



The New York State Report Card 2011–12

School **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**
Principal **ROSE LOBIANCO**
Telephone **(718) 904-4200**
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.

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

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.

1 Profile

School **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	1345	1485	1375
Grade 10	1397	1093	908
Grade 11	776	723	639
Grade 12	603	641	672
Ungraded Secondary	1	3	5
Total K-12	4122	3945	3599

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	30		
Mathematics	26		
Science	30		
Social Studies	34	33	

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 **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	3345	81%	3191	81%	2251	63%
Reduced Price Lunch	354	9%	338	9%	175	5%
Limited English Proficient	379	9%	402	10%	352	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	19	0%	21	1%	23	1%
Black or African American	930	23%	893	23%	831	23%
Hispanic or Latino	2549	62%	2419	61%	2178	61%
Asian or Native Hawaiian/Other Pacific Islander	247	6%	265	7%	246	7%
White	377	9%	347	9%	321	9%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		84%		83%		78%
Student Suspensions	325	8%	590	14%	985	25%

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 **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	209	208	200
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	16%	9%	6%
Percent with Fewer than Three Years of Experience	8%	3%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	39%	37%
Total Number of Core Classes	806	832	852
Percent Not Taught by Highly Qualified Teachers in This School*	15%	9%	6%
Percent Not Taught by Highly Qualified Teachers in This District**	12%	6%	8%
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	942	975	962
Percent Taught by Teachers Without Appropriate Certification	15%	9%	6%

*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	17%	14%	18%
Turnover Rate of All Teachers	19%	10%	19%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	32	31	30
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	10	12	13
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 **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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

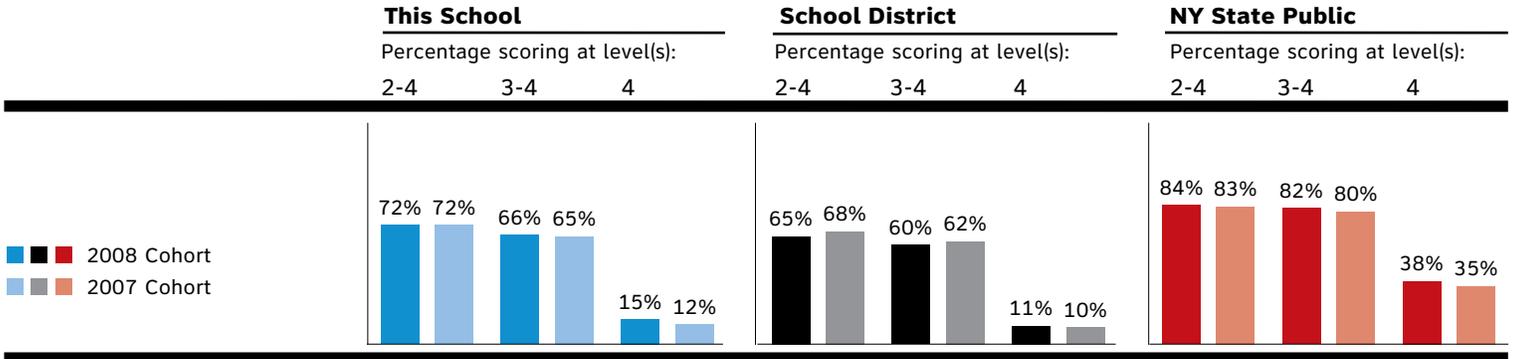
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	932	72%	66%	15%	982	72%	65%	12%
Female	379	77%	71%	20%	386	79%	72%	18%
Male	553	69%	62%	12%	596	67%	61%	9%
American Indian or Alaska Native	5	60%	60%	0%	4	-	-	-
Black or African American	204	71%	65%	16%	205	72%	65%	12%
Hispanic or Latino	583	71%	64%	13%	591	70%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	62	77%	77%	26%	63	-	-	-
White	78	79%	73%	21%	119	78%	74%	15%
Multiracial								
Small Group Totals					67	81%	67%	25%
General-Education Students	746	79%	74%	19%	798	80%	75%	15%
Students with Disabilities	186	47%	31%	1%	184	35%	22%	1%
English Proficient	856	76%	70%	17%	898	74%	69%	13%
Limited English Proficient	76	32%	20%	0%	84	43%	27%	1%
Economically Disadvantaged	597	67%	59%	12%	959	73%	67%	13%
Not Disadvantaged	335	82%	77%	20%	23	9%	4%	0%
Migrant								
Not Migrant	932	72%	66%	15%	982	72%	65%	12%

NOTES

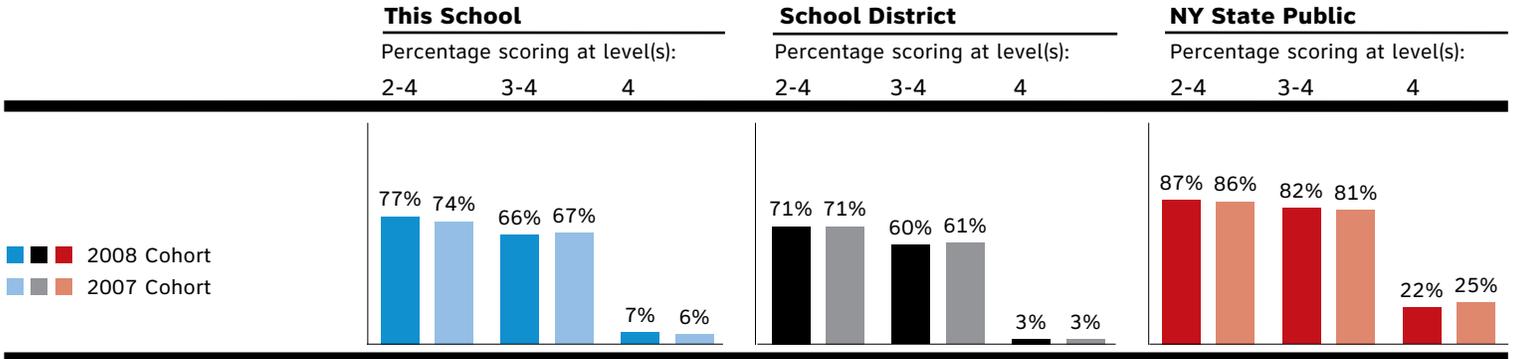
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	932	77%	66%	7%	982	74%	67%	6%
Female	379	79%	68%	8%	386	78%	70%	6%
Male	553	75%	65%	6%	596	72%	65%	7%
American Indian or Alaska Native	5	80%	40%	20%	4	-	-	-
Black or African American	204	75%	62%	4%	205	75%	66%	5%
Hispanic or Latino	583	75%	65%	6%	591	71%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	62	95%	85%	18%	63	-	-	-
White	78	83%	72%	12%	119	82%	76%	4%
Multiracial								
Small Group Totals					67	90%	84%	19%
General-Education Students	746	83%	76%	9%	798	83%	76%	8%
Students with Disabilities	186	50%	26%	0%	184	38%	27%	1%
English Proficient	856	79%	69%	7%	898	76%	69%	7%
Limited English Proficient	76	49%	36%	1%	84	56%	44%	1%
Economically Disadvantaged	597	71%	61%	6%	959	76%	68%	6%
Not Disadvantaged	335	88%	75%	9%	23	13%	4%	0%
Migrant								
Not Migrant	932	77%	66%	7%	982	74%	67%	6%

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 **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	932	8%	45%	13%	746	6%	52%	16%	186	17%	19%	1%
U.S. History and Government	932	8%	41%	18%	746	6%	45%	22%	186	13%	22%	2%
Science	932	9%	53%	7%	746	7%	60%	8%	186	17%	26%	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				

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 **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	931	83%	70%	15%	762	90%	80%	18%	169	52%	28%	2%
	2010-11	1006	85%	72%	14%	816	91%	82%	17%	190	58%	31%	2%
	2009-10	830	83%	71%	12%	707	90%	78%	14%	123	44%	28%	0%
Integrated Algebra	2011-12	1334	73%	36%	1%	1030	80%	42%	1%	304	50%	16%	0%
	2010-11	1694	73%	46%	1%	1275	81%	54%	1%	419	47%	19%	0%
	2009-10	1422	63%	42%	1%	1107	71%	49%	2%	315	32%	16%	0%
Geometry	2011-12	778	65%	42%	2%	689	70%	45%	2%	89	30%	16%	0%
	2010-11	545	78%	52%	5%	520	79%	53%	5%	25	48%	28%	4%
	2009-10	628	72%	41%	2%	586	74%	44%	2%	42	48%	10%	0%
Algebra 2/Trigonometry	2011-12	280	62%	40%	6%	275	62%	40%	6%	5	60%	40%	0%
	2010-11	244	74%	57%	11%	241	—	—	—	3	—	—	—
	2009-10	161	65%	53%	21%	161	65%	53%	21%	0	—	—	—
Global History and Geography	2011-12	1282	71%	52%	7%	1011	80%	61%	8%	271	35%	19%	1%
	2010-11	1253	66%	46%	9%	985	76%	55%	11%	268	33%	13%	0%
	2009-10	1105	66%	48%	11%	938	72%	53%	12%	167	33%	18%	1%
U.S. History and Government	2011-12	1011	83%	68%	23%	829	89%	75%	27%	182	55%	35%	4%
	2010-11	813	79%	59%	18%	694	84%	66%	21%	119	50%	18%	3%
	2009-10	943	75%	62%	17%	783	83%	69%	20%	160	36%	23%	2%
Living Environment	2011-12	1090	73%	47%	3%	872	79%	54%	4%	218	47%	19%	1%
	2010-11	913	72%	46%	2%	750	79%	52%	3%	163	42%	18%	1%
	2009-10	828	68%	48%	5%	687	74%	54%	6%	141	40%	19%	0%
Physical Setting/Earth Science	2011-12	638	66%	43%	5%	537	71%	48%	6%	101	36%	15%	1%
	2010-11	739	61%	37%	3%	646	65%	40%	3%	93	34%	16%	1%
	2009-10	862	61%	38%	2%	755	64%	41%	3%	107	34%	17%	1%
Physical Setting/Chemistry	2011-12	91	68%	35%	1%	91	68%	35%	1%	0	—	—	—
	2010-11	168	71%	42%	1%	164	—	—	—	4	—	—	—
	2009-10	191	56%	21%	1%	188	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	42	57%	31%	5%	42	57%	31%	5%	0	—	—	—
	2010-11	72	57%	35%	0%	72	57%	35%	0%	0	—	—	—
	2009-10	126	54%	31%	2%	125	—	—	—	1	—	—	—

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 **HERBERT H LEHMAN HIGH SCHOOL**
 School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	65	20%	1	—	64	—
	2010-11	90	22%	0		90	22%
	2009-10	161	21%	0		161	21%
Science	2011-12	33	52%	0		33	52%
	2010-11	82	51%	0		82	51%
	2009-10	162	23%	1	—	161	—
Reading	2011-12	51	45%	0		51	45%
	2010-11	47	57%	0		47	57%
	2009-10	40	40%	0		40	40%
Writing	2011-12	48	50%	0		48	50%
	2010-11	58	41%	0		58	41%
	2009-10	44	41%	0		44	41%
Global Studies	2011-12	123	21%	0		123	21%
	2010-11	130	23%	1	—	129	—
	2009-10	96	17%	0		96	17%
U.S. History and Government	2011-12	80	45%	0		80	45%
	2010-11	60	45%	1	—	59	—
	2009-10	80	29%	1	—	79	—

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 **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	263	0%	13%	22%	65%	190	0%	17%	21%	62%	73	0%	4%	23%	73%	
	2010-11	290	2%	14%	17%	67%	227	3%	15%	15%	67%	63	0%	10%	22%	68%	
	2009-10	265	2%	19%	23%	57%	208	2%	22%	21%	55%	57	0%	9%	28%	63%	
Reading and Writing (Grades 9-12)	2011-12	263	5%	29%	36%	30%	190	4%	29%	34%	32%	73	5%	27%	41%	26%	
	2010-11	290	5%	35%	31%	29%	227	6%	33%	30%	31%	63	3%	41%	33%	22%	
	2009-10	265	5%	44%	31%	21%	208	4%	41%	31%	24%	57	5%	56%	30%	9%	

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 **HERBERT H LEHMAN HIGH SCHOOL**
School ID **32-08-00-01-1405**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
8

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	605		524		81	
	2010-11	696		627		69	
	2009-10	682		620		62	
Receiving a Regents Diploma	2011-12	472	78%	449	86%	23	28%
	2010-11	475	68%	460	73%	15	22%
	2009-10	458	67%	435	70%	23	37%
Receiving a Regents Diploma with Advanced Designation	2011-12	101	17%	99	19%	2	2%
	2010-11	100	14%	99	16%	1	1%
	2009-10	139	20%	139	22%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	3	N/A	0		3	N/A
	2010-11	26	N/A	0		26	N/A
	2009-10	25	N/A	0		25	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	257	7%	188	7%	69	8%
	2010-11	354	9%	257	8%	97	12%
	2009-10	326	8%	241	7%	85	11%
Entered Approved High School Equivalency Preparation Program	2011-12	43	1%	30	1%	13	2%
	2010-11	81	2%	53	2%	28	3%
	2009-10	54	1%	41	1%	13	2%
Total Non-completers	2011-12	300	8%	218	8%	82	10%
	2010-11	435	11%	310	10%	125	15%
	2009-10	380	9%	282	9%	98	12%

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	196	32%	187	36%	9	11%
To 2-year College	284	47%	242	46%	42	50%
To Other Post-secondary	6	1%	1	0%	5	6%
To the Military	14	2%	12	2%	2	2%
To Employment	16	3%	11	2%	5	6%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	92	15%	71	14%	21	25%