%	83%	37%	178	—	—	—	1	—	—	—
	2010-11	168	95%	82%	32%	167	—	—	—	1	—	—	—
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Global History and Geography	2011-12	347	91%	84%	35%	284	95%	90%	43%	63	76%	59%	3%
	2010-11	339	93%	84%	36%	279	96%	89%	43%	60	80%	58%	7%
	2009-10	388	96%	87%	38%	326	98%	91%	44%	62	87%	63%	10%
U.S. History and Government	2011-12	318	96%	90%	45%	273	98%	93%	51%	45	84%	73%	9%
	2010-11	326	96%	89%	46%	279	98%	95%	53%	47	83%	53%	6%
	2009-10	315	98%	91%	54%	262	99%	94%	61%	53	92%	74%	23%
Living Environment	2011-12	311	99%	98%	56%	261	100%	99%	63%	50	96%	90%	20%
	2010-11	296	100%	98%	53%	252	100%	100%	61%	44	98%	84%	7%
	2009-10	348	99%	95%	45%	294	100%	98%	52%	54	94%	76%	7%
Physical Setting/Earth Science	2011-12	182	96%	83%	29%	173	97%	84%	30%	9	89%	67%	0%
	2010-11	193	97%	92%	30%	184	97%	93%	30%	9	89%	67%	11%
	2009-10	189	97%	95%	34%	181	97%	96%	35%	8	88%	88%	13%
Physical Setting/Chemistry	2011-12	188	99%	89%	22%	186	—	—	—	2	—	—	—
	2010-11	218	96%	81%	15%	211	98%	82%	15%	7	57%	29%	0%
	2009-10	199	99%	88%	15%	196	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	102	96%	89%	45%	102	96%	89%	45%	0	—	—	—
	2010-11	92	99%	89%	28%	91	—	—	—	1	—	—	—
	2009-10	99	97%	92%	44%	98	—	—	—	1	—	—	—

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# 2 Student Performance

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## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	21	29%	1	—	20	—
	2010-11	24	13%	0		24	13%
	2009-10	37	32%	0		37	32%
Science	2011-12	10	60%	0		10	60%
	2010-11	6	33%	0		6	33%
	2009-10	4	—	0		4	—
Reading	2011-12	6	33%	0		6	33%
	2010-11	34	32%	0		34	32%
	2009-10	33	45%	0		33	45%
Writing	2011-12	2	—	0		2	—
	2010-11	23	52%	0		23	52%
	2009-10	31	87%	0		31	87%
Global Studies	2011-12	7	71%	1	—	6	—
	2010-11	6	67%	1	—	5	—
	2009-10	10	30%	0		10	30%
U.S. History and Government	2011-12	7	43%	1	—	6	—
	2010-11	10	40%	0		10	40%
	2009-10	3	—	1	—	2	—

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# 2 Student Performance

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

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	5	0%	0%	40%	60%	5	0%	0%	40%	60%	0				
	2010-11	8	0%	50%	13%	38%	7	—	—	—	—	1	—	—	—	—
	2009-10	7	0%	29%	14%	57%	7	0%	29%	14%	57%	0				
Reading and Writing (Grades 9-12)	2011-12	5	0%	0%	60%	40%	5	0%	0%	60%	40%	0				
	2010-11	8	0%	75%	25%	0%	7	—	—	—	—	1	—	—	—	—
	2009-10	7	0%	43%	14%	43%	7	0%	43%	14%	43%	0				

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.

# 3 Student Outcomes

School **UNION ENDICOTT HIGH SCHOOL**  
 School ID **03-15-01-06-0012**

District **UNION-ENDICOTT CENTRAL SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	287		255		32	
	2010-11	286		243		43	
	2009-10	294		256		38	
<b>Receiving a Regents Diploma</b>	2011-12	274	95%	251	98%	23	72%
	2010-11	261	91%	234	96%	27	63%
	2009-10	276	94%	247	96%	29	76%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	133	46%	133	52%	0	0%
	2010-11	144	50%	141	58%	3	7%
	2009-10	151	51%	148	58%	3	8%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	6	N/A	0		6	N/A
	2010-11	6	N/A	0		6	N/A
	2009-10	10	N/A	0		10	N/A

### NOTE

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

## High School Non-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
<b>Dropped Out</b>	2011-12	20	2%	9	1%	11	5%
	2010-11	26	2%	19	2%	7	3%
	2009-10	21	2%	15	1%	6	3%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	9	1%	6	1%	3	1%
	2010-11	17	1%	13	1%	4	2%
	2009-10	18	1%	13	1%	5	2%
<b>Total Non-completers</b>	2011-12	29	2%	15	1%	14	6%
	2010-11	43	3%	32	3%	11	5%
	2009-10	39	3%	28	3%	11	5%

## Post-secondary Plans of 2011-12 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
<b>To 4-year College</b>	123	42%	119	47%	4	11%
<b>To 2-year College</b>	142	48%	118	46%	24	63%
<b>To Other Post-secondary</b>	4	1%	2	1%	2	5%
<b>To the Military</b>	8	3%	8	3%	0	0%
<b>To Employment</b>	16	5%	8	3%	8	21%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	0	0%	0	0%	0	0%