



The New York State Report Card 2011–12

School **NEW UTRECHT HIGH SCHOOL**
School ID **33-20-00-01-1445**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**
Principal **MAUREEN GOLDFARB**
Telephone **(718) 232-2500**
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 **NEW UTRECHT HIGH SCHOOL**
School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#20**

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	1032	1108	1094
Grade 10	811	860	891
Grade 11	526	678	626
Grade 12	549	563	633
Ungraded Secondary	19	19	17
Total K-12	2937	3228	3261

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			27
Social Studies			
Grade 10			
English	28	25	28
Mathematics	29	31	25
Science	32	33	31
Social Studies	27	32	31

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	1433	49%	1817	56%	1797	55%
Reduced Price Lunch	133	5%	139	4%	155	5%
Limited English Proficient	676	23%	837	26%	809	25%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	3	0%	3	0%
Black or African American	202	7%	196	6%	182	6%
Hispanic or Latino	950	32%	929	29%	913	28%
Asian or Native Hawaiian/Other Pacific Islander	856	29%	1105	34%	1175	36%
White	926	32%	995	31%	988	30%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		88%		88%		81%
Student Suspensions	55	2%	68	2%	69	2%

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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 School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	159	160	174
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	9%	11%	13%
Percent with Fewer than Three Years of Experience	3%	0%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	65%	61%
Total Number of Core Classes	609	616	633
Percent Not Taught by Highly Qualified Teachers in This School*	7%	9%	12%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	7%	4%
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	700	717	763
Percent Taught by Teachers Without Appropriate Certification	8%	8%	12%

*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	16%	8%	14%
Turnover Rate of All Teachers	11%	8%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	18	22	20
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	9	11	11
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 **NEW UTRECHT HIGH SCHOOL**
School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#20

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

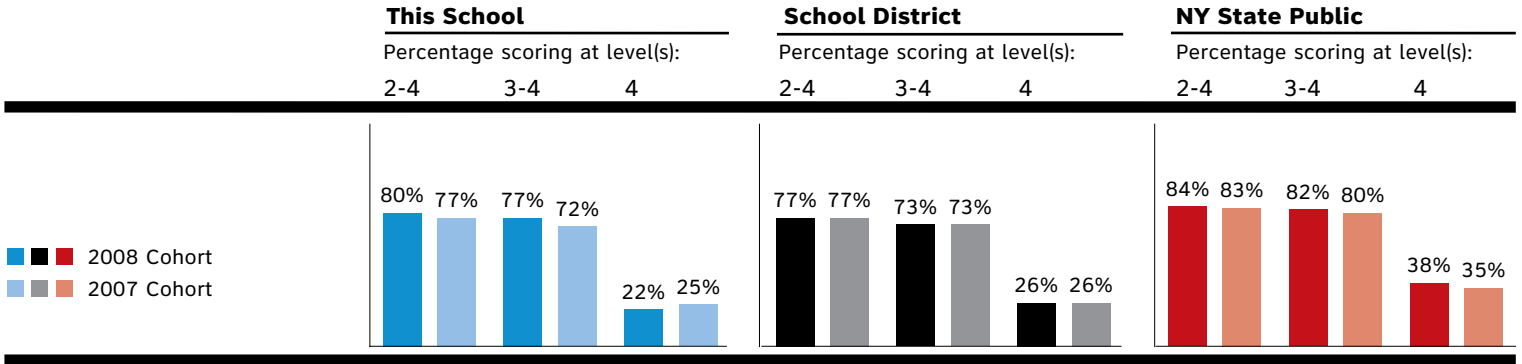
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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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 School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

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	710	80%	77%	22%	645	77%	72%	25%
Female	287	88%	86%	28%	256	85%	80%	36%
Male	423	75%	71%	17%	389	72%	67%	18%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	38	-	-	-	53	-	-	-
Hispanic or Latino	188	72%	69%	13%	203	67%	62%	17%
Asian or Native Hawaiian/Other Pacific Islander	244	86%	83%	28%	184	88%	80%	29%
White	239	83%	80%	23%	204	77%	76%	33%
Multiracial								
Small Group Totals	39	72%	67%	21%	54	81%	74%	15%
General-Education Students	617	86%	84%	25%	527	86%	82%	30%
Students with Disabilities	93	44%	35%	3%	118	36%	29%	3%
English Proficient	568	84%	82%	24%	521	79%	76%	29%
Limited English Proficient	142	66%	59%	14%	124	69%	57%	8%
Economically Disadvantaged	409	85%	83%	24%	365	80%	75%	29%
Not Disadvantaged	301	74%	70%	19%	280	73%	69%	20%
Migrant								
Not Migrant	710	80%	77%	22%	645	77%	72%	25%

NOTES

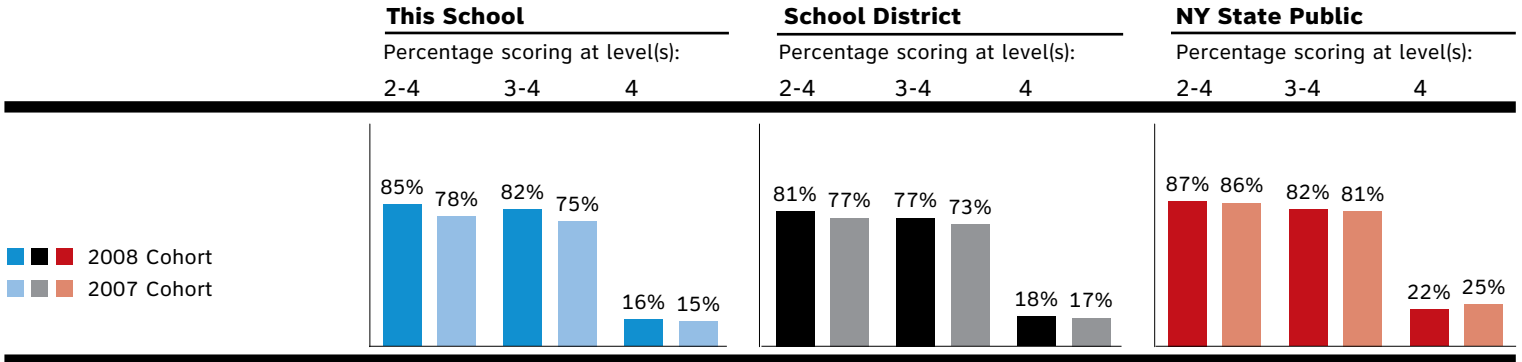
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2 Student Performance

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 School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

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	710	85%	82%	16%	645	78%	75%	15%
Female	287	88%	86%	20%	256	84%	82%	20%
Male	423	83%	79%	14%	389	75%	70%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	38	-	-	-	53	-	-	-
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Multiracial								
Small Group Totals	39	72%	64%	3%	54	78%	74%	2%
General-Education Students	617	91%	90%	18%	527	89%	87%	18%
Students with Disabilities	93	45%	30%	2%	118	33%	22%	0%
English Proficient	568	86%	83%	15%	521	79%	75%	13%
Limited English Proficient	142	80%	76%	20%	124	77%	75%	23%
Economically Disadvantaged	409	88%	86%	23%	365	81%	79%	22%
Not Disadvantaged	301	82%	76%	7%	280	75%	70%	6%
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 School ID **33-20-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#20

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	710	3%	43%	34%	617	2%	45%	39%	93	6%	31%	5%
U.S. History and Government	710	4%	44%	32%	617	3%	48%	36%	93	9%	23%	5%
Science	710	2%	60%	21%	617	1%	64%	24%	93	10%	33%	2%

New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	6	0	1	0	5
Mathematics	6	0	0	0	6
Social Studies	6	0	0	0	6
Science	6	0	0	1	5

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#20

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	1456	87%	76%	21%	1252	91%	82%	24%	204	58%	40%	4%
	2010-11	774	77%	64%	14%	692	80%	68%	16%	82	52%	33%	2%
	2009-10	701	85%	77%	26%	616	89%	81%	29%	85	61%	48%	5%
Integrated Algebra	2011-12	1441	85%	64%	7%	1171	90%	72%	9%	270	62%	27%	1%
	2010-11	1317	86%	69%	12%	1115	92%	78%	14%	202	55%	23%	0%
	2009-10	691	94%	84%	14%	622	96%	87%	15%	69	77%	51%	1%
Geometry	2011-12	793	82%	62%	17%	752	83%	64%	18%	41	54%	15%	0%
	2010-11	460	95%	87%	29%	451	95%	87%	29%	9	89%	67%	22%
	2009-10	451	95%	79%	17%	443	95%	79%	17%	8	75%	63%	0%
Algebra 2/Trigonometry	2011-12	348	76%	60%	23%	343	76%	59%	23%	5	100%	80%	20%
	2010-11	307	80%	66%	23%	304	—	—	—	3	—	—	—
	2009-10	0				0				0			
Global History and Geography	2011-12	954	78%	65%	25%	817	84%	72%	28%	137	42%	20%	5%
	2010-11	905	76%	60%	20%	777	82%	67%	23%	128	35%	19%	3%
	2009-10	787	83%	71%	30%	697	87%	75%	33%	90	58%	40%	6%
U.S. History and Government	2011-12	824	86%	77%	35%	729	91%	83%	39%	95	44%	29%	4%
	2010-11	712	84%	71%	29%	642	88%	75%	32%	70	50%	33%	7%
	2009-10	636	89%	80%	30%	565	91%	83%	33%	71	75%	56%	4%
Living Environment	2011-12	971	83%	70%	19%	806	88%	78%	23%	165	55%	33%	1%
	2010-11	1033	86%	74%	23%	882	91%	81%	27%	151	54%	33%	3%
	2009-10	786	84%	69%	13%	686	87%	73%	15%	100	61%	37%	1%
Physical Setting/Earth Science	2011-12	350	76%	59%	8%	295	82%	63%	8%	55	47%	33%	7%
	2010-11	236	76%	56%	7%	222	77%	58%	7%	14	50%	29%	7%
	2009-10	297	78%	60%	8%	282	79%	61%	9%	15	67%	40%	0%
Physical Setting/Chemistry	2011-12	351	93%	74%	11%	347	—	—	—	4	—	—	—
	2010-11	262	92%	73%	12%	258	—	—	—	4	—	—	—
	2009-10	227	92%	76%	13%	226	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	72	93%	83%	22%	71	—	—	—	1	—	—	—
	2010-11	63	89%	71%	17%	63	89%	71%	17%	0	—	—	—
	2009-10	45	98%	91%	24%	43	—	—	—	2	—	—	—

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2 Student Performance

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#20

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	56	46%	0		56	46%
	2010-11	58	48%	0		58	48%
	2009-10	26	85%	0		26	85%
Science	2011-12	64	34%	0		64	34%
	2010-11	87	44%	0		87	44%
	2009-10	68	66%	0		68	66%
Reading	2011-12	42	60%	2	—	40	—
	2010-11	18	72%	0		18	72%
	2009-10	36	69%	1	—	35	—
Writing	2011-12	26	81%	2	—	24	—
	2010-11	31	87%	0		31	87%
	2009-10	33	100%	1	—	32	—
Global Studies	2011-12	76	39%	0		76	39%
	2010-11	68	47%	1	—	67	—
	2009-10	54	59%	1	—	53	—
U.S. History and Government	2011-12	45	51%	0		45	51%
	2010-11	36	61%	0		36	61%
	2009-10	19	37%	0		19	37%

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#20

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	559	6%	30%	27%	37%	521	6%	31%	28%	35%	38	5%	13%	13%	68%
	2010-11	571	9%	36%	29%	26%	539	9%	36%	29%	26%	32	9%	31%	34%	25%
	2009-10	535	14%	47%	19%	20%	505	13%	47%	19%	20%	30	17%	53%	10%	20%
Reading and Writing (Grades 9-12)	2011-12	559	7%	35%	29%	29%	521	7%	35%	29%	29%	38	5%	45%	29%	21%
	2010-11	571	11%	55%	21%	13%	539	10%	54%	22%	14%	32	19%	66%	13%	3%
	2009-10	535	16%	48%	20%	15%	505	16%	47%	21%	15%	30	23%	67%	3%	7%

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3 Student Outcomes

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

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	565		510		55	
	2010-11	512		461		51	
	2009-10	502		464		38	
Receiving a Regents Diploma	2011-12	514	91%	489	96%	25	45%
	2010-11	406	79%	390	85%	16	31%
	2009-10	394	78%	378	81%	16	42%
Receiving a Regents Diploma with Advanced Designation	2011-12	147	26%	145	28%	2	4%
	2010-11	131	26%	130	28%	1	2%
	2009-10	150	30%	148	32%	2	5%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	20	N/A	0		20	N/A
	2010-11	7	N/A	0		7	N/A
	2009-10	11	N/A	0		11	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	142	4%	98	4%	44	8%
	2010-11	131	4%	95	4%	36	7%
	2009-10	69	2%	57	2%	12	3%
Entered Approved High School Equivalency Preparation Program	2011-12	24	1%	20	1%	4	1%
	2010-11	39	1%	29	1%	10	2%
	2009-10	27	1%	20	1%	7	1%
Total Non-completers	2011-12	166	5%	118	4%	48	9%
	2010-11	170	5%	124	5%	46	9%
	2009-10	96	3%	77	3%	19	4%

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	263	45%	255	50%	8	11%
To 2-year College	171	29%	157	31%	14	19%
To Other Post-secondary	6	1%	6	1%	0	0%
To the Military	3	1%	3	1%	0	0%
To Employment	11	2%	11	2%	0	0%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	131	22%	78	15%	53	71%