



# The New York State Report Card 2011–12

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**  
District **BUFFALO CITY SCHOOL DISTRICT**  
Principal **JACQUELYN BAVARO-PHELAN**  
Telephone **(716) 816-4809**  
Grades **K-8, 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 **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	36	35	
Kindergarten	43	49	48
Grade 1	40	51	48
Grade 2	50	54	56
Grade 3	56	50	57
Grade 4	69	58	53
Grade 5	81	79	55
Grade 6	62	80	87
Ungraded Elementary	0	0	0
Grade 7	68	67	80
Grade 8	54	68	60
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	19
<b>Total K-12</b>	<b>523</b>	<b>556</b>	<b>563</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	22	26	27
<b>Grade 8</b>			
English	14	20	29
Mathematics	22	22	22
Science	22	25	19
Social Studies	22	21	28
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

## 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	308	59%	383	69%	393	70%
Reduced Price Lunch	59	11%	47	8%	63	11%
Limited English Proficient	0	0%	2	0%	3	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	10	2%	13	2%	14	2%
Black or African American	107	20%	124	22%	127	23%
Hispanic or Latino	52	10%	54	10%	54	10%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	7	1%	14	2%
White	348	67%	351	63%	347	62%
Multiracial	3	1%	7	1%	7	1%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		91%
Student Suspensions	139	26%	102	20%	46	8%

## 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 **LORRAINE ELEMENTARY SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	50	48	47
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	6%	0%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	35%	36%
<b>Total Number of Core Classes</b>	83	93	102
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	3%	3%	2%
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>	108	123	133
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%	20%	50%
Turnover Rate of All Teachers	9%	16%	17%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	4	4	0
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
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 **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL 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**

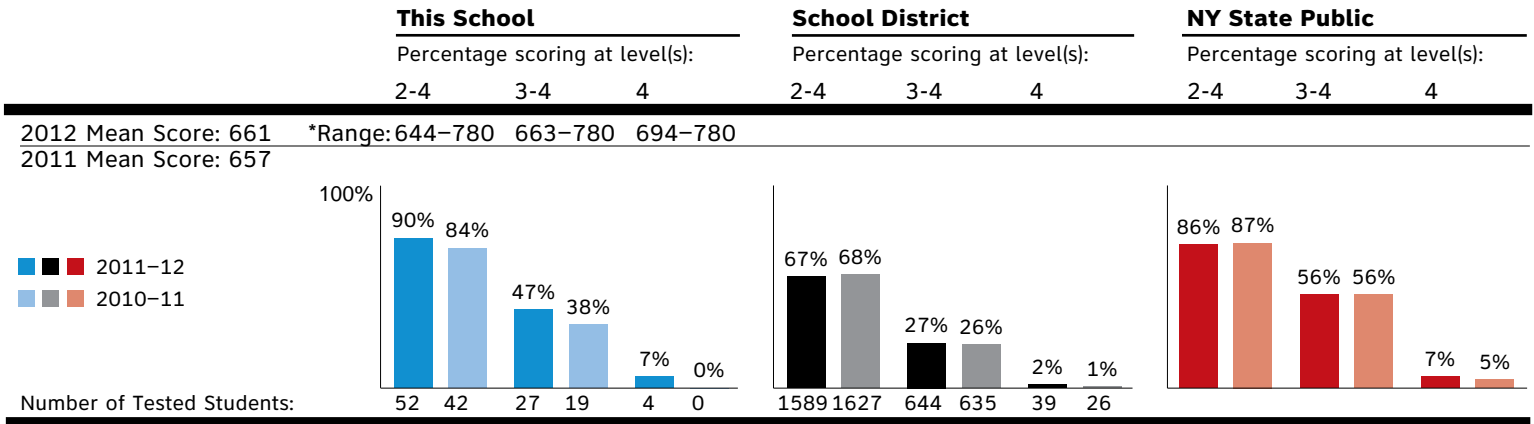
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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

School **LORRAINE ELEMENTARY SCHOOL**  
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## Results in Grade 3 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	58	90%	47%	7%	50	84%	38%	0%
Female	29	97%	55%	14%	26	92%	46%	0%
Male	29	83%	38%	0%	24	75%	29%	0%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	11	91%	64%	0%	16	69%	25%	0%
Hispanic or Latino	5	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	38	89%	47%	8%	25	88%	44%	0%
Multiracial								
Small Group Totals	9	89%	22%	11%	9	100%	44%	0%
General-Education Students	44	98%	52%	7%	38	92%	42%	0%
Students with Disabilities	14	64%	29%	7%	12	58%	25%	0%
English Proficient	58	90%	47%	7%	50	84%	38%	0%
Limited English Proficient								
Economically Disadvantaged	52	88%	46%	8%	43	84%	35%	0%
Not Disadvantaged	6	100%	50%	0%	7	86%	57%	0%
Migrant								
Not Migrant	58	90%	47%	7%	50	84%	38%	0%

### NOTES

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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

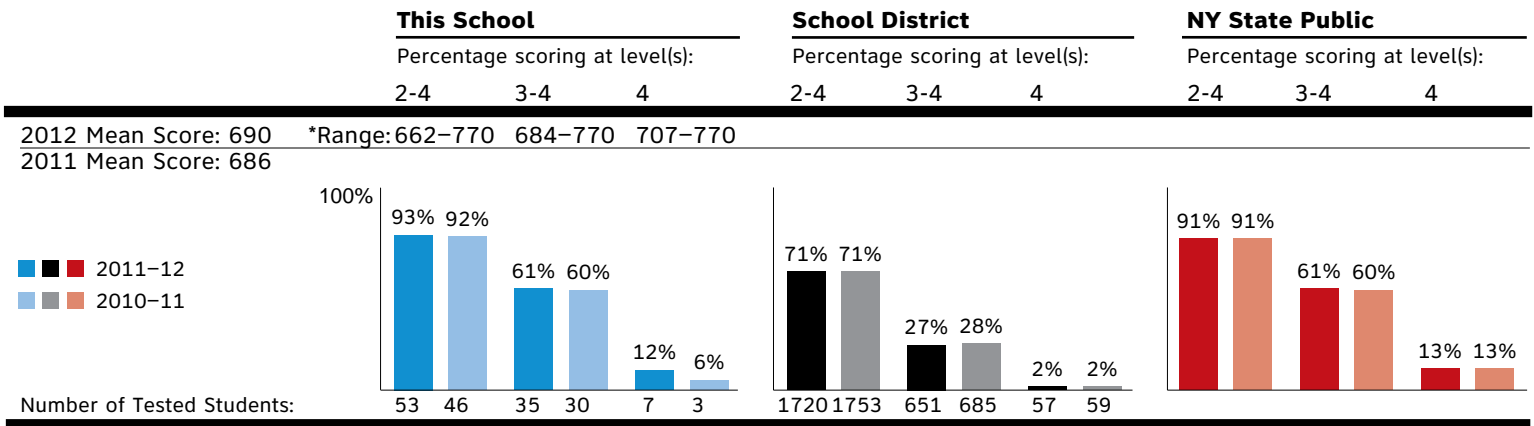
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
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## Results in Grade 3 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	57	93%	61%	12%	50	92%	60%	6%
Female	29	97%	59%	10%	26	88%	62%	12%
Male	28	89%	64%	14%	24	96%	58%	0%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	11	91%	36%	0%	16	88%	50%	6%
Hispanic or Latino	5	–	–	–	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	37	97%	70%	19%	25	92%	56%	4%
Multiracial								
Small Group Totals	9	78%	56%	0%	9	100%	89%	11%
General-Education Students	44	98%	66%	14%	38	89%	61%	8%
Students with Disabilities	13	77%	46%	8%	12	100%	58%	0%
English Proficient	57	93%	61%	12%	50	92%	60%	6%
Limited English Proficient								
Economically Disadvantaged	52	92%	60%	8%	43	93%	60%	5%
Not Disadvantaged	5	100%	80%	60%	7	86%	57%	14%
Migrant								
Not Migrant	57	93%	61%	12%	50	92%	60%	6%

### NOTES

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### Other

### Assessments

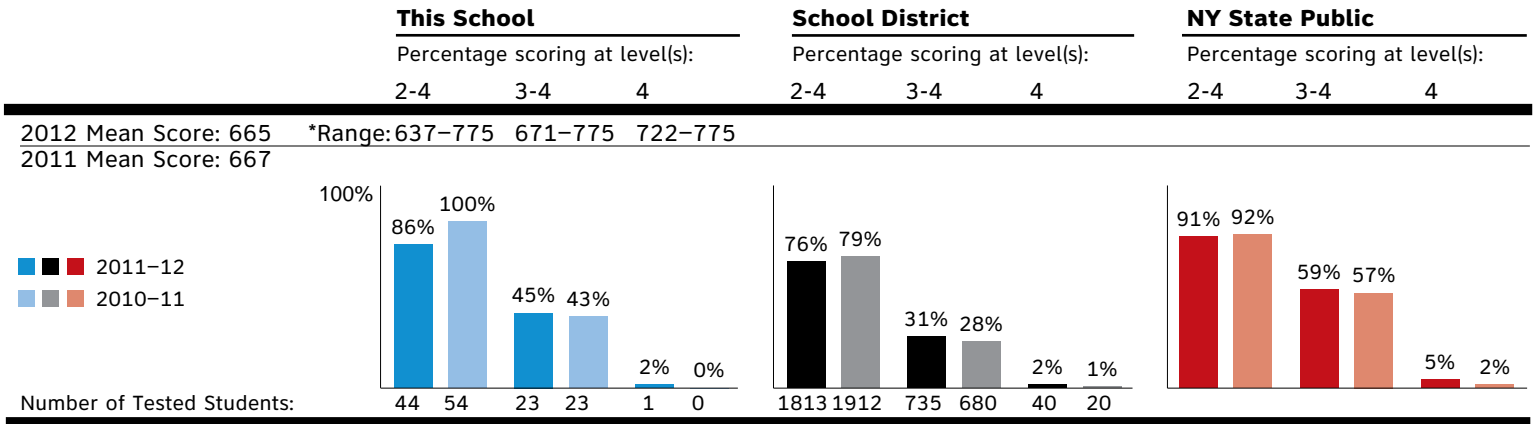
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
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District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 4 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	51	86%	45%	2%	54	100%	43%	0%
Female	28	93%	57%	4%	21	100%	38%	0%
Male	23	78%	30%	0%	33	100%	45%	0%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	15	80%	33%	7%	9	100%	22%	0%
Hispanic or Latino	4	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	26	85%	54%	0%	39	100%	46%	0%
Multiracial								
Small Group Totals	10	100%	40%	0%	6	100%	50%	0%
General-Education Students	34	97%	59%	3%	43	100%	44%	0%
Students with Disabilities	17	65%	18%	0%	11	100%	36%	0%
English Proficient	51	86%	45%	2%	54	100%	43%	0%
Limited English Proficient								
Economically Disadvantaged	46	87%	46%	0%	45	100%	40%	0%
Not Disadvantaged	5	80%	40%	20%	9	100%	56%	0%
Migrant								
Not Migrant	51	86%	45%	2%	54	100%	43%	0%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

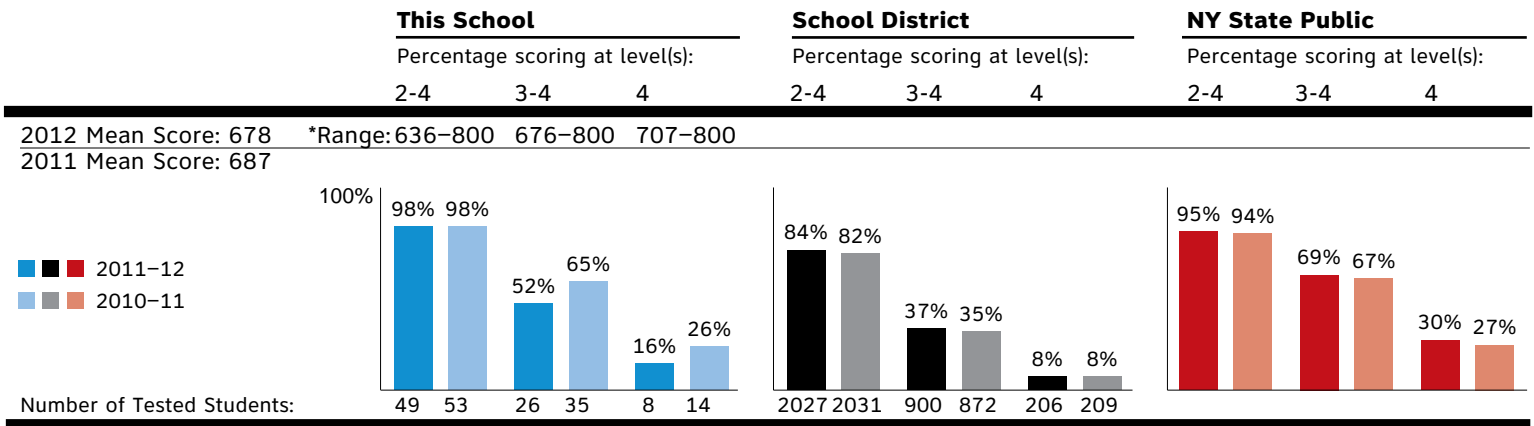
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

### Results in Grade 4 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	50	98%	52%	16%	54	98%	65%	26%
Female	27	100%	52%	19%	21	100%	43%	10%
Male	23	96%	52%	13%	33	97%	79%	36%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	15	100%	33%	13%	9	89%	22%	11%
Hispanic or Latino	4	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	25	96%	56%	12%	39	100%	74%	28%
Multiracial								
Small Group Totals	10	100%	70%	30%	6	100%	67%	33%
General-Education Students	33	100%	64%	18%	43	98%	70%	28%
Students with Disabilities	17	94%	29%	12%	11	100%	45%	18%
English Proficient	50	98%	52%	16%	54	98%	65%	26%
Limited English Proficient								
Economically Disadvantaged	45	98%	49%	13%	45	98%	62%	24%
Not Disadvantaged	5	100%	80%	40%	9	100%	78%	33%
Migrant								
Not Migrant	50	98%	52%	16%	54	98%	65%	26%

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#### Other

#### Assessments

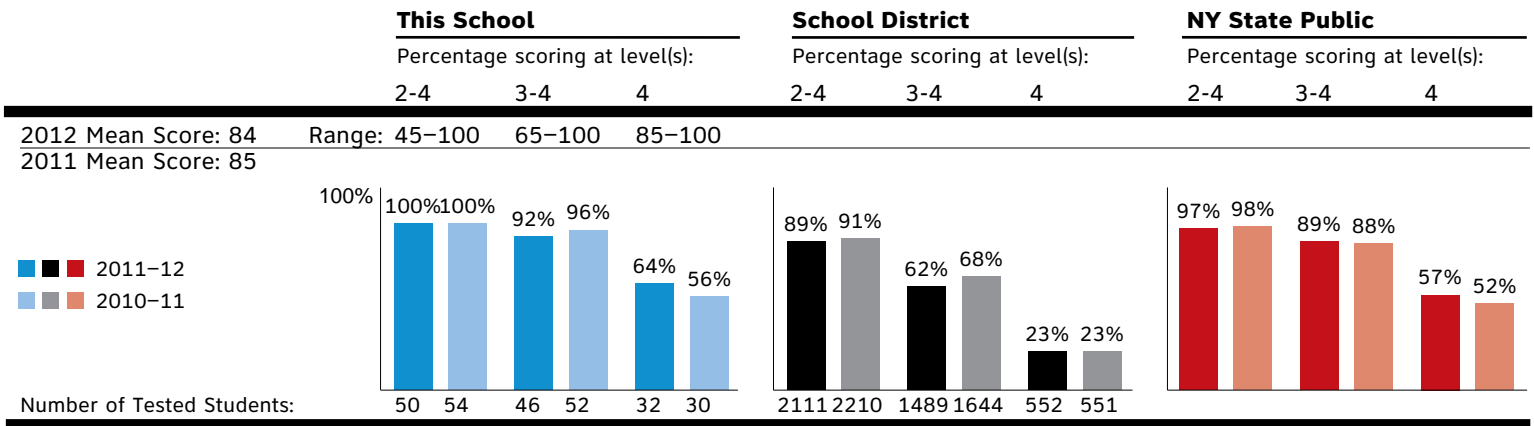
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
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District **BUFFALO CITY SCHOOL DISTRICT**

### Results in Grade 4 Science



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	50	100%	92%	64%	54	100%	96%	56%
Female	27	100%	89%	63%	21	100%	90%	33%
Male	23	100%	96%	65%	33	100%	100%	70%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	15	100%	93%	53%	9	100%	89%	22%
Hispanic or Latino	4	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	25	100%	92%	64%	39	100%	97%	64%
Multiracial								
Small Group Totals	10	100%	90%	80%	6	100%	100%	50%
General-Education Students	33	100%	97%	76%	43	100%	95%	58%
Students with Disabilities	17	100%	82%	41%	11	100%	100%	45%
English Proficient	50	100%	92%	64%	54	100%	96%	56%
Limited English Proficient								
Economically Disadvantaged	45	100%	91%	62%	45	100%	96%	51%
Not Disadvantaged	5	100%	100%	80%	9	100%	100%	78%
Migrant								
Not Migrant	50	100%	92%	64%	54	100%	96%	56%

#### NOTES

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### Other Assessments

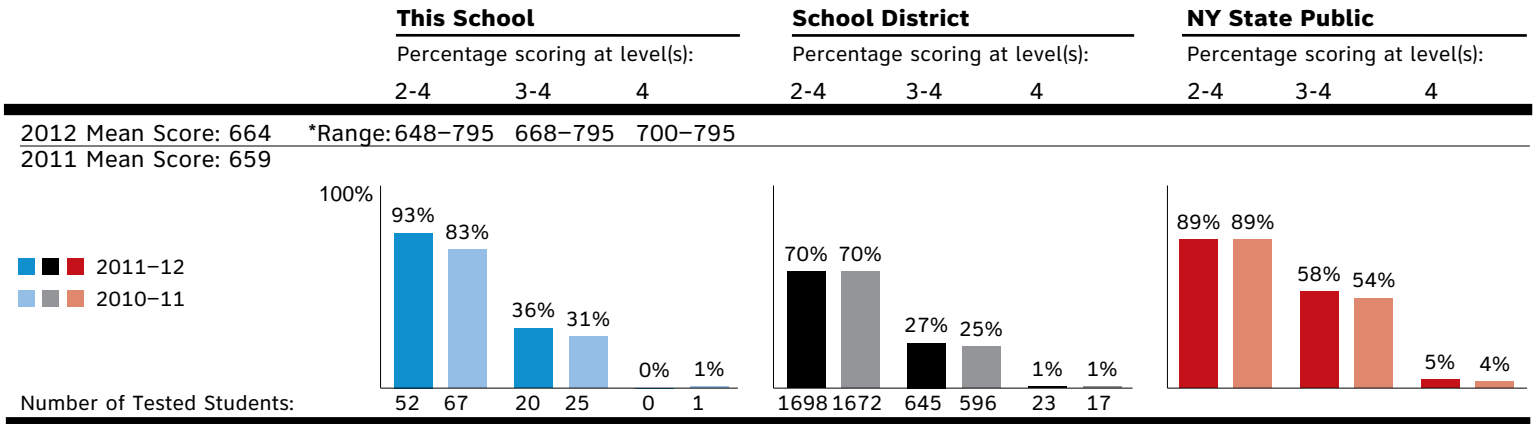
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 5 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	56	93%	36%	0%	81	83%	31%	1%
Female	23	91%	48%	0%	39	79%	33%	3%
Male	33	94%	27%	0%	42	86%	29%	0%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	9	100%	11%	0%	23	74%	26%	0%
Hispanic or Latino	5	–	–	–	8	63%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander					4	–	–	–
White	41	93%	39%	0%	45	89%	31%	2%
Multiracial								
Small Group Totals	6	83%	50%	0%	5	100%	40%	0%
General-Education Students	44	91%	43%	0%	62	90%	37%	2%
Students with Disabilities	12	100%	8%	0%	19	58%	11%	0%
English Proficient	56	93%	36%	0%	81	83%	31%	1%
Limited English Proficient								
Economically Disadvantaged	50	92%	34%	0%	71	82%	31%	1%
Not Disadvantaged	6	100%	50%	0%	10	90%	30%	0%
Migrant								
Not Migrant	56	93%	36%	0%	81	83%	31%	1%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other

### Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

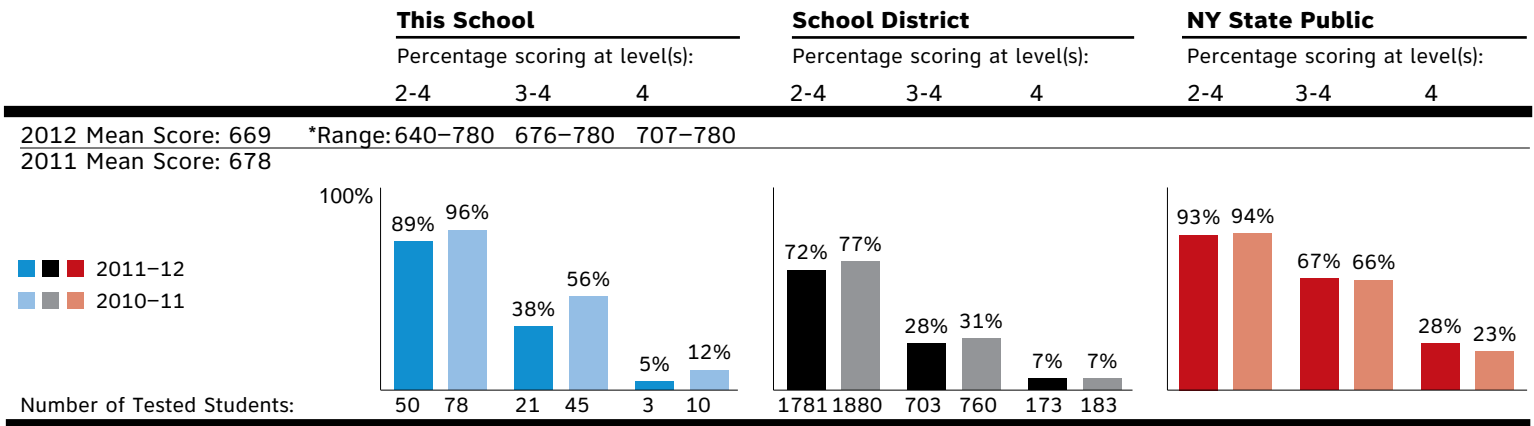
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 5 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	56	89%	38%	5%	81	96%	56%	12%
Female	23	83%	26%	4%	39	92%	46%	13%
Male	33	94%	45%	6%	42	100%	64%	12%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	9	67%	22%	0%	23	87%	35%	0%
Hispanic or Latino	5	–	–	–	8	100%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander					4	–	–	–
White	41	95%	41%	7%	45	100%	67%	18%
Multiracial								
Small Group Totals	6	83%	33%	0%	5	100%	80%	20%
General-Education Students	44	95%	48%	7%	62	98%	61%	16%
Students with Disabilities	12	67%	0%	0%	19	89%	37%	0%
English Proficient	56	89%	38%	5%	81	96%	56%	12%
Limited English Proficient								
Economically Disadvantaged	50	88%	40%	6%	71	96%	55%	14%
Not Disadvantaged	6	100%	17%	0%	10	100%	60%	0%
Migrant								
Not Migrant	56	89%	38%	5%	81	96%	56%	12%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other

### Assessments

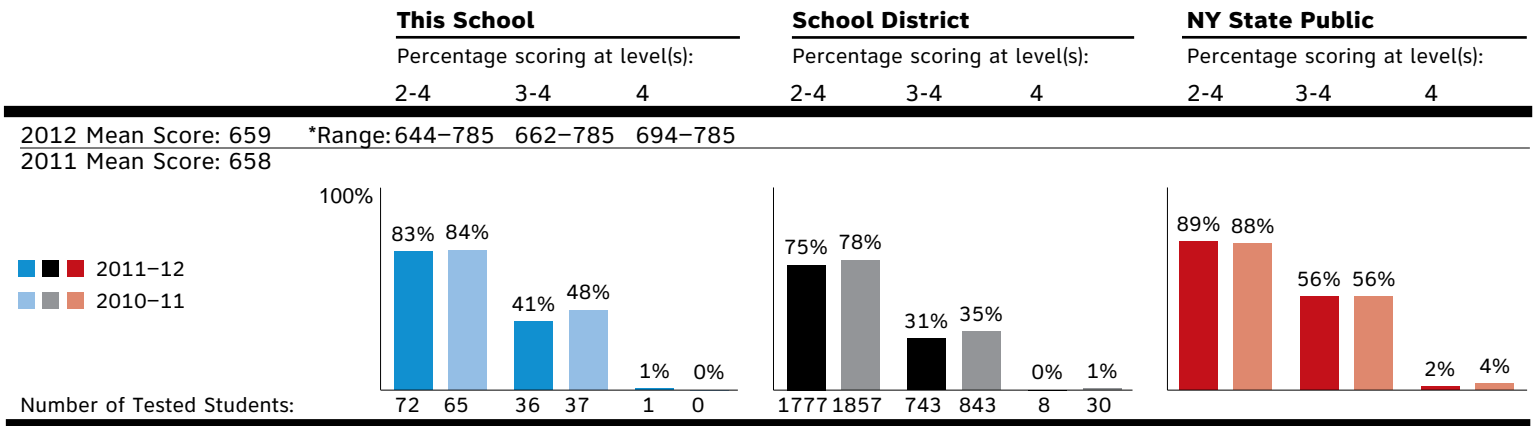
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 6 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	87	83%	41%	1%	77	84%	48%	0%
Female	44	86%	39%	2%	31	90%	39%	0%
Male	43	79%	44%	0%	46	80%	54%	0%
American Indian or Alaska Native	2	–	–	–				
Black or African American	23	65%	30%	0%	22	59%	36%	0%
Hispanic or Latino	7	71%	29%	0%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	51	90%	45%	2%	47	94%	49%	0%
Multiracial					1	–	–	–
Small Group Totals	6	100%	67%	0%	8	100%	75%	0%
General-Education Students	64	92%	53%	2%	55	98%	62%	0%
Students with Disabilities	23	57%	9%	0%	22	50%	14%	0%
English Proficient	87	83%	41%	1%	77	84%	48%	0%
Limited English Proficient								
Economically Disadvantaged	80	84%	43%	1%	64	83%	45%	0%
Not Disadvantaged	7	71%	29%	0%	13	92%	62%	0%
Migrant								
Not Migrant	87	83%	41%	1%	77	84%	48%	0%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other

### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

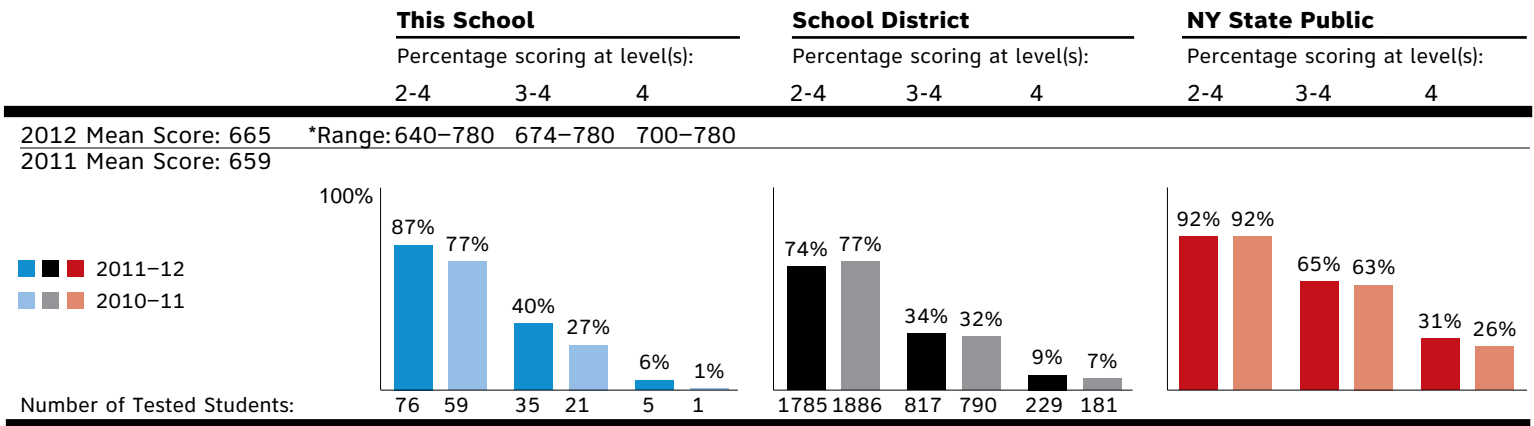
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

### Results in Grade 6 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	87	87%	40%	6%	77	77%	27%	1%
Female	44	89%	36%	7%	31	74%	19%	0%
Male	43	86%	44%	5%	46	78%	33%	2%
American Indian or Alaska Native	2	–	–	–				
Black or African American	23	70%	22%	0%	22	59%	14%	0%
Hispanic or Latino	7	86%	14%	0%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	51	96%	49%	8%	47	83%	26%	2%
Multiracial					1	–	–	–
Small Group Totals	6	83%	67%	17%	8	88%	75%	0%
General-Education Students	64	94%	48%	8%	55	91%	35%	2%
Students with Disabilities	23	70%	17%	0%	22	41%	9%	0%
English Proficient	87	87%	40%	6%	77	77%	27%	1%
Limited English Proficient								
Economically Disadvantaged	80	88%	40%	6%	64	73%	22%	2%
Not Disadvantaged	7	86%	43%	0%	13	92%	54%	0%
Migrant								
Not Migrant	87	87%	40%	6%	77	77%	27%	1%

#### NOTES

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.

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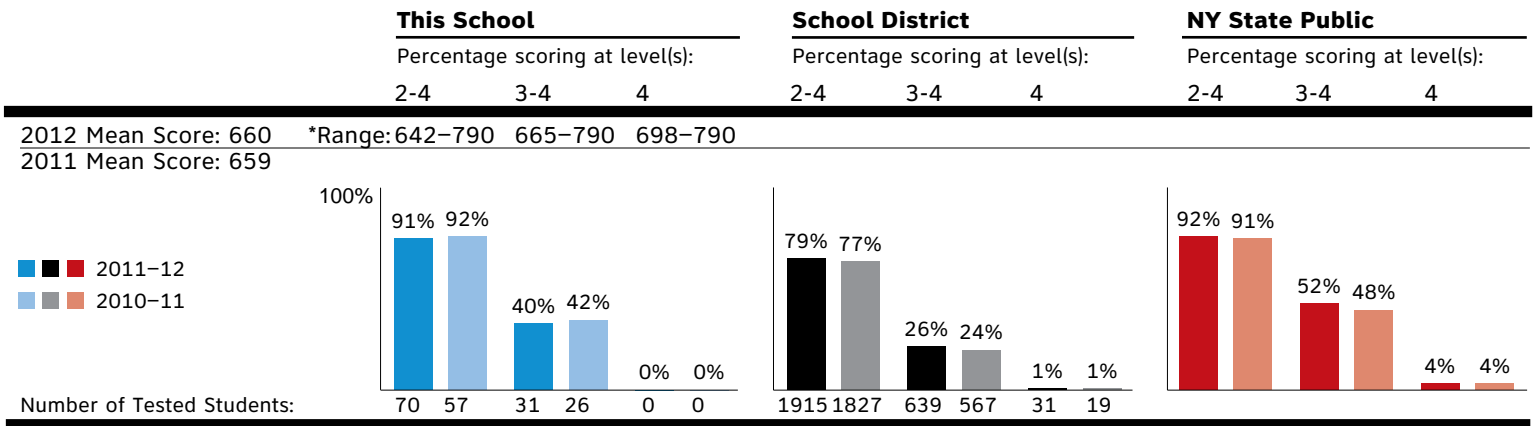
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 7 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	77	91%	40%	0%	62	92%	42%	0%
Female	36	94%	33%	0%	33	100%	45%	0%
Male	41	88%	46%	0%	29	83%	38%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	19	84%	11%	0%	20	95%	30%	0%
Hispanic or Latino	6	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	49	94%	47%	0%	35	89%	49%	0%
Multiracial								
Small Group Totals	9	89%	67%	0%	7	100%	43%	0%
General-Education Students	60	98%	48%	0%	48	98%	52%	0%
Students with Disabilities	17	65%	12%	0%	14	71%	7%	0%
English Proficient	77	91%	40%	0%	61	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	67	90%	37%	0%	49	92%	37%	0%
Not Disadvantaged	10	100%	60%	0%	13	92%	62%	0%
Migrant								
Not Migrant	77	91%	40%	0%	62	92%	42%	0%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	10	7	1	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

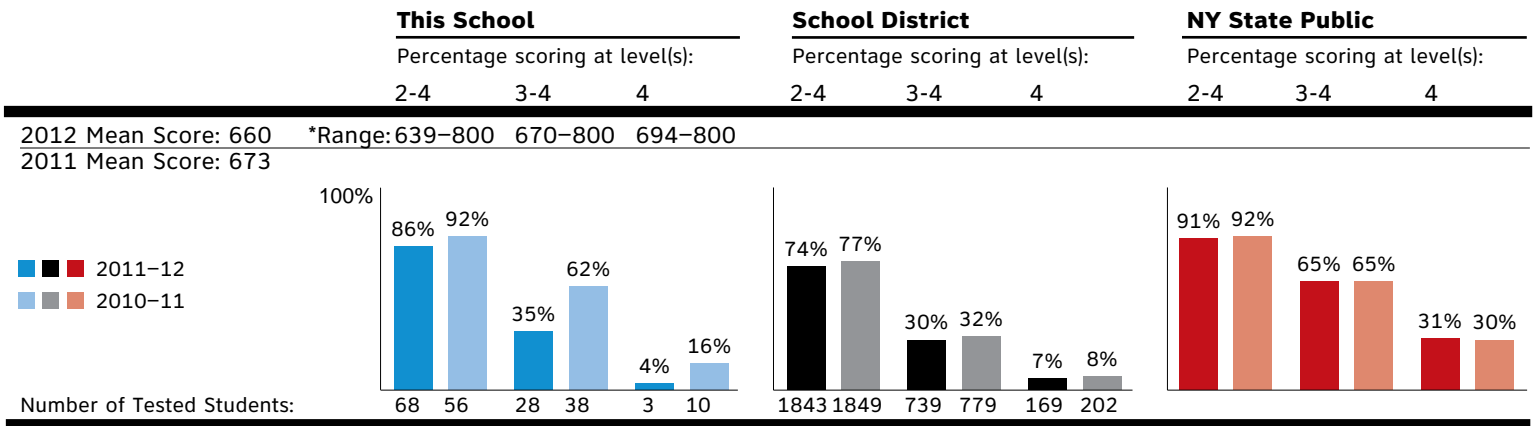
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 7 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	79	86%	35%	4%	61	92%	62%	16%
Female	37	84%	24%	5%	33	97%	67%	15%
Male	42	88%	45%	2%	28	86%	57%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	19	79%	21%	0%	20	85%	55%	5%
Hispanic or Latino	7	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	50	88%	34%	2%	34	94%	65%	18%
Multiracial								
Small Group Totals	10	90%	70%	20%	7	100%	71%	43%
General-Education Students	61	93%	43%	5%	47	98%	70%	21%
Students with Disabilities	18	61%	11%	0%	14	71%	36%	0%
English Proficient	79	86%	35%	4%	60	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	69	84%	32%	4%	48	92%	58%	13%
Not Disadvantaged	10	100%	60%	0%	13	92%	77%	31%
Migrant								
Not Migrant	79	86%	35%	4%	61	92%	62%	16%

### NOTES

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### Other

### Assessments

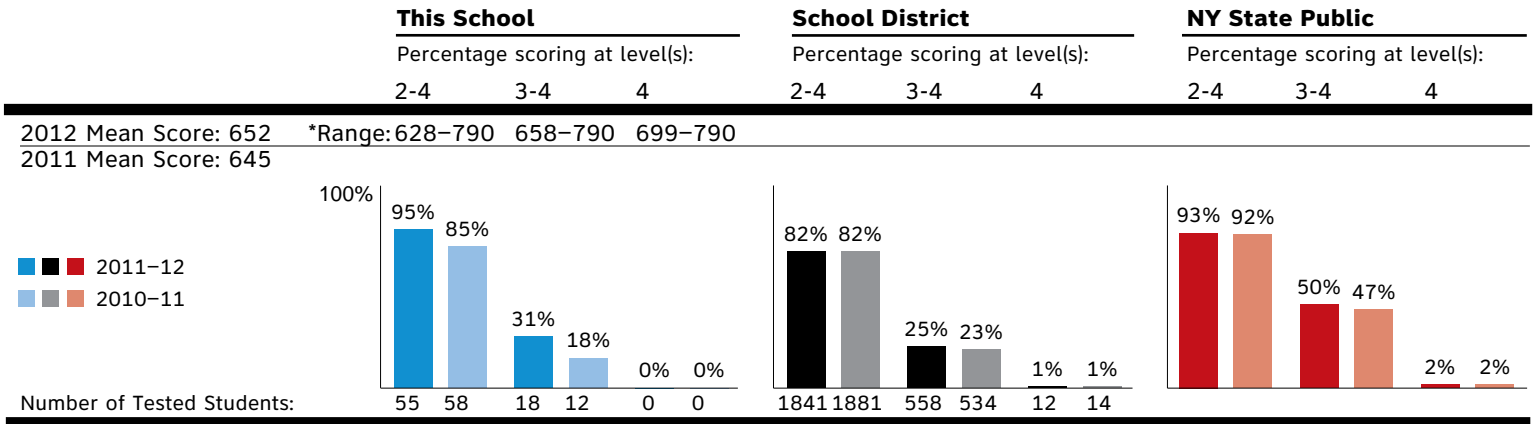
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	10	8	1	0			

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 8 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	58	95%	31%	0%	68	85%	18%	0%
Female	32	100%	28%	0%	33	88%	27%	0%
Male	26	88%	35%	0%	35	83%	9%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	19	95%	26%	0%	12	83%	8%	0%
Hispanic or Latino	6	–	–	–	10	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	31	94%	35%	0%	43	88%	21%	0%
Multiracial					1	–	–	–
Small Group Totals	8	100%	25%	0%	13	77%	15%	0%
General-Education Students	43	100%	37%	0%	46	96%	24%	0%
Students with Disabilities	15	80%	13%	0%	22	64%	5%	0%
English Proficient	57	–	–	–	67	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	49	96%	27%	0%	51	80%	10%	0%
Not Disadvantaged	9	89%	56%	0%	17	100%	41%	0%
Migrant								
Not Migrant	58	95%	31%	0%	68	85%	18%	0%

### NOTES

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.

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### Other

### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	9	3	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

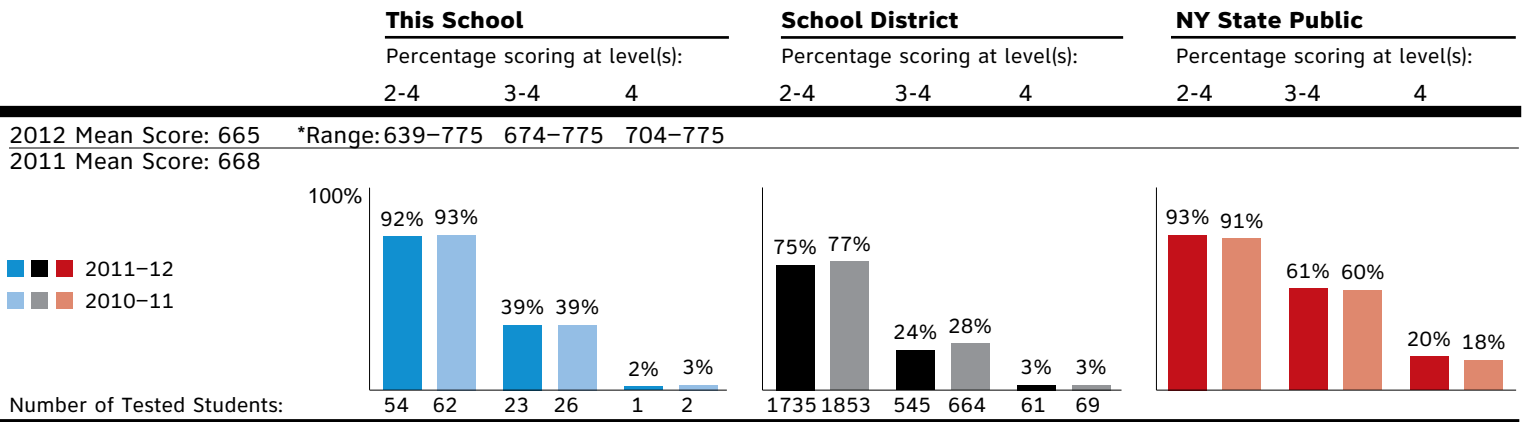
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

## Results in Grade 8 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	59	92%	39%	2%	67	93%	39%	3%
Female	33	88%	45%	0%	33	97%	36%	3%
Male	26	96%	31%	4%	34	88%	41%	3%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	19	95%	42%	0%	12	83%	42%	0%
Hispanic or Latino	6	–	–	–	10	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	32	88%	34%	3%	42	98%	43%	5%
Multiracial					1	–	–	–
Small Group Totals	8	100%	50%	0%	13	85%	23%	0%
General-Education Students	44	93%	48%	2%	46	100%	46%	4%
Students with Disabilities	15	87%	13%	0%	21	76%	24%	0%
English Proficient	58	–	–	–	66	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	50	94%	40%	0%	51	92%	37%	2%
Not Disadvantaged	9	78%	33%	11%	16	94%	44%	6%
Migrant								
Not Migrant	59	92%	39%	2%	67	93%	39%	3%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	8	4	0			

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

### Results in Grade 8 Science

#### This School

Percentage scoring at level(s):

2-4 3-4 4

#### School District

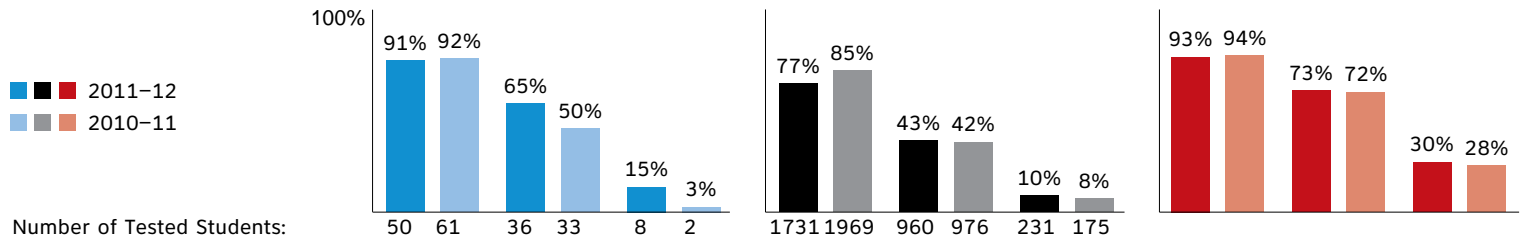
Percentage scoring at level(s):

2-4 3-4 4

#### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



#### Results by Student Group

##### 2011-12 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

##### 2010-11 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

	Total Tested	Percentage scoring at level(s): 2-4	3-4	4	Total Tested	Percentage scoring at level(s): 2-4	3-4	4
All Students	55	91%	65%	15%	66	92%	50%	3%
Female	30	87%	67%	13%	33	91%	48%	3%
Male	25	96%	64%	16%	33	94%	52%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	19	89%	58%	16%	11	100%	64%	0%
Hispanic or Latino	6	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	28	89%	71%	14%	42	93%	48%	2%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	63%	13%	13	85%	46%	8%
General-Education Students	40	93%	75%	20%	46	98%	63%	4%
Students with Disabilities	15	87%	40%	0%	20	80%	20%	0%
English Proficient	54	-	-	-	65	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	47	89%	62%	13%	50	90%	50%	4%
Not Disadvantaged	8	100%	88%	25%	16	100%	50%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	55	91%	65%	15%	66	92%	50%	3%

#### NOTES

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#### Other Assessments

##### 2011-12 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

##### 2010-11 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	8	2	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY 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	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	21	100%	100%	5%	21	100%	100%	5%	0			
	2010-11	25	100%	96%	12%	24	—	—	—	1	—	—	—
	2009-10	25	100%	100%	28%	25	100%	100%	28%	0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	16	100%	94%	6%	16	100%	94%	6%	0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				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.

## 2 Student Performance

School **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY SCHOOL DISTRICT**

### 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	1	—	—	—	—	1	—	—	—	—	0				
	2010-11	1	—	—	—	—	1	—	—	—	—	0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	1	—	—	—	—	1	—	—	—	—	0				
	2010-11	1	—	—	—	—	1	—	—	—	—	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	1	—	—	—	—	0					1	—	—	—	—
	2010-11	2	—	—	—	—	0					2	—	—	—	—
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	1	—	—	—	—	0					1	—	—	—	—
	2010-11	2	—	—	—	—	0					2	—	—	—	—
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					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 **LORRAINE ELEMENTARY SCHOOL**  
School ID **14-06-00-01-0072**

District **BUFFALO CITY 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	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
<b>Receiving a Regents Diploma</b>	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	

### 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	0		0		0	
	2010–11	1	3%	0		1	4%
	2009–10	1	4%	0		1	6%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	0		0		0	
	2010–11	0	0%	0		0	0%
	2009–10	0	0%	0		0	0%
<b>Total Non-completers</b>	2011–12	0		0		0	
	2010–11	1	3%	0		1	4%
	2009–10	1	4%	0		1	6%

## 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>		0		0		0	
<b>To 2-year College</b>		0		0		0	
<b>To Other Post-secondary</b>		0		0		0	
<b>To the Military</b>		0		0		0	
<b>To Employment</b>		0		0		0	
<b>To Adult Services</b>		0		0		0	
<b>To Other Known Plans</b>		0		0		0	
<b>Plan Unknown</b>		0		0		0	