



# The New York State Report Card 2011–12

School **MURRY BERGTRAUM HIGH SCHOOL  
FOR BUSINESS CAREERS**  
School ID **31-02-00-01-1520**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 2**  
Principal **ANDREA LEWIS**  
Telephone **(212) 964-9610**  
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 **MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**  
School ID **31-02-00-01-1520**

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	1084	976	703
Grade 10	687	677	564
Grade 11	356	349	501
Grade 12	440	403	292
Ungraded Secondary	3	2	5
<b>Total K-12</b>	<b>2570</b>	<b>2407</b>	<b>2065</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	34	31	33
Mathematics	34	29	33
Science	30	33	34
Social Studies	31	30	34

## 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	1615	63%	1741	72%	1374	67%
Reduced Price Lunch	132	5%	161	7%	81	4%
Limited English Proficient	317	12%	296	12%	214	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	7	0%	14	1%
Black or African American	884	34%	881	37%	827	40%
Hispanic or Latino	1302	51%	1179	49%	964	47%
Asian or Native Hawaiian/Other Pacific Islander	313	12%	280	12%	213	10%
White	67	3%	60	2%	47	2%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		82%		82%		82%
Student Suspensions	358	13%	348	14%	177	7%

## 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 **MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**  
 School ID **31-02-00-01-1520**

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

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	163	142	140
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	10%	8%	9%
Percent with Fewer than Three Years of Experience	6%	1%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	63%	58%
<b>Total Number of Core Classes</b>	585	510	490
Percent Not Taught by Highly Qualified Teachers in This School*	6%	5%	7%
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>	712	638	596
Percent Taught by Teachers Without Appropriate Certification	6%	4%	8%

\*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	6%	37%	0%
Turnover Rate of All Teachers	10%	25%	18%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	16	14	19
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	10	10	9
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 **MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**  
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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**

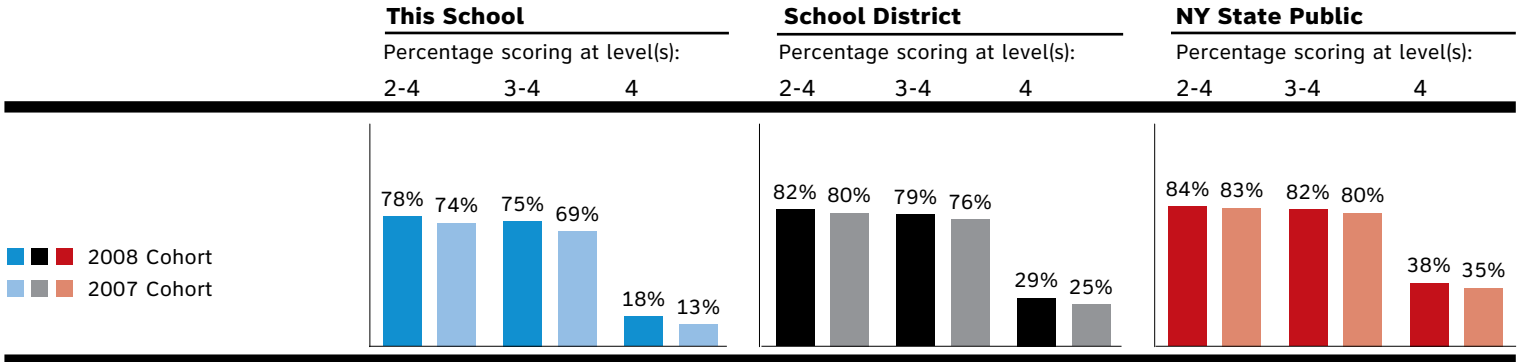
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>560</b>	<b>78%</b>	<b>75%</b>	<b>18%</b>	<b>562</b>	<b>74%</b>	<b>69%</b>	<b>13%</b>
Female	285	81%	80%	20%	274	81%	77%	19%
Male	275	75%	69%	15%	288	67%	62%	8%
American Indian or Alaska Native	2	-	-	-				
Black or African American	191	75%	73%	16%	164	77%	71%	12%
Hispanic or Latino	288	79%	75%	20%	290	71%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	72	82%	78%	17%	91	81%	74%	19%
White	7	-	-	-	17	59%	59%	0%
Multiracial								
Small Group Totals	9	78%	67%	0%				
General-Education Students	481	84%	82%	20%	495	80%	76%	15%
Students with Disabilities	79	38%	29%	4%	67	27%	22%	1%
English Proficient	500	82%	79%	20%	466	79%	76%	15%
Limited English Proficient	60	43%	35%	0%	96	49%	38%	6%
Economically Disadvantaged	403	81%	77%	18%	446	77%	72%	14%
Not Disadvantaged	157	71%	69%	18%	116	60%	58%	11%
Migrant								
Not Migrant	560	78%	75%	18%	562	74%	69%	13%

### NOTES

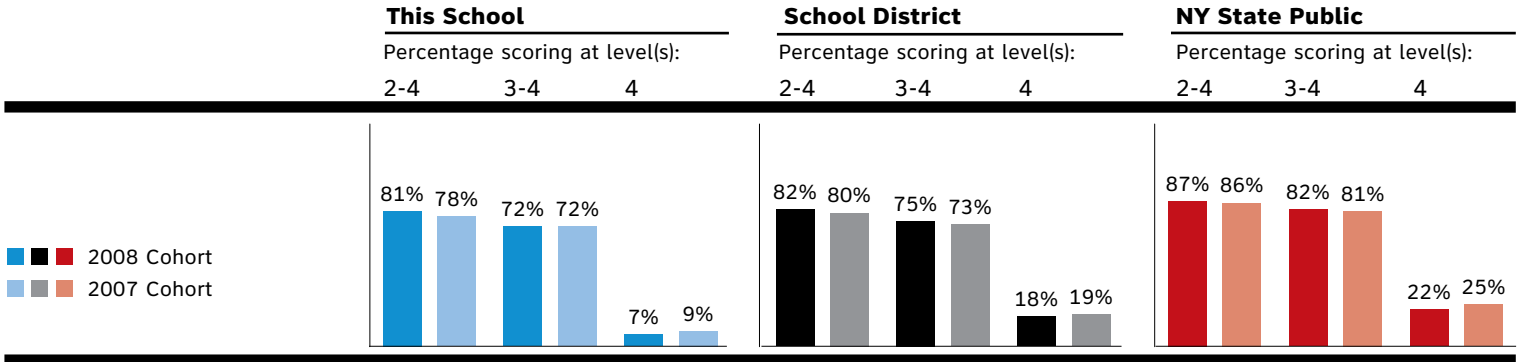
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

## 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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>560</b>	<b>81%</b>	<b>72%</b>	<b>7%</b>	<b>562</b>	<b>78%</b>	<b>72%</b>	<b>9%</b>
Female	285	85%	78%	8%	274	84%	76%	9%
Male	275	76%	67%	7%	288	74%	68%	8%
American Indian or Alaska Native	2	-	-	-				
Black or African American	191	79%	68%	2%	164	79%	68%	2%
Hispanic or Latino	288	78%	71%	5%	290	76%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	72	92%	89%	31%	91	89%	88%	34%
White	7	-	-	-	17	65%	59%	6%
Multiracial								
Small Group Totals	9	100%	78%	0%				
General-Education Students	481	87%	81%	8%	495	85%	79%	10%
Students with Disabilities	79	42%	20%	1%	67	31%	22%	0%
English Proficient	500	83%	75%	6%	466	81%	75%	7%
Limited English Proficient	60	62%	50%	15%	96	67%	58%	19%
Economically Disadvantaged	403	83%	74%	8%	446	82%	75%	11%
Not Disadvantaged	157	75%	67%	4%	116	66%	59%	2%
Migrant								
Not Migrant	560	81%	72%	7%	562	78%	72%	9%

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# 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
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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>	560	7%	54%	15%	481	7%	60%	17%	79	11%	19%	4%
<b>U.S. History and Government</b>	560	7%	50%	20%	481	6%	54%	22%	79	10%	24%	4%
<b>Science</b>	560	9%	59%	8%	481	8%	65%	9%	79	14%	22%	1%

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

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

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## 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	646	88%	75%	12%	587	91%	78%	13%	59	59%	41%	0%
	2010-11	747	83%	73%	16%	670	85%	75%	17%	77	64%	49%	5%
	2009-10	632	78%	65%	10%	567	82%	69%	11%	65	40%	28%	0%
Integrated Algebra	2011-12	604	73%	42%	0%	501	78%	47%	1%	103	49%	20%	0%
	2010-11	704	88%	68%	4%	617	91%	73%	4%	87	66%	36%	0%
	2009-10	653	85%	65%	3%	558	90%	72%	4%	95	52%	26%	0%
Geometry	2011-12	193	80%	58%	5%	183	80%	58%	5%	10	70%	50%	0%
	2010-11	156	90%	72%	10%	156	90%	72%	10%	0			
	2009-10	257	93%	78%	12%	251	93%	78%	12%	6	100%	83%	17%
Algebra 2/Trigonometry	2011-12	117	60%	38%	10%	117	60%	38%	10%	0			
	2010-11	107	77%	54%	13%	105	—	—	—	2	—	—	—
	2009-10	45	89%	73%	18%	43	—	—	—	2	—	—	—
Global History and Geography	2011-12	354	77%	55%	11%	304	80%	59%	12%	50	56%	30%	2%
	2010-11	648	76%	56%	11%	576	81%	61%	12%	72	38%	22%	1%
	2009-10	821	70%	53%	11%	720	75%	57%	12%	101	39%	26%	3%
U.S. History and Government	2011-12	793	82%	66%	15%	692	86%	71%	17%	101	51%	37%	2%
	2010-11	507	83%	68%	22%	452	85%	72%	24%	55	64%	33%	5%
	2009-10	511	83%	71%	24%	457	87%	75%	27%	54	50%	33%	2%
Living Environment	2011-12	426	75%	45%	4%	381	78%	49%	4%	45	56%	18%	0%
	2010-11	675	81%	58%	3%	606	86%	62%	3%	69	45%	23%	0%
	2009-10	604	67%	45%	5%	536	71%	47%	5%	68	40%	25%	3%
Physical Setting/Earth Science	2011-12	344	51%	32%	4%	323	53%	33%	4%	21	24%	10%	0%
	2010-11	335	51%	31%	4%	309	54%	33%	5%	26	19%	12%	0%
	2009-10	519	44%	28%	2%	480	46%	29%	3%	39	28%	18%	0%
Physical Setting/Chemistry	2011-12	105	45%	30%	3%	103	—	—	—	2	—	—	—
	2010-11	167	35%	13%	2%	153	37%	14%	2%	14	14%	7%	0%
	2009-10	284	41%	20%	0%	269	41%	20%	0%	15	33%	7%	0%
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	46	24%	17%	2%	42	—	—	—	4	—	—	—

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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	72	13%	0		72	13%
	2010-11	77	27%	0		77	27%
	2009-10	88	18%	1	—	87	—
Science	2011-12	85	33%	0		85	33%
	2010-11	60	13%	1	—	59	—
	2009-10	104	23%	1	—	103	—
Reading	2011-12	96	17%	1	—	95	—
	2010-11	117	16%	0		117	16%
	2009-10	89	18%	0		89	18%
Writing	2011-12	60	62%	0		60	62%
	2010-11	107	59%	0		107	59%
	2009-10	38	47%	0		38	47%
Global Studies	2011-12	48	13%	0		48	13%
	2010-11	54	7%	2	—	52	—
	2009-10	73	11%	0		73	11%
U.S. History and Government	2011-12	58	7%	0		58	7%
	2010-11	33	18%	2	—	31	—
	2009-10	31	6%	0		31	6%

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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	181	16%	29%	17%	38%	144	19%	34%	15%	31%	37	3%	11%	22%	65%
	2010-11	209	15%	37%	21%	27%	169	18%	44%	14%	24%	40	3%	10%	48%	40%
	2009-10	227	19%	36%	21%	24%	202	21%	38%	17%	24%	25	4%	20%	52%	24%
Reading and Writing (Grades 9-12)	2011-12	181	18%	45%	20%	17%	144	19%	48%	17%	16%	37	16%	32%	30%	22%
	2010-11	209	19%	51%	20%	10%	169	22%	50%	18%	10%	40	8%	58%	25%	10%
	2009-10	227	26%	45%	17%	12%	202	27%	44%	16%	13%	25	16%	56%	24%	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.

# 3 Student Outcomes

School **MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS**  
 School ID **31-02-00-01-1520**

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	385		355		30	
	2010-11	372		362		10	
	2009-10	417		395		22	
<b>Receiving a Regents Diploma</b>	2011-12	340	88%	326	92%	14	47%
	2010-11	307	83%	302	83%	5	50%
	2009-10	293	70%	284	72%	9	41%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	19	5%	18	5%	1	3%
	2010-11	38	10%	38	10%	0	0%
	2009-10	35	8%	33	8%	2	9%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	23	N/A	3	N/A	20	N/A
	2010-11	20	N/A	0		20	N/A
	2009-10	17	N/A	0		17	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	164	8%	131	7%	33	10%
	2010-11	178	7%	130	6%	48	14%
	2009-10	86	3%	62	3%	24	7%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	19	1%	13	1%	6	2%
	2010-11	26	1%	17	1%	9	3%
	2009-10	26	1%	20	1%	6	2%
<b>Total Non-completers</b>	2011-12	183	9%	144	8%	39	12%
	2010-11	204	8%	147	7%	57	16%
	2009-10	112	4%	82	4%	30	8%

## 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>	151	37%	147	41%	4	8%
<b>To 2-year College</b>	142	35%	132	37%	10	20%
<b>To Other Post-secondary</b>	8	2%	5	1%	3	6%
<b>To the Military</b>	0	0%	0	0%	0	0%
<b>To Employment</b>	7	2%	7	2%	0	0%
<b>To Adult Services</b>	12	3%	0	0%	12	24%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	88	22%	67	19%	21	42%