



The New York State Report Card 2011–12

School **FARMINGDALE SENIOR HIGH
SCHOOL**
School ID **28-05-22-03-0009**
District **FARMINGDALE UNION FREE SCHOOL
DISTRICT**
Principal **GLEN ZAKIAN**
Telephone **(516) 752-6600**
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

1 Profile

School **FARMINGDALE SENIOR HIGH SCHOOL**
School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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	532	466	488
Grade 10	439	555	471
Grade 11	505	437	540
Grade 12	506	509	451
Ungraded Secondary	10	10	1
Total K-12	1992	1977	1951

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	20	21	20
Mathematics	19	20	21
Science	22	24	26
Social Studies	23	23	22

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

School **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	187	9%	272	14%	290	15%
Reduced Price Lunch	66	3%	89	5%	93	5%
Limited English Proficient	48	2%	54	3%	48	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	2	0%	1	0%
Black or African American	134	7%	127	6%	131	7%
Hispanic or Latino	239	12%	267	14%	273	14%
Asian or Native Hawaiian/Other Pacific Islander	95	5%	102	5%	103	5%
White	1520	76%	1479	75%	1442	74%
Multiracial	0	0%	0	0%	1	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		94%
Student Suspensions	105	5%	80	4%	83	4%

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 **FARMINGDALE SENIOR HIGH SCHOOL**
School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	149	152	139
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	1%
Percent with Fewer than Three Years of Experience	5%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	72%	74%	76%
Total Number of Core Classes	607	546	492
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%
Total Number of Classes	734	744	670
Percent Taught by Teachers Without Appropriate Certification	1%	0%	2%

*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%	13%	31%
Turnover Rate of All Teachers	7%	3%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	21	21	21
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
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 **FARMINGDALE SENIOR HIGH SCHOOL**
School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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

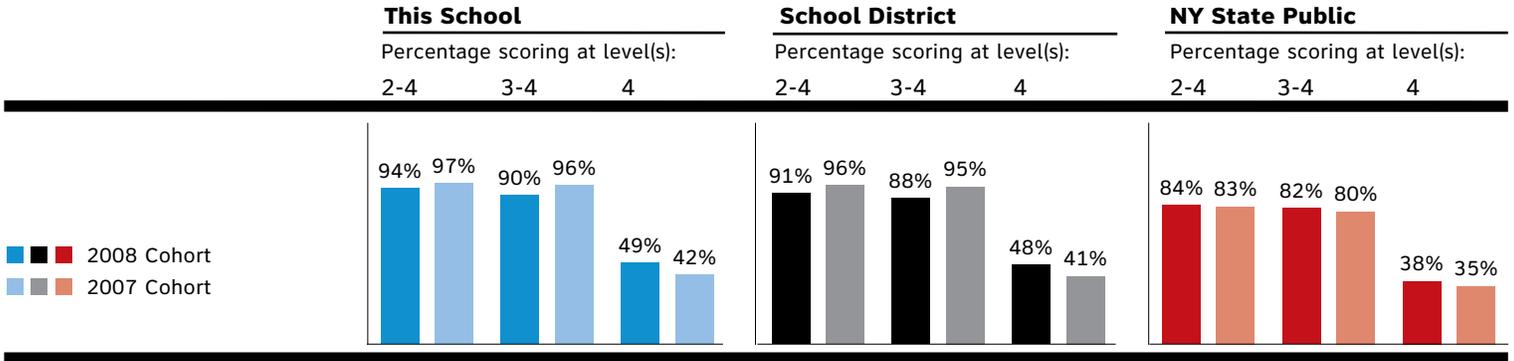
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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
All Students	447	94%	90%	49%	496	97%	96%	42%
Female	211	97%	94%	55%	223	98%	98%	53%
Male	236	91%	86%	43%	273	95%	94%	32%
American Indian or Alaska Native					1	-	-	-
Black or African American	32	78%	75%	25%	35	89%	89%	23%
Hispanic or Latino	61	85%	75%	33%	56	89%	80%	27%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	77%	23	-	-	-
White	332	96%	93%	52%	381	98%	98%	45%
Multiracial								
Small Group Totals					24	100%	100%	46%
General-Education Students	385	97%	96%	55%	445	99%	98%	46%
Students with Disabilities	62	69%	55%	10%	51	76%	73%	6%
English Proficient	440	95%	91%	50%	484	97%	97%	43%
Limited English Proficient	7	29%	29%	14%	12	67%	50%	0%
Economically Disadvantaged	89	84%	79%	24%	81	95%	90%	28%
Not Disadvantaged	358	96%	93%	55%	415	97%	97%	44%
Migrant	1	-	-	-				
Not Migrant	446	-	-	-	496	97%	96%	42%

NOTES

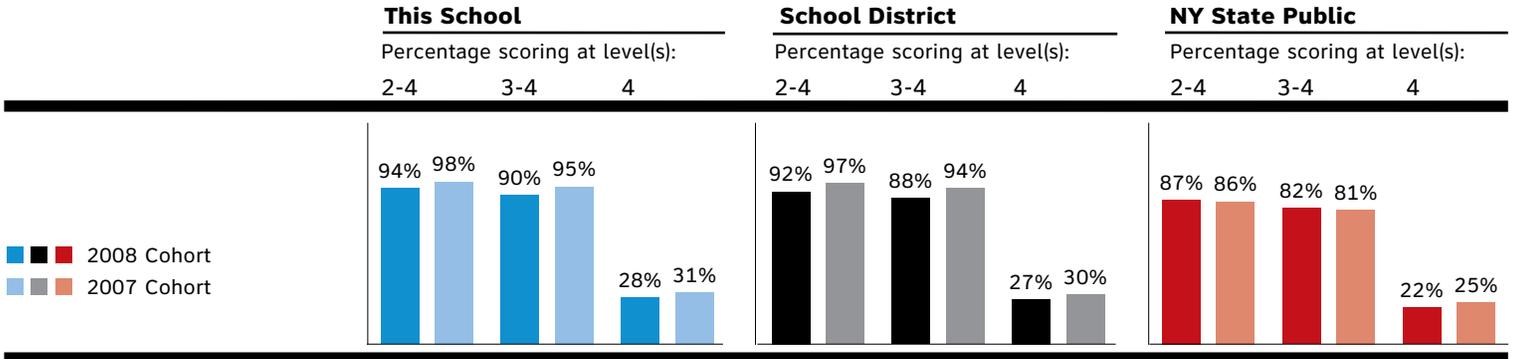
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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
All Students	447	94%	90%	28%	496	98%	95%	31%
Female	211	95%	92%	30%	223	99%	97%	32%
Male	236	92%	89%	27%	273	97%	94%	30%
American Indian or Alaska Native					1	-	-	-
Black or African American	32	81%	72%	19%	35	89%	83%	3%
Hispanic or Latino	61	87%	82%	10%	56	96%	88%	16%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	50%	23	-	-	-
White	332	95%	93%	31%	381	99%	97%	36%
Multiracial								
Small Group Totals					24	100%	100%	25%
General-Education Students	385	98%	97%	33%	445	100%	98%	34%
Students with Disabilities	62	66%	48%	0%	51	82%	67%	4%
English Proficient	440	94%	91%	28%	484	98%	95%	32%
Limited English Proficient	7	57%	43%	14%	12	100%	83%	0%
Economically Disadvantaged	89	82%	74%	12%	81	95%	91%	11%
Not Disadvantaged	358	96%	94%	32%	415	99%	96%	35%
Migrant	1	-	-	-				
Not Migrant	446	-	-	-	496	98%	95%	31%

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.

2 Student Performance

School **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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
Global History and Geography	447	3%	51%	34%	385	1%	54%	39%	62	18%	34%	3%
U.S. History and Government	447	3%	32%	55%	385	2%	31%	62%	62	13%	32%	11%
Science	447	3%	45%	46%	385	1%	43%	52%	62	16%	52%	8%

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				

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.

2 Student Performance

School **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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	575	97%	91%	42%	494	98%	93%	46%	81	90%	78%	20%
	2010-11	466	93%	87%	46%	404	96%	92%	52%	62	74%	53%	8%
	2009-10	526	95%	93%	39%	472	96%	94%	43%	54	85%	80%	4%
Integrated Algebra	2011-12	451	93%	86%	16%	394	94%	88%	18%	57	82%	74%	7%
	2010-11	462	89%	80%	12%	376	94%	88%	15%	86	66%	48%	0%
	2009-10	483	90%	84%	13%	387	96%	92%	15%	96	70%	54%	4%
Geometry	2011-12	505	87%	72%	21%	444	91%	78%	24%	61	57%	34%	2%
	2010-11	560	87%	76%	19%	492	91%	81%	22%	68	54%	38%	0%
	2009-10	543	84%	72%	17%	491	88%	77%	19%	52	54%	27%	2%
Algebra 2/Trigonometry	2011-12	330	92%	78%	27%	314	91%	79%	28%	16	94%	75%	0%
	2010-11	358	81%	68%	24%	350	81%	68%	24%	8	88%	63%	13%
	2009-10	315	91%	80%	30%	304	91%	80%	31%	11	91%	73%	0%
Global History and Geography	2011-12	560	89%	79%	33%	478	92%	85%	38%	82	66%	45%	7%
	2010-11	621	88%	76%	33%	537	92%	82%	37%	84	65%	42%	12%
	2009-10	487	86%	74%	31%	415	91%	80%	35%	72	57%	39%	6%
U.S. History and Government	2011-12	578	94%	89%	60%	507	95%	92%	63%	71	86%	69%	37%
	2010-11	461	92%	85%	53%	401	96%	90%	59%	60	72%	53%	15%
	2009-10	521	96%	93%	54%	474	96%	93%	56%	47	96%	94%	38%
Living Environment	2011-12	481	97%	94%	54%	425	97%	94%	59%	56	100%	89%	16%
	2010-11	532	95%	91%	51%	467	96%	93%	56%	65	91%	74%	15%
	2009-10	453	93%	87%	45%	392	95%	92%	51%	61	79%	56%	7%
Physical Setting/Earth Science	2011-12	393	88%	77%	27%	332	92%	83%	31%	61	67%	44%	8%
	2010-11	401	86%	70%	16%	330	89%	75%	19%	71	72%	46%	3%
	2009-10	411	89%	80%	22%	339	90%	82%	25%	72	83%	68%	8%
Physical Setting/Chemistry	2011-12	355	97%	86%	16%	341	97%	86%	17%	14	100%	71%	7%
	2010-11	369	96%	77%	18%	354	96%	78%	19%	15	100%	47%	0%
	2009-10	380	94%	75%	9%	363	95%	76%	9%	17	88%	53%	6%
Physical Setting/Physics	2011-12	201	93%	81%	28%	196	93%	81%	28%	5	80%	80%	20%
	2010-11	179	88%	71%	15%	176	—	—	—	3	—	—	—
	2009-10	156	91%	80%	29%	153	—	—	—	3	—	—	—

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 **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

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	18	100%	2	—	16	—
	2010-11	30	60%	0	—	30	60%
	2009-10	34	65%	1	—	33	—
Science	2011-12	15	73%	4	—	11	—
	2010-11	21	57%	2	—	19	—
	2009-10	22	64%	0	—	22	64%
Reading	2011-12	20	85%	3	—	17	—
	2010-11	19	37%	3	—	16	—
	2009-10	14	71%	2	—	12	—
Writing	2011-12	19	95%	3	—	16	—
	2010-11	7	43%	2	—	5	—
	2009-10	6	100%	2	—	4	—
Global Studies	2011-12	40	75%	10	90%	30	70%
	2010-11	28	39%	10	50%	18	33%
	2009-10	33	67%	2	—	31	—
U.S. History and Government	2011-12	36	86%	7	100%	29	83%
	2010-11	13	69%	4	—	9	—
	2009-10	4	—	0	—	4	—

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 **FARMINGDALE SENIOR HIGH SCHOOL**
School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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	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	45	2%	27%	27%	44%	42	—	—	—	—	3	—	—	—	—
	2010-11	53	4%	17%	32%	47%	47	4%	17%	34%	45%	6	0%	17%	17%	67%
	2009-10	54	4%	24%	33%	39%	48	4%	25%	35%	35%	6	0%	17%	17%	67%
Reading and Writing (Grades 9-12)	2011-12	45	7%	44%	31%	18%	42	—	—	—	—	3	—	—	—	—
	2010-11	53	11%	32%	32%	25%	47	11%	36%	30%	23%	6	17%	0%	50%	33%
	2009-10	54	7%	46%	33%	13%	48	6%	48%	31%	15%	6	17%	33%	50%	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 **FARMINGDALE SENIOR HIGH SCHOOL**
 School ID **28-05-22-03-0009**

District **FARMINGDALE UNION FREE 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
Total Graduates	2011-12	436		385		51	
	2010-11	493		453		40	
	2009-10	477		420		57	
Receiving a Regents Diploma	2011-12	385	88%	363	94%	22	43%
	2010-11	455	92%	428	94%	27	68%
	2009-10	419	88%	386	92%	33	58%
Receiving a Regents Diploma with Advanced Designation	2011-12	195	45%	188	49%	7	14%
	2010-11	248	50%	244	54%	4	10%
	2009-10	246	52%	241	57%	5	9%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	10	N/A	0		10	N/A
	2010-11	3	N/A	0		3	N/A
	2009-10	5	N/A	0		5	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
Dropped Out	2011-12	6	0%	5	0%	1	0%
	2010-11	12	1%	10	1%	2	1%
	2009-10	12	1%	10	1%	2	1%
Entered Approved High School Equivalency Preparation Program	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	0	0%	0	0%	0	0%
Total Non-completers	2011-12	6	0%	5	0%	1	0%
	2010-11	12	1%	10	1%	2	1%
	2009-10	12	1%	10	1%	2	1%

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
To 4-year College	243	54%	232	60%	11	18%
To 2-year College	149	33%	123	32%	26	43%
To Other Post-secondary	3	1%	2	1%	1	2%
To the Military	11	2%	7	2%	4	7%
To Employment	19	4%	13	3%	6	10%
To Adult Services	10	2%	0	0%	10	16%
To Other Known Plans	8	2%	6	2%	2	3%
Plan Unknown	3	1%	2	1%	1	2%