



# The New York State Report Card 2011–12

School **HIGH SCHOOL FOR ENVIRONMENTAL  
STUDIES**

School ID **31-02-00-01-1400**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 2**

Principal **SHIRLEY MATTHEWS**

Telephone **(212) 262-8113**

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 **HIGH SCHOOL FOR ENVIRONMENTAL STUDIES**  
School ID **31-02-00-01-1400**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
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## 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	390	392	392
Grade 10	408	388	380
Grade 11	324	346	312
Grade 12	299	303	296
Ungraded Secondary	0	2	4
<b>Total K-12</b>	<b>1421</b>	<b>1431</b>	<b>1384</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science	27		
Social Studies			
<b>Grade 10</b>			
English	32	31	33
Mathematics	28	33	
Science			32
Social Studies	30	32	32

## 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.

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	706	50%	806	56%	846	61%
Reduced Price Lunch	83	6%	77	5%	92	7%
Limited English Proficient	86	6%	110	8%	106	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	2	0%	3	0%
Black or African American	247	17%	215	15%	201	15%
Hispanic or Latino	775	55%	804	56%	793	57%
Asian or Native Hawaiian/Other Pacific Islander	223	16%	230	16%	233	17%
White	175	12%	180	13%	154	11%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		89%		90%		90%
Student Suspensions	58	4%	26	2%	54	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 **HIGH SCHOOL FOR ENVIRONMENTAL STUDIES**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	76	61	69
Percent with No Valid Teaching Certificate	8%	0%	1%
Percent Teaching Out of Certification	17%	5%	6%
Percent with Fewer than Three Years of Experience	13%	0%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	38%	36%
<b>Total Number of Core Classes</b>	304	235	274
Percent Not Taught by Highly Qualified Teachers in This School*	17%	5%	5%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	6%	7%
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>	351	289	315
Percent Taught by Teachers Without Appropriate Certification	17%	4%	5%

\*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	8%	29%	28%
Turnover Rate of All Teachers	11%	20%	28%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	11	12	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	7	6	6
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 HOUSSSE 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 **HIGH SCHOOL FOR ENVIRONMENTAL STUDIES**  
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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**

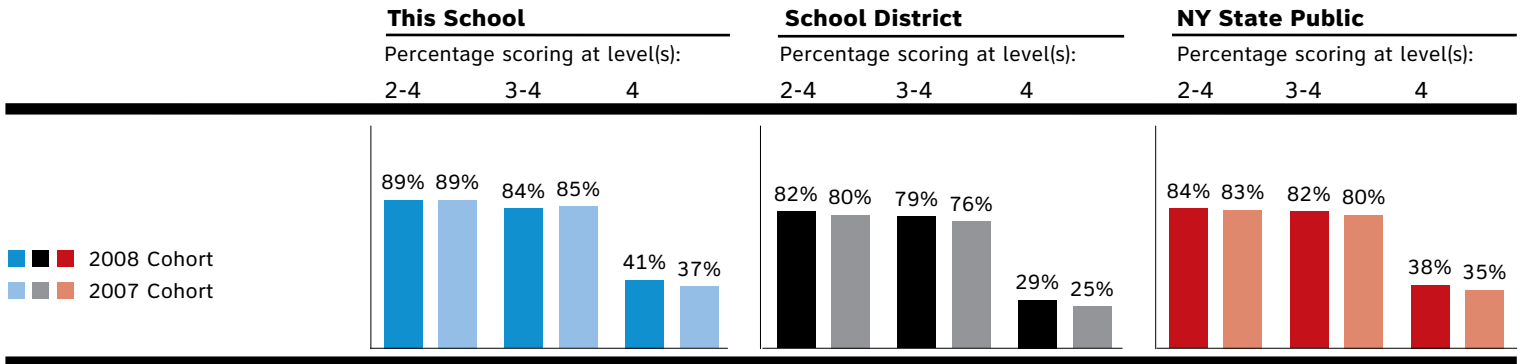
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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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### 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): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	344	89%	84%	41%	340	89%	85%	37%
Female	167	95%	93%	53%	178	91%	88%	45%
Male	177	82%	75%	29%	162	86%	81%	28%
American Indian or Alaska Native								
Black or African American	47	85%	77%	28%	58	84%	79%	33%
Hispanic or Latino	196	85%	79%	36%	184	86%	82%	29%
Asian or Native Hawaiian/Other Pacific Islander	53	98%	98%	57%	60	97%	97%	53%
White	48	96%	96%	56%	38	92%	87%	53%
Multiracial								
Small Group Totals								
General-Education Students	299	92%	90%	46%	309	91%	89%	40%
Students with Disabilities	45	67%	42%	2%	31	61%	39%	3%
English Proficient	326	91%	86%	43%	326	90%	86%	38%
Limited English Proficient	18	50%	39%	0%	14	64%	50%	7%
Economically Disadvantaged	230	86%	82%	40%	213	89%	85%	37%
Not Disadvantaged	114	94%	87%	41%	127	88%	84%	36%
Migrant								
Not Migrant	344	89%	84%	41%	340	89%	85%	37%

#### NOTES

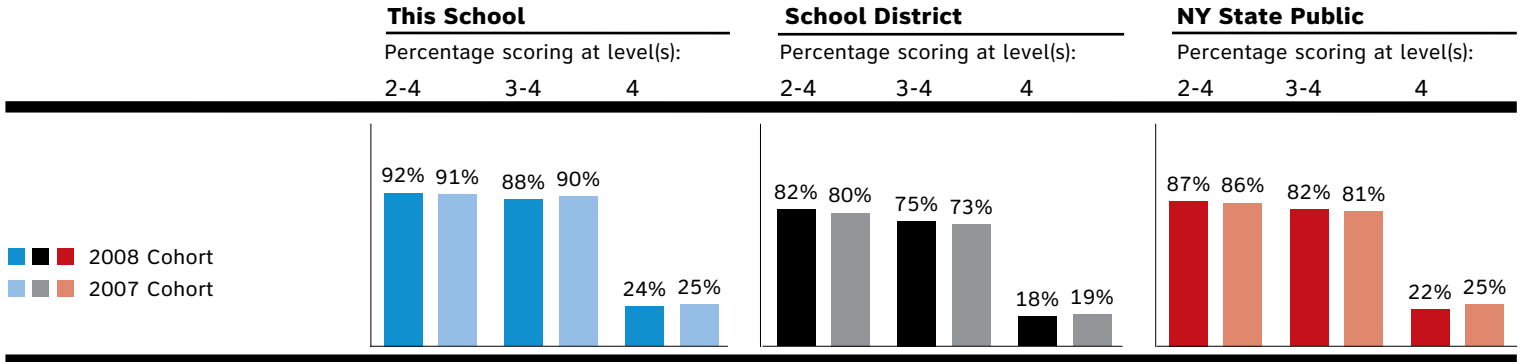
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School **HIGH SCHOOL FOR ENVIRONMENTAL STUDIES**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

### 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): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	344	92%	88%	24%	340	91%	90%	25%
Female	167	96%	96%	25%	178	94%	93%	29%
Male	177	88%	80%	23%	162	88%	87%	22%
American Indian or Alaska Native								
Black or African American	47	89%	81%	11%	58	88%	86%	17%
Hispanic or Latino	196	89%	84%	15%	184	89%	87%	17%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	100%	60%	60	98%	98%	58%
White	48	98%	96%	33%	38	97%	97%	26%
Multiracial								
Small Group Totals								
General-Education Students	299	95%	94%	27%	309	94%	94%	28%
Students with Disabilities	45	73%	49%	2%	31	65%	48%	0%
English Proficient	326	93%	90%	25%	326	91%	90%	26%
Limited English Proficient	18	67%	44%	6%	14	93%	93%	14%
Economically Disadvantaged	230	90%	88%	25%	213	92%	91%	30%
Not Disadvantaged	114	95%	88%	22%	127	90%	89%	17%
Migrant								
Not Migrant	344	92%	88%	24%	340	91%	90%	25%

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### 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>	344	4%	37%	46%	299	2%	37%	51%	45	16%	33%	11%
<b>U.S. History and Government</b>	344	4%	30%	51%	299	3%	29%	59%	45	16%	38%	4%
<b>Science</b>	344	6%	49%	35%	299	3%	51%	39%	45	27%	38%	7%

### 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	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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# 2 Student Performance

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## 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	363	90%	83%	31%	315	92%	87%	35%	48	79%	56%	4%
	2010–11	391	93%	84%	34%	337	96%	91%	39%	54	72%	37%	2%
	2009–10	422	97%	91%	47%	399	98%	94%	49%	23	78%	43%	9%
Integrated Algebra	2011–12	369	80%	60%	6%	270	86%	69%	7%	99	65%	35%	2%
	2010–11	408	87%	68%	13%	326	90%	75%	14%	82	74%	43%	5%
	2009–10	322	86%	74%	11%	254	91%	82%	14%	68	68%	44%	1%
Geometry	2011–12	176	94%	84%	15%	164	93%	82%	16%	12	100%	100%	8%
	2010–11	228	91%	81%	30%	216	93%	82%	31%	12	67%	50%	0%
	2009–10	286	91%	78%	15%	279	91%	78%	15%	7	100%	43%	0%
Algebra 2/Trigonometry	2011–12	223	65%	50%	24%	217	65%	51%	25%	6	50%	17%	0%
	2010–11	209	81%	69%	23%	204	81%	69%	23%	5	80%	80%	40%
	2009–10	145	90%	78%	34%	142	—	—	—	3	—	—	—
Global History and Geography	2011–12	438	83%	68%	23%	362	86%	73%	27%	76	68%	46%	4%
	2010–11	383	85%	70%	28%	325	88%	76%	32%	58	64%	33%	5%
	2009–10	375	91%	84%	47%	338	93%	87%	50%	37	70%	59%	19%
U.S. History and Government	2011–12	348	88%	79%	42%	301	92%	83%	48%	47	64%	53%	6%
	2010–11	634	93%	87%	58%	572	96%	92%	63%	62	65%	44%	11%
	2009–10	323	97%	91%	56%	292	99%	95%	60%	31	77%	52%	13%
Living Environment	2011–12	340	89%	76%	21%	276	93%	82%	23%	64	75%	50%	9%
	2010–11	386	95%	85%	31%	326	96%	88%	36%	60	90%	72%	7%
	2009–10	367	95%	89%	40%	328	96%	92%	43%	39	85%	56%	10%
Physical Setting/Earth Science	2011–12	206	82%	60%	10%	180	83%	63%	12%	26	69%	42%	0%
	2010–11	111	86%	66%	7%	95	88%	68%	7%	16	69%	50%	6%
	2009–10	104	93%	80%	13%	95	93%	79%	14%	9	100%	89%	0%
Physical Setting/Chemistry	2011–12	140	93%	80%	9%	135	93%	81%	10%	5	100%	60%	0%
	2010–11	209	97%	83%	11%	208	—	—	—	1	—	—	—
	2009–10	170	94%	85%	7%	169	—	—	—	1	—	—	—
Physical Setting/Physics	2011–12	118	84%	62%	10%	113	85%	62%	11%	5	60%	60%	0%
	2010–11	112	85%	73%	13%	109	—	—	—	3	—	—	—
	2009–10	85	96%	94%	32%	85	96%	94%	32%	0	—	—	—

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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	8	50%	0		8	50%
	2010-11	26	27%	0		26	27%
	2009-10	17	35%	0		17	35%
Science	2011-12	14	7%	0		14	7%
	2010-11	58	71%	0		58	71%
	2009-10	28	25%	0		28	25%
Reading	2011-12	15	67%	0		15	67%
	2010-11	28	86%	0		28	86%
	2009-10	17	53%	0		17	53%
Writing	2011-12	5	100%	0		5	100%
	2010-11	5	100%	0		5	100%
	2009-10	6	100%	0		6	100%
Global Studies	2011-12	9	89%	0		9	89%
	2010-11	47	70%	0		47	70%
	2009-10	34	35%	1	—	33	—
U.S. History and Government	2011-12	22	82%	0		22	82%
	2010-11	43	79%	0		43	79%
	2009-10	23	65%	1	—	22	—

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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	36	0%	14%	33%	53%	31	0%	10%	32%	58%	5	0%	40%	40%	20%
	2010–11	54	0%	6%	13%	81%	41	0%	2%	12%	85%	13	0%	15%	15%	69%
	2009–10	17	0%	18%	24%	59%	15	–	–	–	–	2	–	–	–	–
Reading and Writing (Grades 9–12)	2011–12	36	0%	31%	44%	25%	31	0%	29%	48%	23%	5	0%	40%	20%	40%
	2010–11	54	2%	30%	31%	37%	41	0%	27%	32%	41%	13	8%	38%	31%	23%
	2009–10	17	0%	41%	24%	35%	15	–	–	–	–	2	–	–	–	–

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 **HIGH SCHOOL FOR ENVIRONMENTAL STUDIES**  
School ID **31-02-00-01-1400**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**2**

## 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	297		262		35	
	2010–11	322		295		27	
	2009–10	303		277		26	
<b>Receiving a Regents Diploma</b>	2011–12	264	89%	252	96%	12	34%
	2010–11	277	86%	271	92%	6	22%
	2009–10	242	80%	235	85%	7	27%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	93	31%	92	35%	1	3%
	2010–11	108	34%	107	36%	1	4%
	2009–10	81	27%	81	29%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	2	N/A	0		2	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	37	3%	25	2%	12	6%
	2010–11	23	2%	19	2%	4	2%
	2009–10	42	3%	30	2%	12	7%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	4	0%	3	0%	1	0%
	2010–11	14	1%	12	1%	2	1%
	2009–10	13	1%	9	1%	4	2%
<b>Total Non-completers</b>	2011–12	41	3%	28	2%	13	6%
	2010–11	37	3%	31	2%	6	3%
	2009–10	55	4%	39	3%	16	9%

## 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>	190	64%	180	69%	10	29%
<b>To 2-year College</b>	86	29%	67	26%	19	54%
<b>To Other Post-secondary</b>	2	1%	1	0%	1	3%
<b>To the Military</b>	3	1%	2	1%	1	3%
<b>To Employment</b>	4	1%	3	1%	1	3%
<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>	12	4%	9	3%	3	9%