



The New York State Report Card 2011–12

School **RICHMOND HILL HIGH SCHOOL**
School ID **34-27-00-01-1475**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**
Principal **FRANCES DESANCTIS**
Telephone **(718) 846-3335**
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
Email: dataquest@mail.nysed.gov

1 Profile

School **RICHMOND HILL HIGH SCHOOL**
School ID **34-27-00-01-1475**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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	993	876	740
Grade 10	1014	986	753
Grade 11	669	617	634
Grade 12	501	434	411
Ungraded Secondary	2	5	9
Total K-12	3179	2918	2547

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English		34	27
Mathematics			
Science			
Social Studies			
Grade 10			
English	34	32	30
Mathematics	33	33	
Science	34	33	30
Social Studies	32	33	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.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1815	57%	1769	61%	1587	62%
Reduced Price Lunch	239	8%	184	6%	171	7%
Limited English Proficient	540	17%	505	17%	444	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	4	0%	21	1%
Black or African American	482	15%	468	16%	426	17%
Hispanic or Latino	1566	49%	1383	47%	1183	46%
Asian or Native Hawaiian/Other Pacific Islander	1051	33%	993	34%	837	33%
White	79	2%	70	2%	80	3%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		80%		83%		80%
Student Suspensions	343	10%	249	8%	183	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.

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	158	155	155
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	3%	1%	9%
Percent with Fewer than Three Years of Experience	5%	2%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	54%	55%
Total Number of Core Classes	600	583	555
Percent Not Taught by Highly Qualified Teachers in This School*	2%	1%	9%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	5%	5%
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	732	713	680
Percent Taught by Teachers Without Appropriate Certification	3%	0%	8%

*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	19%	20%	6%
Turnover Rate of All Teachers	13%	8%	10%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	20	19	17
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	11	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 **RICHMOND HILL 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

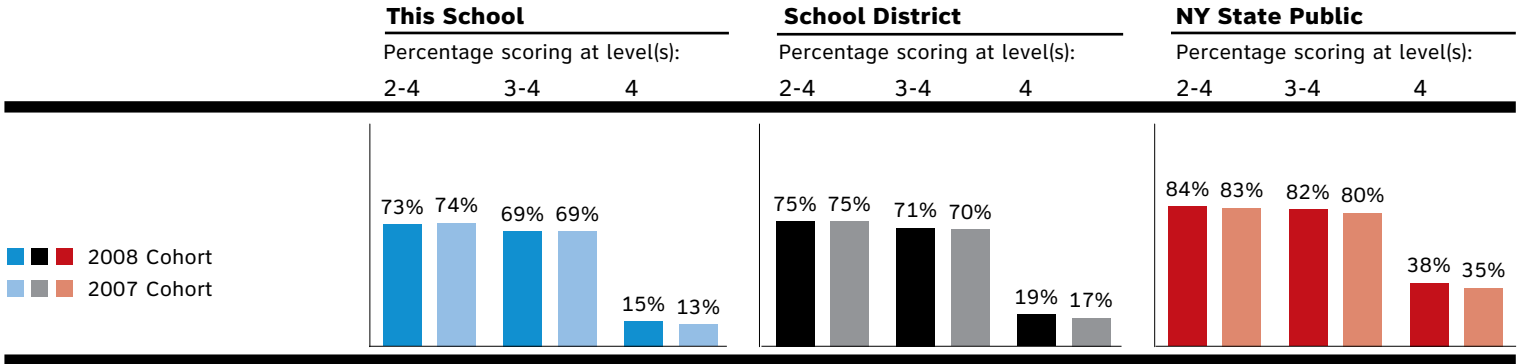
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

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
All Students	809	73%	69%	15%	836	74%	69%	13%
Female	375	79%	74%	20%	412	80%	75%	16%
Male	434	68%	64%	11%	424	68%	62%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	121	74%	69%	17%	117	73%	68%	8%
Hispanic or Latino	372	68%	64%	12%	414	69%	64%	13%
Asian or Native Hawaiian/Other Pacific Islander	283	80%	76%	19%	281	82%	77%	15%
White	29	-	-	-	22	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	33	64%	58%	12%	24	58%	54%	17%
General-Education Students	712	77%	74%	17%	739	78%	73%	14%
Students with Disabilities	97	39%	30%	1%	97	41%	37%	2%
English Proficient	664	78%	76%	18%	669	80%	77%	16%
Limited English Proficient	145	47%	35%	3%	167	49%	37%	1%
Economically Disadvantaged	504	78%	74%	17%	493	77%	72%	15%
Not Disadvantaged	305	65%	59%	12%	343	69%	64%	10%
Migrant								
Not Migrant	809	73%	69%	15%	836	74%	69%	13%

NOTES

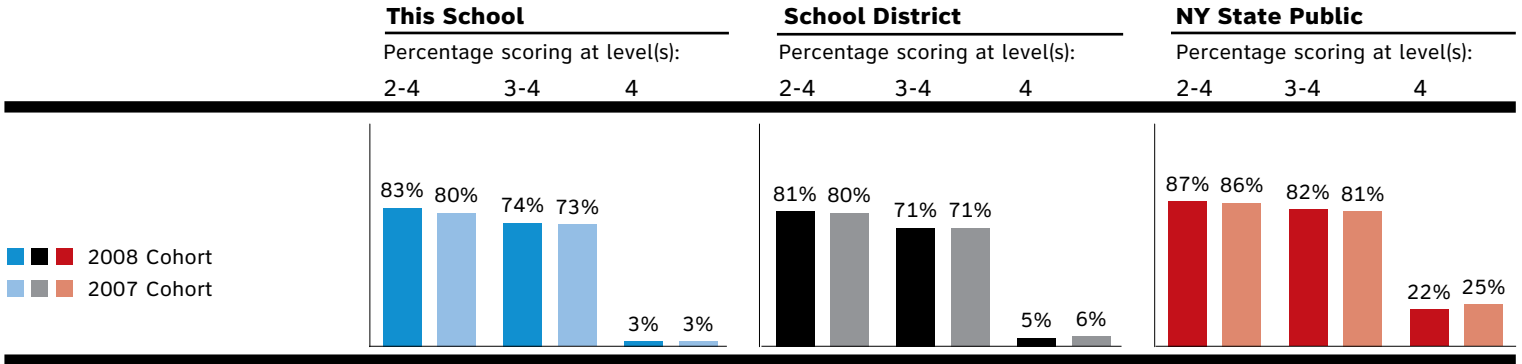
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2 Student Performance

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



Results by Student Group

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	809	83%	74%	3%	836	80%	73%	3%
Female	375	87%	77%	2%	412	85%	78%	3%
Male	434	80%	71%	4%	424	76%	68%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	121	88%	70%	1%	117	79%	71%	2%
Hispanic or Latino	372	77%	67%	3%	414	77%	69%	3%
Asian or Native Hawaiian/Other Pacific Islander	283	89%	84%	4%	281	87%	80%	4%
White	29	-	-	-	22	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	33	76%	73%	3%	24	67%	67%	0%
General-Education Students	712	88%	79%	4%	739	85%	78%	4%
Students with Disabilities	97	47%	33%	0%	97	43%	32%	0%
English Proficient	664	86%	78%	3%	669	83%	76%	4%
Limited English Proficient	145	69%	55%	1%	167	69%	60%	1%
Economically Disadvantaged	504	85%	78%	3%	493	83%	76%	4%
Not Disadvantaged	305	79%	66%	3%	343	76%	69%	2%
Migrant								
Not Migrant	809	83%	74%	3%	836	80%	73%	3%

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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	809	6%	57%	13%	712	6%	61%	14%	97	7%	29%	2%
U.S. History and Government	809	5%	47%	21%	712	5%	49%	23%	97	9%	27%	6%
Science	809	6%	62%	8%	712	5%	67%	8%	97	8%	26%	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	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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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	784	78%	67%	18%	687	83%	71%	20%	97	43%	35%	6%
	2010-11	671	79%	63%	8%	587	83%	68%	9%	84	48%	30%	1%
	2009-10	969	88%	82%	18%	878	92%	85%	20%	91	53%	44%	2%
Integrated Algebra	2011-12	1496	78%	45%	2%	1289	80%	48%	2%	207	64%	26%	0%
	2010-11	1235	71%	43%	0%	1049	76%	48%	0%	186	44%	20%	0%
	2009-10	1321	69%	46%	2%	1158	72%	49%	2%	163	47%	24%	1%
Geometry	2011-12	304	66%	43%	5%	277	69%	45%	6%	27	44%	19%	0%
	2010-11	345	84%	63%	6%	330	85%	64%	6%	15	67%	53%	7%
	2009-10	573	68%	40%	2%	544	70%	41%	2%	29	34%	14%	0%
Algebra 2/Trigonometry	2011-12	137	35%	18%	3%	130	35%	18%	3%	7	29%	14%	0%
	2010-11	236	64%	41%	3%	233	—	—	—	3	—	—	—
	2009-10	221	36%	21%	3%	217	—	—	—	4	—	—	—
Global History and Geography	2011-12	893	74%	54%	6%	757	79%	59%	7%	136	46%	24%	0%
	2010-11	1005	72%	52%	7%	892	76%	55%	8%	113	42%	23%	2%
	2009-10	1111	69%	54%	9%	966	74%	59%	10%	145	37%	23%	1%
U.S. History and Government	2011-12	1275	75%	59%	15%	1114	77%	62%	16%	161	59%	35%	6%
	2010-11	826	83%	67%	22%	738	87%	70%	23%	88	52%	38%	7%
	2009-10	816	83%	70%	15%	737	87%	74%	16%	79	43%	34%	1%
Living Environment	2011-12	820	83%	60%	7%	715	87%	63%	7%	105	54%	34%	3%
	2010-11	1127	82%	60%	5%	991	86%	63%	5%	136	60%	35%	0%
	2009-10	1027	80%	65%	5%	932	83%	68%	6%	95	59%	37%	1%
Physical Setting/Earth Science	2011-12	738	61%	40%	5%	642	66%	44%	6%	96	29%	15%	1%
	2010-11	425	75%	56%	8%	392	76%	57%	9%	33	58%	39%	3%
	2009-10	519	74%	55%	5%	478	77%	58%	5%	41	37%	20%	0%
Physical Setting/Chemistry	2011-12	42	98%	93%	5%	41	—	—	—	1	—	—	—
	2010-11	59	98%	75%	8%	59	98%	75%	8%	0	—	—	—
	2009-10	25	76%	36%	0%	25	76%	36%	0%	0	—	—	—
Physical Setting/Physics	2011-12	12	50%	17%	0%	12	50%	17%	0%	0	—	—	—
	2010-11	0	—	—	—	0	—	—	—	0	—	—	—
	2009-10	0	—	—	—	0	—	—	—	0	—	—	—

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2 Student Performance

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Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	73	22%	0		73	22%
	2010-11	118	31%	0		118	31%
	2009-10	161	42%	3	—	158	—
Science	2011-12	109	25%	2	—	107	—
	2010-11	93	22%	0		93	22%
	2009-10	166	35%	4	—	162	—
Reading	2011-12	114	32%	0		114	32%
	2010-11	59	31%	1	—	58	—
	2009-10	97	47%	2	—	95	—
Writing	2011-12	34	59%	0		34	59%
	2010-11	100	87%	0		100	87%
	2009-10	136	77%	3	—	133	—
Global Studies	2011-12	119	28%	1	—	118	—
	2010-11	96	29%	0		96	29%
	2009-10	68	46%	2	—	66	—
U.S. History and Government	2011-12	68	35%	0		68	35%
	2010-11	42	50%	1	—	41	—
	2009-10	34	50%	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	335	9%	25%	20%	46%	297	10%	27%	21%	42%	38	0%	5%	16%	79%	
	2010-11	383	9%	26%	25%	41%	340	10%	28%	25%	37%	43	0%	12%	21%	67%	
	2009-10	429	8%	21%	23%	48%	389	9%	22%	23%	46%	40	0%	13%	28%	60%	
Reading and Writing (Grades 9-12)	2011-12	335	18%	40%	24%	17%	297	19%	41%	24%	16%	38	11%	34%	32%	24%	
	2010-11	383	15%	47%	24%	14%	340	15%	47%	24%	14%	43	14%	47%	23%	16%	
	2009-10	429	11%	54%	25%	9%	389	11%	54%	25%	9%	40	13%	53%	28%	8%	

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3 Student Outcomes

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#27

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	583		532		51	
	2010–11	560		527		33	
	2009–10	607		572		35	
Receiving a Regents Diploma	2011–12	504	86%	479	90%	25	49%
	2010–11	439	78%	426	81%	13	39%
	2009–10	400	66%	391	68%	9	26%
Receiving a Regents Diploma with Advanced Designation	2011–12	49	8%	47	9%	2	4%
	2010–11	49	9%	49	9%	0	0%
	2009–10	56	9%	55	10%	1	3%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	13	N/A	0		13	N/A
	2010–11	16	N/A	0		16	N/A
	2009–10	13	N/A	0		13	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	259	10%	222	10%	37	10%
	2010–11	229	8%	190	8%	39	9%
	2009–10	268	8%	226	8%	42	10%
Entered Approved High School Equivalency Preparation Program	2011–12	21	1%	16	1%	5	1%
	2010–11	36	1%	26	1%	10	2%
	2009–10	47	1%	39	1%	8	2%
Total Non-completers	2011–12	280	11%	238	11%	42	11%
	2010–11	265	9%	216	9%	49	12%
	2009–10	315	10%	265	10%	50	12%

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	203	34%	192	36%	11	17%
To 2-year College	205	34%	178	33%	27	42%
To Other Post-secondary	14	2%	10	2%	4	6%
To the Military	7	1%	6	1%	1	2%
To Employment	110	18%	97	18%	13	20%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	57	10%	49	9%	8	13%