



The New York State Report Card 2011–12

School **FORT HAMILTON HIGH SCHOOL**
School ID **33-20-00-01-1490**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**
Principal **JO ANN CHESTER**
Telephone **(718) 748-1537**
Grades **8-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **FORT HAMILTON HIGH SCHOOL**
School ID **33-20-00-01-1490**

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	1
Grade 9	1413	1310	1203
Grade 10	1544	1574	1470
Grade 11	713	732	861
Grade 12	602	736	720
Ungraded Secondary	3	10	6
Total K-12	4275	4362	4261

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics	31		
Science			
Social Studies			
Grade 10			
English	32	30	30
Mathematics	26	31	32
Science	31	31	31
Social Studies	31	32	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.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1976	46%	2037	47%	2426	57%
Reduced Price Lunch	83	2%	86	2%	159	4%
Limited English Proficient	900	21%	974	22%	942	22%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	7	0%	6	0%
Black or African American	219	5%	220	5%	215	5%
Hispanic or Latino	1392	33%	1334	31%	1285	30%
Asian or Native Hawaiian/Other Pacific Islander	1200	28%	1298	30%	1296	30%
White	1456	34%	1503	34%	1459	34%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		89%		91%		90%
Student Suspensions	134	3%	118	3%	106	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.

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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	212	206	205
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	10%	21%	7%
Percent with Fewer than Three Years of Experience	3%	2%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	57%	59%	58%
Total Number of Core Classes	832	817	797
Percent Not Taught by Highly Qualified Teachers in This School*	10%	19%	5%
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	983	961	947
Percent Taught by Teachers Without Appropriate Certification	10%	17%	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	0%	8%	11%
Turnover Rate of All Teachers	7%	8%	7%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	24	25	27
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	12	12	12
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 **FORT HAMILTON HIGH SCHOOL**
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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

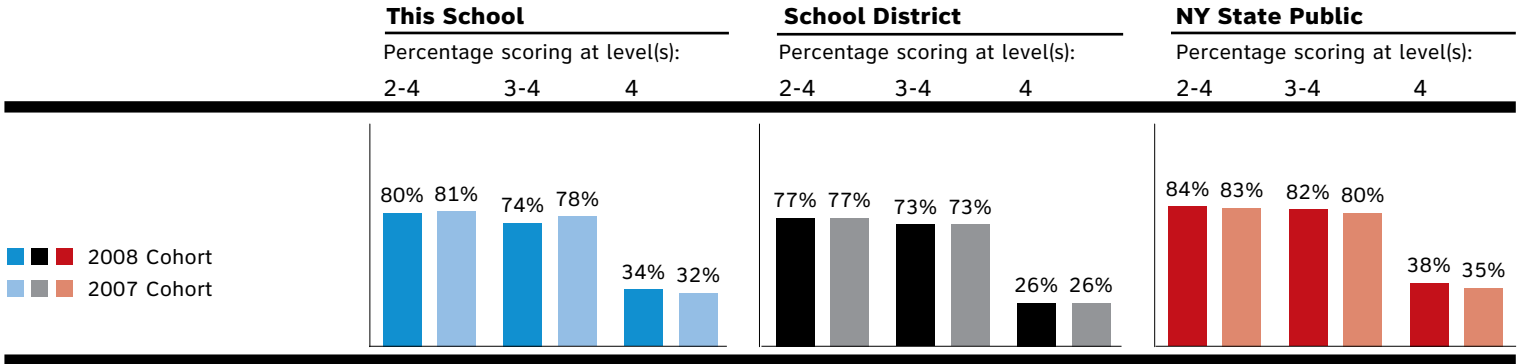
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1023	80%	74%	34%	1139	81%	78%	32%
Female	477	83%	78%	41%	531	84%	83%	38%
Male	546	77%	70%	29%	608	77%	74%	27%
American Indian or Alaska Native					1	-	-	-
Black or African American	31	77%	74%	45%	55	-	-	-
Hispanic or Latino	317	75%	68%	21%	358	73%	71%	22%
Asian or Native Hawaiian/Other Pacific Islander	288	72%	63%	28%	359	80%	77%	32%
White	387	90%	86%	49%	363	88%	86%	44%
Multiracial					3	-	-	-
Small Group Totals					59	83%	76%	24%
General-Education Students	909	82%	78%	38%	1020	83%	82%	35%
Students with Disabilities	114	59%	39%	6%	119	60%	48%	6%
English Proficient	803	88%	85%	43%	881	86%	85%	40%
Limited English Proficient	220	50%	32%	1%	258	62%	55%	6%
Economically Disadvantaged	589	77%	69%	28%	517	80%	77%	25%
Not Disadvantaged	434	83%	79%	44%	622	81%	79%	38%
Migrant								
Not Migrant	1023	80%	74%	34%	1139	81%	78%	32%

NOTES

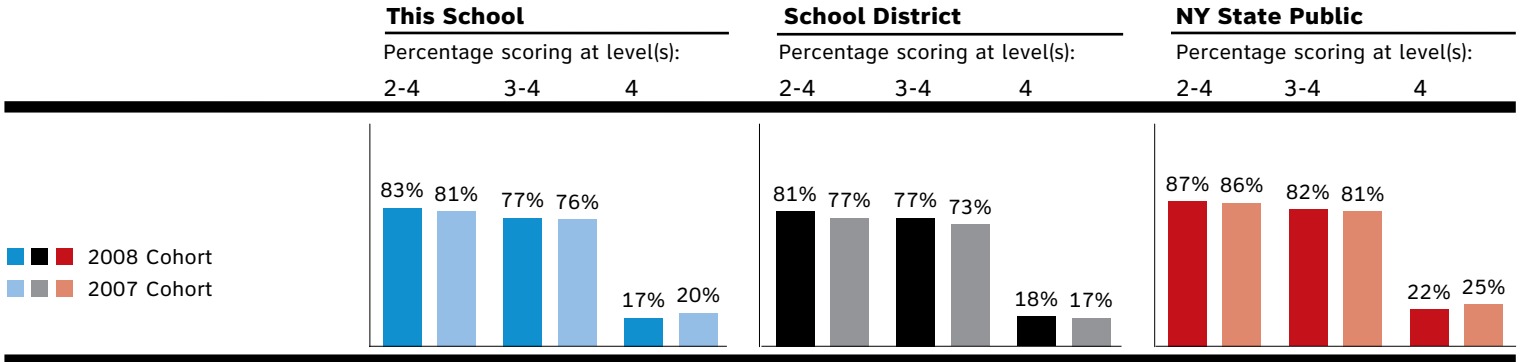
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Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

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	1023	83%	77%	17%	1139	81%	76%	20%
Female	477	85%	82%	18%	531	85%	79%	22%
Male	546	80%	73%	17%	608	78%	73%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	31	71%	68%	3%	55	-	-	-
Hispanic or Latino	317	74%	65%	6%	358	70%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	288	86%	84%	28%	359	88%	85%	35%
White	387	88%	83%	20%	363	87%	82%	22%
Multiracial					3	-	-	-
Small Group Totals					59	81%	69%	2%
General-Education Students	909	87%	84%	19%	1020	85%	80%	22%
Students with Disabilities	114	44%	26%	1%	119	51%	33%	2%
English Proficient	803	86%	82%	20%	881	84%	78%	21%
Limited English Proficient	220	69%	61%	10%	258	74%	66%	16%
Economically Disadvantaged	589	81%	75%	16%	517	83%	78%	23%
Not Disadvantaged	434	85%	80%	19%	622	80%	73%	17%
Migrant								
Not Migrant	1023	83%	77%	17%	1139	81%	76%	20%

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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	1023	3%	47%	29%	909	1%	50%	31%	114	18%	18%	5%
U.S. History and Government	1023	3%	28%	48%	909	2%	30%	53%	114	11%	17%	9%
Science	1023	6%	57%	19%	909	5%	61%	21%	114	16%	24%	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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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	1214	81%	67%	26%	1077	85%	72%	29%	137	51%	28%	3%
	2010-11	1163	90%	82%	32%	1027	92%	86%	36%	136	74%	53%	6%
	2009-10	1112	90%	87%	31%	1009	92%	90%	34%	103	62%	50%	6%
Integrated Algebra	2011-12	1197	86%	72%	11%	1043	91%	77%	12%	154	53%	32%	0%
	2010-11	1642	87%	68%	11%	1495	89%	71%	12%	147	64%	34%	1%
	2009-10	1270	91%	78%	11%	1166	93%	81%	12%	104	67%	40%	0%
Geometry	2011-12	916	93%	81%	20%	894	93%	81%	20%	22	91%	64%	14%
	2010-11	657	93%	81%	21%	645	93%	81%	21%	12	92%	75%	17%
	2009-10	491	97%	87%	20%	483	97%	87%	20%	8	100%	100%	13%
Algebra 2/Trigonometry	2011-12	535	87%	72%	27%	528	87%	71%	27%	7	100%	86%	14%
	2010-11	423	85%	73%	28%	418	85%	73%	28%	5	100%	100%	40%
	2009-10	135	95%	88%	36%	132	—	—	—	3	—	—	—
Global History and Geography	2011-12	1184	82%	71%	26%	1043	87%	77%	29%	141	46%	30%	6%
	2010-11	1135	86%	79%	32%	992	90%	85%	35%	143	59%	41%	8%
	2009-10	1093	88%	83%	28%	956	94%	92%	32%	137	47%	24%	4%
U.S. History and Government	2011-12	1134	89%	81%	40%	1000	94%	87%	45%	134	54%	39%	9%
	2010-11	970	91%	88%	54%	888	95%	92%	57%	82	50%	40%	17%
	2009-10	991	93%	89%	46%	892	95%	93%	49%	99	70%	51%	16%
Living Environment	2011-12	1224	84%	66%	17%	1083	88%	71%	18%	141	52%	32%	3%
	2010-11	1391	87%	72%	17%	1235	90%	77%	19%	156	61%	37%	3%
	2009-10	1440	74%	59%	12%	1266	78%	63%	13%	174	44%	31%	2%
Physical Setting/Earth Science	2011-12	746	68%	49%	10%	659	73%	54%	10%	87	30%	13%	3%
	2010-11	724	58%	36%	4%	612	63%	41%	5%	112	28%	14%	3%
	2009-10	589	65%	47%	4%	526	70%	51%	5%	63	24%	13%	0%
Physical Setting/Chemistry	2011-12	452	83%	59%	10%	444	84%	60%	10%	8	50%	38%	0%
	2010-11	445	83%	63%	11%	437	83%	63%	11%	8	75%	50%	13%
	2009-10	418	79%	66%	8%	412	79%	66%	8%	6	50%	33%	0%
Physical Setting/Physics	2011-12	263	97%	92%	35%	260	—	—	—	3	—	—	—
	2010-11	250	96%	94%	35%	246	—	—	—	4	—	—	—
	2009-10	220	99%	97%	44%	217	—	—	—	3	—	—	—

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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	47	23%	0		47	23%
	2010-11	59	44%	0		59	44%
	2009-10	20	35%	1	—	19	—
Science	2011-12	104	27%	0		104	27%
	2010-11	60	28%	0		60	28%
	2009-10	74	30%	0		74	30%
Reading	2011-12	21	14%	0		21	14%
	2010-11	39	18%	0		39	18%
	2009-10	9	33%	0		9	33%
Writing	2011-12	10	50%	0		10	50%
	2010-11	40	90%	0		40	90%
	2009-10	3	—	0		3	—
Global Studies	2011-12	66	12%	1	—	65	—
	2010-11	85	22%	1	—	84	—
	2009-10	46	33%	1	—	45	—
U.S. History and Government	2011-12	38	39%	0		38	39%
	2010-11	35	31%	1	—	34	—
	2009-10	18	33%	0		18	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	715	8%	39%	22%	31%	617	9%	44%	23%	24%	98	1%	3%	18%	78%	
	2010-11	683	10%	40%	23%	27%	612	11%	43%	23%	23%	71	1%	17%	25%	56%	
	2009-10	702	13%	31%	22%	34%	632	14%	33%	21%	32%	70	3%	6%	36%	56%	
Reading and Writing (Grades 9-12)	2011-12	715	10%	46%	22%	22%	617	11%	48%	20%	21%	98	5%	34%	31%	31%	
	2010-11	683	20%	51%	18%	11%	612	22%	50%	17%	11%	71	6%	52%	30%	13%	
	2009-10	702	16%	51%	20%	13%	632	16%	50%	20%	14%	70	13%	63%	17%	7%	

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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	746		702		44	
	2010-11	845		794		51	
	2009-10	815		767		48	
Receiving a Regents Diploma	2011-12	686	92%	670	95%	16	36%
	2010-11	716	85%	689	87%	27	53%
	2009-10	643	79%	623	81%	20	42%
Receiving a Regents Diploma with Advanced Designation	2011-12	234	31%	232	33%	2	5%
	2010-11	232	27%	227	29%	5	10%
	2009-10	215	26%	213	28%	2	4%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	25	N/A	0		25	N/A
	2010-11	14	N/A	0		14	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
Dropped Out	2011-12	242	6%	190	5%	52	9%
	2010-11	230	5%	180	5%	50	9%
	2009-10	263	6%	219	6%	44	9%
Entered Approved High School Equivalency Preparation Program	2011-12	6	0%	4	0%	2	0%
	2010-11	11	0%	8	0%	3	1%
	2009-10	15	0%	12	0%	3	1%
Total Non-completers	2011-12	248	6%	194	5%	54	9%
	2010-11	241	6%	188	5%	53	9%
	2009-10	278	7%	231	6%	47	9%

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	508	66%	489	70%	19	28%
To 2-year College	177	23%	155	22%	22	32%
To Other Post-secondary	12	2%	8	1%	4	6%
To the Military	4	1%	3	0%	1	1%
To Employment	54	7%	35	5%	19	28%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	16	2%	12	2%	4	6%