



# The New York State Report Card 2011–12

School **HIGH SCHOOL OF  
TELECOMMUNICATIONS ARTS AND  
TECHNOLOGY**  
School ID **33-20-00-01-1485**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #20**  
Principal **PHILIP WEINBERG**  
Telephone **(718) 759-3400**  
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.

## 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)

## 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 **HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY**  
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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	422	419	411
Grade 10	412	382	413
Grade 11	234	253	231
Grade 12	224	242	224
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1292</b>	<b>1296</b>	<b>1279</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	31	29	32
Mathematics	32	30	30
Science	30	31	32
Social Studies	32	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.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	737	57%	739	57%	728	57%
Reduced Price Lunch	119	9%	119	9%	118	9%
Limited English Proficient	77	6%	76	6%	64	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	7	1%	5	0%
Black or African American	137	11%	134	10%	122	10%
Hispanic or Latino	703	54%	711	55%	691	54%
Asian or Native Hawaiian/Other Pacific Islander	241	19%	238	18%	247	19%
White	206	16%	206	16%	214	17%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		90%		91%		91%
Student Suspensions	28	2%	48	4%	60	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

School **HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	78	78	78
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	18%	13%	13%
Percent with Fewer than Three Years of Experience	22%	6%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	38%	38%
<b>Total Number of Core Classes</b>	277	261	255
Percent Not Taught by Highly Qualified Teachers in This School*	13%	10%	9%
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%
<b>Total Number of Classes</b>	342	333	327
Percent Taught by Teachers Without Appropriate Certification	12%	9%	10%

\*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	3%	9%	46%
Turnover Rate of All Teachers	11%	6%	28%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	10	9	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	6	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 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 **HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY**  
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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**

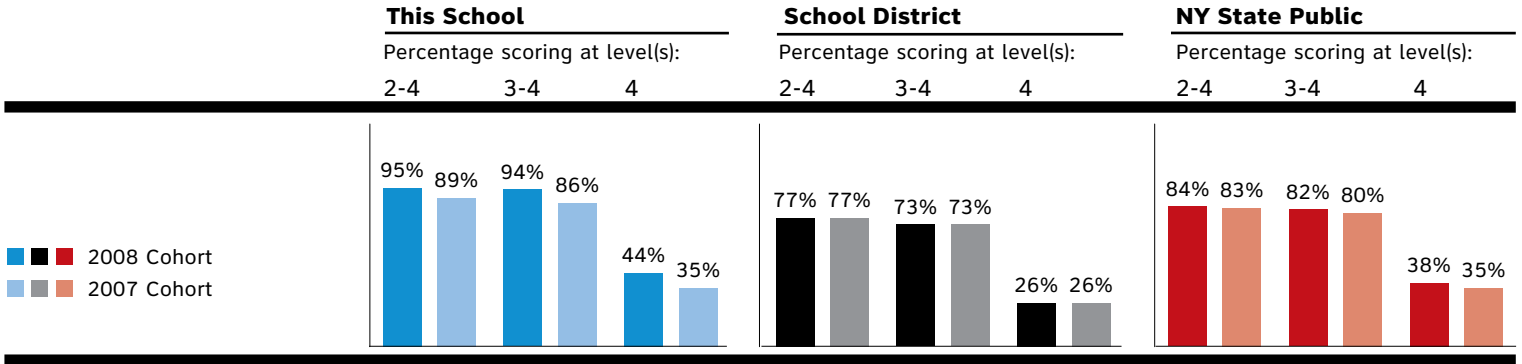
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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>297</b>	<b>95%</b>	<b>94%</b>	<b>44%</b>	<b>331</b>	<b>89%</b>	<b>86%</b>	<b>35%</b>
Female	142	96%	96%	46%	148	96%	95%	41%
Male	155	94%	92%	43%	183	83%	79%	31%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	27	-	-	-	36	-	-	-
Hispanic or Latino	167	95%	92%	37%	176	86%	83%	25%
Asian or Native Hawaiian/Other Pacific Islander	60	95%	95%	65%	63	97%	97%	52%
White	42	98%	98%	52%	52	92%	88%	52%
Multiracial								
Small Group Totals	28	93%	93%	32%	40	85%	80%	30%
General-Education Students	254	97%	96%	49%	276	93%	93%	41%
Students with Disabilities	43	81%	77%	14%	55	65%	53%	4%
English Proficient	287	95%	94%	46%	318	90%	88%	36%
Limited English Proficient	10	80%	70%	0%	13	54%	31%	0%
Economically Disadvantaged	297	95%	94%	44%	330	-	-	-
Not Disadvantaged					1	-	-	-
Migrant								
Not Migrant	297	95%	94%	44%	331	89%	86%	35%

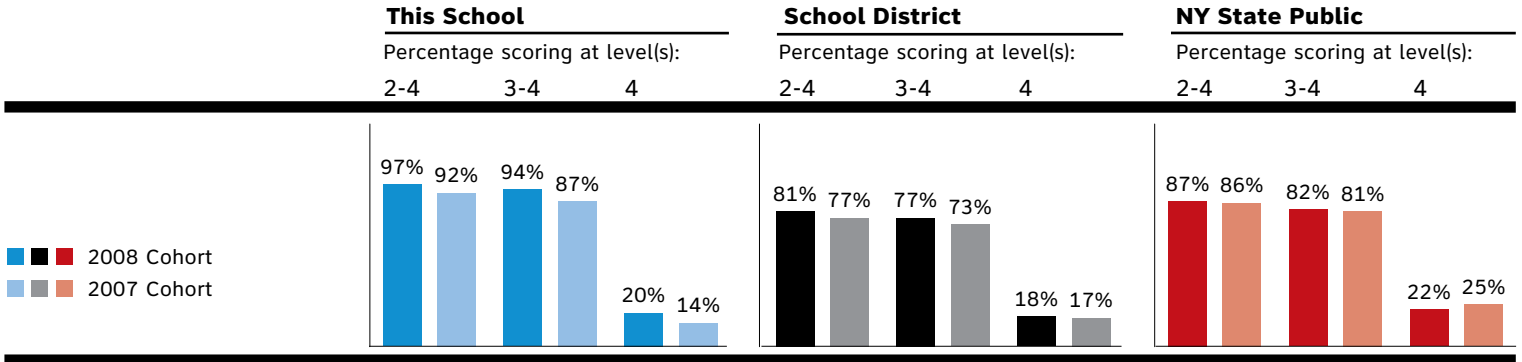
### NOTES

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# 2 Student Performance

School **HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY** District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**  
 School ID **33-20-00-01-1485**

## 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>297</b>	<b>97%</b>	<b>94%</b>	<b>20%</b>	<b>331</b>	<b>92%</b>	<b>87%</b>	<b>14%</b>
Female	142	98%	96%	22%	148	97%	95%	14%
Male	155	97%	92%	18%	183	88%	80%	14%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	27	-	-	-	36	-	-	-
Hispanic or Latino	167	97%	95%	11%	176	90%	85%	9%
Asian or Native Hawaiian/Other Pacific Islander	60	100%	97%	48%	63	100%	97%	27%
White	42	98%	95%	19%	52	94%	92%	27%
Multiracial								
Small Group Totals	28	93%	82%	14%	40	88%	73%	0%
General-Education Students	254	99%	98%	23%	276	96%	93%	17%
Students with Disabilities	43	86%	72%	0%	55	71%	55%	0%
English Proficient	287	98%	94%	21%	318	93%	89%	14%
Limited English Proficient	10	80%	80%	0%	13	62%	31%	0%
Economically Disadvantaged	297	97%	94%	20%	330	-	-	-
Not Disadvantaged					1	-	-	-
Migrant								
Not Migrant	297	97%	94%	20%	331	92%	87%	14%

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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>	297	4%	54%	37%	254	2%	54%	41%	43	12%	53%	12%
<b>U.S. History and Government</b>	297	3%	42%	47%	254	2%	42%	52%	43	12%	44%	19%
<b>Science</b>	297	5%	63%	21%	254	3%	66%	24%	43	19%	49%	2%

### 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	354	93%	89%	40%	273	97%	94%	45%	81	80%	73%	21%
	2010-11	365	93%	88%	34%	294	98%	95%	41%	71	76%	59%	6%
	2009-10	373	91%	86%	32%	294	97%	95%	39%	79	68%	54%	5%
Integrated Algebra	2011-12	605	89%	67%	5%	427	95%	80%	7%	178	74%	35%	0%
	2010-11	441	81%	62%	7%	292	90%	74%	11%	149	63%	40%	0%
	2009-10	414	81%	58%	3%	283	89%	71%	5%	131	63%	29%	0%
Geometry	2011-12	399	84%	68%	12%	332	86%	73%	13%	67	70%	43%	3%
	2010-11	361	79%	58%	9%	319	81%	61%	10%	42	67%	31%	5%
	2009-10	382	79%	57%	12%	337	82%	61%	13%	45	49%	27%	0%
Algebra 2/Trigonometry	2011-12	272	88%	79%	20%	253	89%	81%	21%	19	63%	47%	11%
	2010-11	262	66%	53%	10%	251	67%	54%	10%	11	45%	27%	9%
	2009-10	203	60%	49%	9%	200	—	—	—	3	—	—	—
Global History and Geography	2011-12	423	87%	73%	23%	312	93%	83%	30%	111	68%	46%	5%
	2010-11	378	86%	69%	22%	297	90%	77%	27%	81	72%	41%	7%
	2009-10	404	82%	68%	29%	317	88%	76%	35%	87	59%	39%	6%
U.S. History and Government	2011-12	321	92%	85%	40%	256	98%	91%	48%	65	69%	62%	9%
	2010-11	319	94%	85%	45%	264	97%	88%	50%	55	78%	67%	20%
	2009-10	322	93%	86%	46%	271	97%	94%	54%	51	75%	43%	4%
Living Environment	2011-12	340	87%	73%	23%	251	92%	81%	31%	89	71%	51%	2%
	2010-11	328	83%	71%	14%	259	89%	79%	17%	69	61%	43%	6%
	2009-10	323	84%	74%	15%	260	92%	82%	19%	63	54%	41%	2%
Physical Setting/Earth Science	2011-12	197	65%	44%	8%	137	74%	51%	9%	60	45%	27%	5%
	2010-11	208	60%	44%	1%	166	65%	51%	2%	42	38%	19%	0%
	2009-10	108	69%	49%	7%	86	77%	57%	8%	22	41%	18%	5%
Physical Setting/Chemistry	2011-12	139	89%	65%	4%	139	89%	65%	4%	0	—	—	—
	2010-11	217	87%	64%	6%	215	—	—	—	2	—	—	—
	2009-10	170	66%	38%	0%	165	65%	38%	0%	5	80%	20%	0%
Physical Setting/Physics	2011-12	33	64%	39%	6%	32	—	—	—	1	—	—	—
	2010-11	29	45%	21%	0%	29	45%	21%	0%	0	—	—	—
	2009-10	139	55%	42%	4%	137	—	—	—	2	—	—	—

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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	6	0%	0		6	0%
	2010-11	26	4%	0		26	4%
	2009-10	48	31%	0		48	31%
Science	2011-12	43	21%	0		43	21%
	2010-11	62	35%	1	—	61	—
	2009-10	79	41%	0		79	41%
Reading	2011-12	24	17%	0		24	17%
	2010-11	34	21%	0		34	21%
	2009-10	115	37%	0		115	37%
Writing	2011-12	6	67%	0		6	67%
	2010-11	34	97%	0		34	97%
	2009-10	106	78%	0		106	78%
Global Studies	2011-12	70	47%	1	—	69	—
	2010-11	48	19%	0		48	19%
	2009-10	55	18%	0		55	18%
U.S. History and Government	2011-12	19	37%	0		19	37%
	2010-11	15	47%	0		15	47%
	2009-10	19	21%	1	—	18	—

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# 2 Student Performance

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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	56	2%	7%	4%	88%	31	3%	10%	0%	87%	25	0%	4%	8%	88%
	2010-11	65	2%	0%	9%	89%	40	0%	0%	10%	90%	25	4%	0%	8%	88%
	2009-10	65	0%	2%	17%	82%	38	0%	3%	13%	84%	27	0%	0%	22%	78%
Reading and Writing (Grades 9-12)	2011-12	56	4%	16%	50%	30%	31	3%	13%	55%	29%	25	4%	20%	44%	32%
	2010-11	65	2%	29%	32%	37%	40	0%	25%	38%	38%	25	4%	36%	24%	36%
	2009-10	65	3%	40%	29%	28%	38	3%	32%	34%	32%	27	4%	52%	22%	22%

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

# 3 Student Outcomes

School **HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY**  
 School ID **33-20-00-01-1485**

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
<b>Total Graduates</b>	2011-12	258		227		31	
	2010-11	283		255		28	
	2009-10	247		222		25	
<b>Receiving a Regents Diploma</b>	2011-12	243	94%	224	99%	19	61%
	2010-11	254	90%	241	95%	13	46%
	2009-10	228	92%	212	95%	16	64%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	114	44%	113	50%	1	3%
	2010-11	107	38%	107	42%	0	0%
	2009-10	114	46%	108	49%	6	24%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	7	N/A	0		7	N/A
	2010-11	4	N/A	1	N/A	3	N/A
	2009-10	4	N/A	0		4	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	26	2%	17	2%	9	3%
	2010-11	43	3%	27	3%	16	6%
	2009-10	39	3%	25	2%	14	6%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	2	0%	1	0%	1	0%
	2010-11	7	1%	3	0%	4	2%
	2009-10	2	0%	1	0%	1	0%
<b>Total Non-completers</b>	2011-12	28	2%	18	2%	10	4%
	2010-11	50	4%	30	3%	20	8%
	2009-10	41	3%	26	2%	15	6%

## 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	57%	145	64%	6	16%
<b>To 2-year College</b>	100	38%	78	34%	22	58%
<b>To Other Post-secondary</b>	3	1%	0	0%	3	8%
<b>To the Military</b>	1	0%	1	0%	0	0%
<b>To Employment</b>	0	0%	0	0%	0	0%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	10	4%	3	1%	7	18%