



# The New York State Report Card 2011–12

School **BENJAMIN N CARDOZO HIGH SCHOOL**  
School ID **34-26-00-01-1415**  
District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**  
Principal **GERALD MARTORI**  
Telephone **(718) 279-6500**  
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.

## 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 **BENJAMIN N CARDOZO HIGH SCHOOL**  
School ID **34-26-00-01-1415**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#26**

## 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	1033	1105	958
Grade 10	1118	1057	1006
Grade 11	1072	1101	1047
Grade 12	794	799	899
Ungraded Secondary	1	1	2
<b>Total K-12</b>	<b>4018</b>	<b>4063</b>	<b>3912</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English	34		
Mathematics			
Science	34		
Social Studies	31		
<b>Grade 10</b>			
English	33	32	32
Mathematics	32	31	31
Science	31	33	32
Social Studies	32	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.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1106	28%	1518	37%	1437	37%
Reduced Price Lunch	316	8%	429	11%	426	11%
Limited English Proficient	280	7%	271	7%	241	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	14	0%	17	0%
Black or African American	755	19%	750	18%	719	18%
Hispanic or Latino	680	17%	736	18%	727	19%
Asian or Native Hawaiian/Other Pacific Islander	1888	47%	1865	46%	1789	46%
White	691	17%	698	17%	657	17%
Multiracial	0	0%	0	0%	3	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		92%
Student Suspensions	208	5%	231	6%	246	6%

## 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 **BENJAMIN N CARDOZO HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	193	185	185
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	6%	10%	5%
Percent with Fewer than Three Years of Experience	1%	1%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	65%	68%	70%
<b>Total Number of Core Classes</b>	741	738	726
Percent Not Taught by Highly Qualified Teachers in This School*	4%	7%	4%
Percent Not Taught by Highly Qualified Teachers in This District**	4%	4%	3%
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>	847	850	842
Percent Taught by Teachers Without Appropriate Certification	5%	7%	5%

\*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%	0%	14%
Turnover Rate of All Teachers	6%	8%	7%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	13	14	15
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	11	10	9
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 **BENJAMIN N CARDOZO HIGH SCHOOL**  
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**#26**

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**

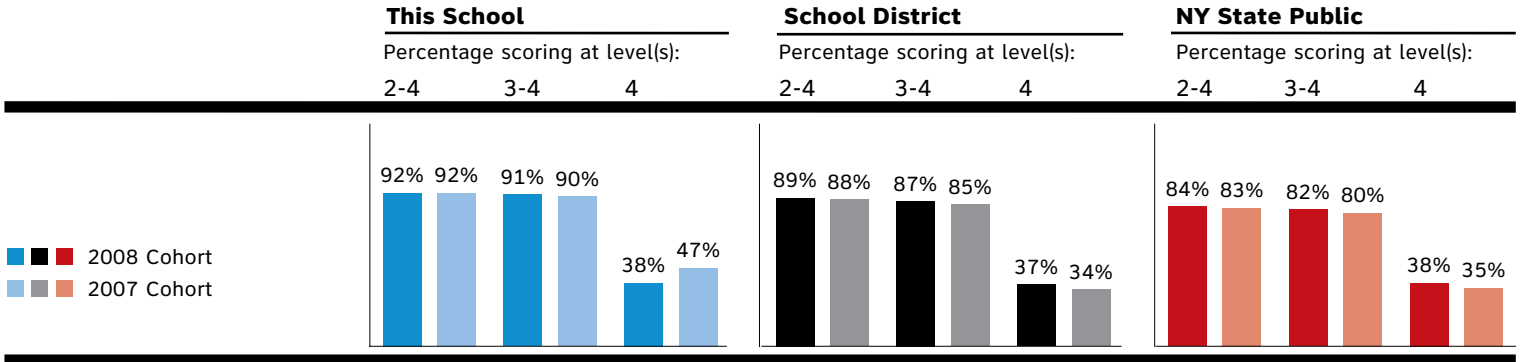
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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>1076</b>	<b>92%</b>	<b>91%</b>	<b>38%</b>	<b>940</b>	<b>92%</b>	<b>90%</b>	<b>47%</b>
Female	568	97%	95%	44%	513	96%	93%	51%
Male	508	87%	86%	31%	427	89%	86%	43%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	206	90%	88%	28%	161	-	-	-
Hispanic or Latino	179	-	-	-	171	93%	90%	45%
Asian or Native Hawaiian/Other Pacific Islander	497	93%	91%	39%	441	93%	91%	53%
White	190	94%	92%	45%	165	93%	93%	53%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	183	91%	90%	36%	163	88%	82%	29%
General-Education Students	992	95%	93%	40%	858	96%	94%	51%
Students with Disabilities	84	65%	63%	8%	82	57%	48%	9%
English Proficient	1014	94%	93%	40%	899	93%	91%	49%
Limited English Proficient	62	63%	50%	5%	41	73%	63%	0%
Economically Disadvantaged	494	94%	93%	37%	401	94%	91%	47%
Not Disadvantaged	582	91%	89%	38%	539	91%	89%	47%
Migrant								
Not Migrant	1076	92%	91%	38%	940	92%	90%	47%

### NOTES

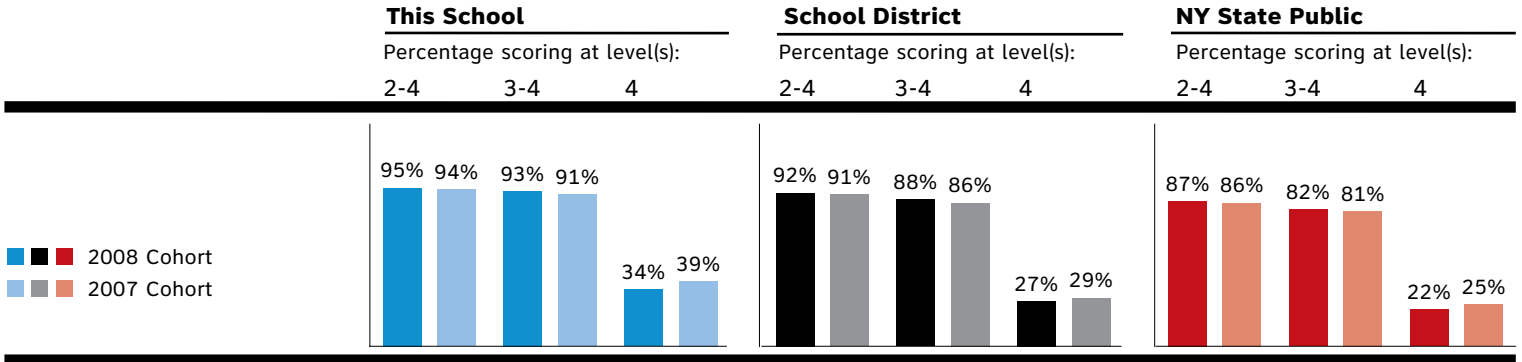
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## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



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
<b>All Students</b>	<b>1076</b>	<b>95%</b>	<b>93%</b>	<b>34%</b>	<b>940</b>	<b>94%</b>	<b>91%</b>	<b>39%</b>
Female	568	98%	97%	35%	513	96%	95%	40%
Male	508	92%	89%	33%	427	92%	88%	38%
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Hispanic or Latino	179	-	-	-	171	93%	89%	26%
Asian or Native Hawaiian/Other Pacific Islander	497	97%	96%	50%	441	97%	96%	56%
White	190	96%	95%	32%	165	94%	92%	35%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	183	93%	90%	19%	163	89%	82%	12%
General-Education Students	992	97%	96%	37%	858	97%	96%	42%
Students with Disabilities	84	74%	63%	2%	82	62%	46%	6%
English Proficient	1014	96%	94%	34%	899	94%	91%	40%
Limited English Proficient	62	87%	85%	35%	41	90%	90%	24%
Economically Disadvantaged	494	96%	95%	38%	401	96%	94%	42%
Not Disadvantaged	582	95%	92%	30%	539	93%	90%	37%
Migrant								
Not Migrant	1076	95%	93%	34%	940	94%	91%	39%

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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>	1076	1%	43%	48%	992	1%	44%	51%	84	7%	40%	8%
<b>U.S. History and Government</b>	1076	1%	26%	66%	992	1%	25%	69%	84	6%	35%	20%
<b>Science</b>	1076	3%	57%	34%	992	2%	58%	36%	84	14%	42%	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	1186	89%	82%	38%	1067	93%	87%	41%	119	56%	40%	6%
	2010-11	1201	86%	80%	33%	1104	88%	83%	35%	97	62%	49%	9%
	2009-10	1173	89%	82%	39%	1090	91%	84%	41%	83	63%	49%	8%
Integrated Algebra	2011-12	677	90%	78%	17%	552	95%	84%	20%	125	69%	48%	2%
	2010-11	870	92%	79%	16%	753	93%	83%	19%	117	81%	52%	0%
	2009-10	867	91%	79%	16%	764	93%	82%	17%	103	73%	53%	2%
Geometry	2011-12	812	93%	83%	37%	779	94%	84%	38%	33	73%	45%	9%
	2010-11	819	92%	82%	27%	787	93%	83%	28%	32	84%	63%	6%
	2009-10	843	91%	79%	21%	815	92%	80%	21%	28	71%	54%	4%
Algebra 2/Trigonometry	2011-12	803	80%	64%	26%	788	81%	64%	27%	15	47%	27%	0%
	2010-11	816	74%	61%	23%	799	74%	61%	23%	17	47%	47%	18%
	2009-10	848	73%	60%	22%	834	73%	61%	22%	14	50%	43%	0%
Global History and Geography	2011-12	1184	89%	81%	43%	1028	94%	87%	49%	156	56%	40%	6%
	2010-11	1173	88%	77%	36%	1025	92%	82%	40%	148	57%	41%	9%
	2009-10	1208	92%	84%	43%	1134	92%	85%	46%	74	91%	61%	8%
U.S. History and Government	2011-12	1060	94%	91%	62%	949	97%	95%	67%	111	68%	60%	22%
	2010-11	1816	96%	93%	69%	1678	98%	96%	73%	138	69%	55%	25%
	2009-10	934	98%	95%	66%	896	98%	96%	67%	38	92%	79%	32%
Living Environment	2011-12	949	93%	82%	31%	809	97%	88%	36%	140	74%	50%	4%
	2010-11	1139	89%	77%	27%	977	94%	84%	31%	162	60%	35%	3%
	2009-10	1062	89%	77%	26%	975	91%	80%	28%	87	67%	36%	3%
Physical Setting/Earth Science	2011-12	429	59%	40%	5%	340	65%	46%	6%	89	38%	18%	1%
	2010-11	496	48%	26%	2%	390	53%	29%	2%	106	30%	14%	1%
	2009-10	415	62%	42%	3%	371	64%	44%	4%	44	43%	23%	0%
Physical Setting/Chemistry	2011-12	725	93%	76%	17%	707	93%	76%	17%	18	89%	78%	11%
	2010-11	768	92%	73%	13%	749	92%	73%	13%	19	68%	58%	5%
	2009-10	799	88%	68%	7%	784	89%	69%	7%	15	67%	47%	0%
Physical Setting/Physics	2011-12	462	93%	84%	35%	457	93%	84%	35%	5	100%	80%	0%
	2010-11	508	86%	73%	23%	504	—	—	—	4	—	—	—
	2009-10	454	93%	85%	29%	449	93%	85%	29%	5	80%	60%	20%

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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	86	36%	2	—	84	—
	2010-11	125	38%	1	—	124	—
	2009-10	99	55%	0	—	99	55%
Science	2011-12	103	30%	3	—	100	—
	2010-11	135	36%	2	—	133	—
	2009-10	99	29%	1	—	98	—
Reading	2011-12	60	38%	0	—	60	38%
	2010-11	40	23%	0	—	40	23%
	2009-10	47	57%	1	—	46	—
Writing	2011-12	45	56%	0	—	45	56%
	2010-11	31	58%	0	—	31	58%
	2009-10	47	74%	1	—	46	—
Global Studies	2011-12	114	39%	1	—	113	—
	2010-11	85	25%	1	—	84	—
	2009-10	75	16%	3	—	72	—
U.S. History and Government	2011-12	50	40%	0	—	50	40%
	2010-11	59	44%	2	—	57	—
	2009-10	34	12%	1	—	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	223	0%	13%	33%	53%	195	1%	13%	34%	52%	28	0%	14%	25%	61%	
	2010-11	245	4%	15%	25%	56%	219	4%	15%	26%	55%	26	8%	12%	15%	65%	
	2009-10	266	4%	19%	24%	53%	231	4%	21%	28%	47%	35	6%	6%	0%	89%	
Reading and Writing (Grades 9-12)	2011-12	223	3%	31%	31%	34%	195	3%	28%	32%	37%	28	4%	54%	29%	14%	
	2010-11	245	7%	36%	29%	29%	219	5%	37%	27%	31%	26	19%	31%	42%	8%	
	2009-10	266	6%	33%	26%	35%	231	6%	38%	29%	27%	35	3%	6%	6%	86%	

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 **BENJAMIN N CARDOZO HIGH SCHOOL**  
School ID **34-26-00-01-1415**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#26**

## 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	961		912		49	
	2010-11	889		841		48	
	2009-10	887		852		35	
<b>Receiving a Regents Diploma</b>	2011-12	910	95%	885	97%	25	51%
	2010-11	795	89%	772	92%	23	48%
	2009-10	755	85%	740	87%	15	43%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	475	49%	470	52%	5	10%
	2010-11	362	41%	358	43%	4	8%
	2009-10	390	44%	386	45%	4	11%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	8	N/A	0		8	N/A
	2010-11	12	N/A	0		12	N/A
	2009-10	8	N/A	0		8	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	66	2%	48	1%	18	4%
	2010-11	91	2%	72	2%	19	4%
	2009-10	74	2%	63	2%	11	3%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	12	0%	10	0%	2	0%
	2010-11	21	1%	15	0%	6	1%
	2009-10	19	0%	16	0%	3	1%
<b>Total Non-completers</b>	2011-12	78	2%	58	2%	20	4%
	2010-11	112	3%	87	2%	25	5%
	2009-10	93	2%	79	2%	14	3%

## 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>	628	65%	619	68%	9	16%
<b>To 2-year College</b>	235	24%	204	22%	31	54%
<b>To Other Post-secondary</b>	8	1%	7	1%	1	2%
<b>To the Military</b>	4	0%	4	0%	0	0%
<b>To Employment</b>	17	2%	12	1%	5	9%
<b>To Adult Services</b>	3	0%	0	0%	3	5%
<b>To Other Known Plans</b>	1	0%	1	0%	0	0%
<b>Plan Unknown</b>	73	8%	65	7%	8	14%