



The New York State Report Card 2011–12

School **PROGRESS HIGH SCHOOL FOR
PROFESSIONAL CAREERS**
School ID **33-14-00-01-1474**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #14**
Principal **WILLIAM JUSINO**
Telephone **(718) 387-0228**
Grades **9-12**

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
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1 Profile

School **PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS**
School ID **33-14-00-01-1474**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#14**

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	439	434	447
Grade 10	228	257	278
Grade 11	195	216	208
Grade 12	119	101	134
Ungraded Secondary	0	0	0
Total K-12	981	1008	1067

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English		30	28
Mathematics		20	30
Science		33	
Social Studies			33
Grade 10			
English	25	30	32
Mathematics	27	21	17
Science	24	34	33
Social Studies	31		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	805	82%	842	84%	825	77%
Reduced Price Lunch	34	3%	52	5%	47	4%
Limited English Proficient	156	16%	177	18%	173	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	1%	6	1%	3	0%
Black or African American	311	32%	317	31%	348	33%
Hispanic or Latino	641	65%	668	66%	697	65%
Asian or Native Hawaiian/Other Pacific Islander	12	1%	8	1%	8	1%
White	11	1%	9	1%	11	1%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		81%		82%		82%
Student Suspensions	24	2%	32	3%	53	5%

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

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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	51	45	54
Percent with No Valid Teaching Certificate	8%	0%	2%
Percent Teaching Out of Certification	16%	0%	6%
Percent with Fewer than Three Years of Experience	12%	16%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	38%	37%
Total Number of Core Classes	208	200	221
Percent Not Taught by Highly Qualified Teachers in This School*	18%	0%	3%
Percent Not Taught by Highly Qualified Teachers in This District**	10%	8%	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%
Total Number of Classes	243	221	243
Percent Taught by Teachers Without Appropriate Certification	18%	0%	3%

*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	29%	23%	44%
Turnover Rate of All Teachers	22%	39%	27%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	8	7	2
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 HOUSS 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 **PROGRESS HIGH SCHOOL FOR PROFESSIONAL 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

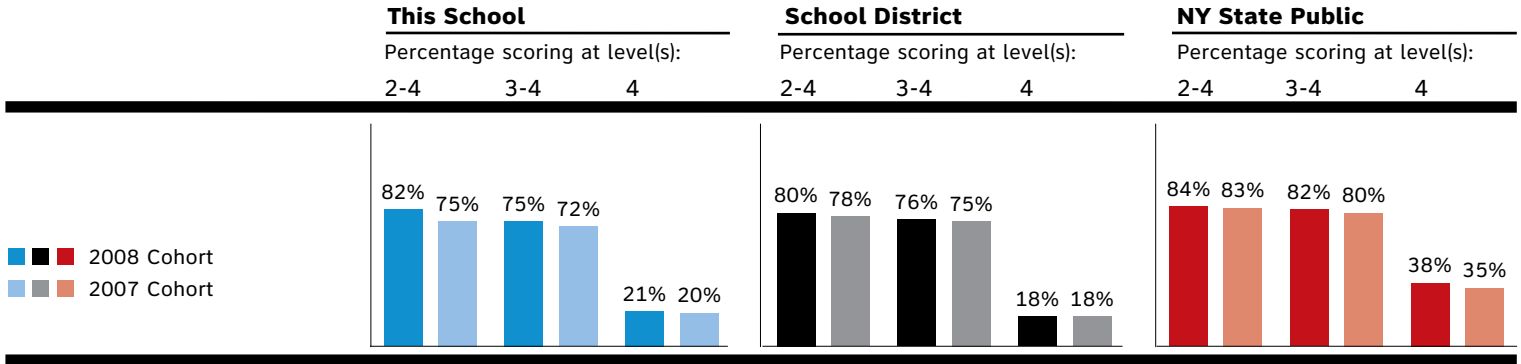
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

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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	227	82%	75%	21%	215	75%	72%	20%
Female	115	87%	79%	24%	130	77%	75%	27%
Male	112	78%	71%	17%	85	73%	67%	11%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	68	82%	75%	24%	66	91%	89%	29%
Hispanic or Latino	152	82%	74%	17%	143	69%	64%	17%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	3	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	7	100%	100%	71%	6	67%	67%	0%
General-Education Students	203	87%	79%	22%	191	80%	77%	23%
Students with Disabilities	24	46%	42%	13%	24	38%	29%	0%
English Proficient	192	85%	79%	24%	186	82%	78%	23%
Limited English Proficient	35	66%	51%	3%	29	34%	28%	3%
Economically Disadvantaged	190	84%	76%	21%	184	77%	73%	21%
Not Disadvantaged	37	73%	68%	22%	31	65%	65%	19%
Migrant								
Not Migrant	227	82%	75%	21%	215	75%	72%	20%

NOTES

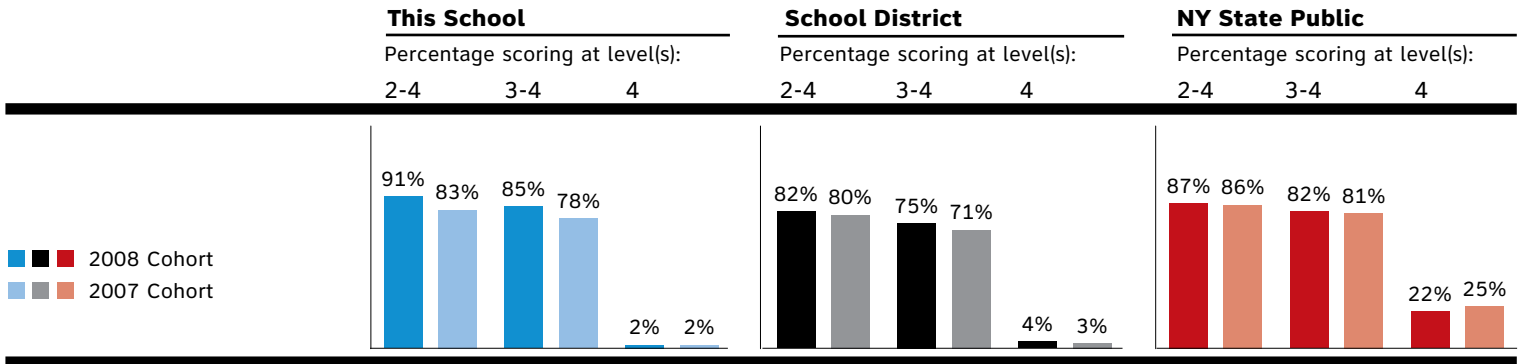
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2 Student Performance

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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	227	91%	85%	2%	215	83%	78%	2%
Female	115	92%	90%	3%	130	83%	78%	2%
Male	112	89%	80%	1%	85	84%	79%	1%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	68	90%	84%	1%	66	92%	91%	3%
Hispanic or Latino	152	91%	85%	1%	143	79%	72%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	3	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	7	100%	100%	29%	6	83%	83%	0%
General-Education Students	203	97%	93%	2%	191	89%	84%	2%
Students with Disabilities	24	42%	21%	0%	24	38%	29%	0%
English Proficient	192	93%	88%	2%	186	85%	80%	2%
Limited English Proficient	35	80%	71%	0%	29	72%	66%	0%
Economically Disadvantaged	190	91%	86%	2%	184	86%	81%	2%
Not Disadvantaged	37	89%	78%	3%	31	68%	61%	0%
Migrant								
Not Migrant	227	91%	85%	2%	215	83%	78%	2%

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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
Global History and Geography	227	3%	71%	8%	203	1%	78%	8%	24	17%	13%	13%
U.S. History and Government	227	4%	75%	9%	203	3%	80%	10%	24	8%	33%	4%
Science	227	11%	69%	9%	203	10%	74%	10%	24	25%	25%	0%

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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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	290	82%	65%	9%	257	84%	69%	11%	33	61%	30%	0%
	2010–11	313	79%	64%	13%	275	79%	64%	13%	38	76%	63%	11%
	2009–10	308	71%	60%	17%	270	76%	65%	19%	38	39%	26%	3%
Integrated Algebra	2011–12	386	81%	57%	1%	310	86%	63%	1%	76	59%	32%	0%
	2010–11	353	77%	52%	1%	298	78%	54%	2%	55	71%	42%	0%
	2009–10	382	76%	60%	1%	340	81%	65%	1%	42	33%	19%	0%
Geometry	2011–12	245	62%	42%	2%	231	64%	44%	2%	14	36%	21%	0%
	2010–11	178	60%	37%	2%	172	60%	37%	2%	6	67%	17%	0%
	2009–10	164	65%	43%	0%	158	66%	45%	0%	6	33%	0%	0%
Algebra 2/Trigonometry	2011–12	52	31%	15%	0%	50	—	—	—	2	—	—	—
	2010–11	41	24%	15%	0%	41	24%	15%	0%	0			
	2009–10	43	14%	5%	0%	43	14%	5%	0%	0			
Global History and Geography	2011–12	498	82%	67%	10%	443	84%	71%	11%	55	60%	36%	4%
	2010–11	305	78%	57%	6%	284	79%	58%	5%	21	67%	43%	14%
	2009–10	269	66%	43%	6%	246	70%	46%	6%	23	22%	9%	0%
U.S. History and Government	2011–12	153	72%	58%	14%	131	69%	54%	15%	22	86%	77%	9%
	2010–11	220	54%	37%	1%	197	56%	39%	1%	23	30%	17%	4%
	2009–10	483	61%	44%	3%	435	64%	46%	3%	48	40%	23%	0%
Living Environment	2011–12	448	80%	58%	4%	383	84%	62%	5%	65	58%	35%	0%
	2010–11	369	70%	43%	2%	324	72%	45%	2%	45	58%	27%	2%
	2009–10	393	60%	36%	2%	345	64%	40%	2%	48	25%	10%	0%
Physical Setting/Earth Science	2011–12	169	60%	44%	4%	159	60%	44%	4%	10	60%	40%	0%
	2010–11	247	66%	40%	3%	236	68%	42%	3%	11	18%	0%	0%
	2009–10	21	71%	48%	0%	20	—	—	—	1	—	—	—
Physical Setting/Chemistry	2011–12	47	53%	26%	0%	46	—	—	—	1	—	—	—
	2010–11	7	43%	29%	0%	7	43%	29%	0%	0			
	2009–10	194	36%	9%	1%	190	—	—	—	4	—	—	—
Physical Setting/Physics	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				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	11	45%	0		11	45%
	2010-11	15	60%	0		15	60%
	2009-10	12	58%	0		12	58%
Science	2011-12	23	35%	0		23	35%
	2010-11	17	53%	0		17	53%
	2009-10	24	17%	3	—	21	—
Reading	2011-12	7	29%	0		7	29%
	2010-11	6	33%	0		6	33%
	2009-10	10	30%	1	—	9	—
Writing	2011-12	3	—	0		3	—
	2010-11	0		0		0	
	2009-10	15	93%	0		15	93%
Global Studies	2011-12	26	69%	0		26	69%
	2010-11	11	55%	1	—	10	—
	2009-10	17	29%	2	—	15	—
U.S. History and Government	2011-12	15	47%	0		15	47%
	2010-11	8	63%	2	—	6	—
	2009-10	37	27%	4	—	33	—

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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	153	5%	16%	21%	58%	120	7%	19%	22%	53%	33	0%	6%	18%	76%
	2010–11	156	8%	15%	25%	52%	129	9%	16%	24%	51%	27	4%	11%	30%	56%
	2009–10	145	6%	14%	20%	60%	127	6%	16%	17%	61%	18	0%	6%	39%	56%
Reading and Writing (Grades 9–12)	2011–12	153	10%	47%	26%	17%	120	9%	51%	24%	16%	33	12%	33%	33%	21%
	2010–11	156	15%	39%	27%	19%	129	13%	40%	26%	22%	27	26%	37%	33%	4%
	2009–10	145	7%	52%	24%	17%	127	6%	50%	27%	17%	18	17%	61%	6%	17%

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3 Student Outcomes

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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	179		165		14	
	2010–11	153		144		9	
	2009–10	161		150		11	
Receiving a Regents Diploma	2011–12	153	85%	149	90%	4	29%
	2010–11	98	64%	97	67%	1	11%
	2009–10	101	63%	96	64%	5	45%
Receiving a Regents Diploma with Advanced Designation	2011–12	6	3%	6	4%	0	0%
	2010–11	8	5%	8	6%	0	0%
	2009–10	5	3%	5	3%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	2	N/A	0		2	N/A
	2010–11	2	N/A	0		2	N/A
	2009–10	4	N/A	1	N/A	3	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	43	4%	36	4%	7	5%
	2010–11	69	7%	57	7%	12	9%
	2009–10	41	4%	35	4%	6	5%
Entered Approved High School Equivalency Preparation Program	2011–12	6	1%	5	1%	1	1%
	2010–11	7	1%	6	1%	1	1%
	2009–10	5	1%	3	0%	2	2%
Total Non-completers	2011–12	49	5%	41	4%	8	5%
	2010–11	76	8%	63	7%	13	10%
	2009–10	46	5%	38	4%	8	7%

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		74	41%	73	44%	1	6%
To 2-year College		78	43%	68	41%	10	63%
To Other Post-secondary		5	3%	3	2%	2	13%
To the Military		0	0%	0	0%	0	0%
To Employment		5	3%	5	3%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		19	10%	16	10%	3	19%