



The New York State Report Card 2011–12

School **TOTTENVILLE HIGH SCHOOL**
School ID **35-31-00-01-1455**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**
Principal **JOHN TUMINARO**
Telephone **(718) 356-2220**
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 **TOTTENVILLE HIGH SCHOOL**
 School ID **35-31-00-01-1455**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#31

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	915	974	1006
Grade 10	1111	959	1038
Grade 11	923	1007	873
Grade 12	932	877	954
Ungraded Secondary	0	0	4
Total K-12	3881	3817	3875

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	29	29	31
Mathematics		32	29
Science	29	29	29
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	605	16%	741	19%	763	20%
Reduced Price Lunch	145	4%	187	5%	213	5%
Limited English Proficient	62	2%	65	2%	56	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	9	0%	13	0%
Black or African American	71	2%	75	2%	81	2%
Hispanic or Latino	380	10%	380	10%	386	10%
Asian or Native Hawaiian/Other Pacific Islander	238	6%	208	5%	211	5%
White	3185	82%	3145	82%	3181	82%
Multiracial	0	0%	0	0%	3	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		89%		88%		89%
Student Suspensions	213	6%	191	5%	191	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.

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	198	194	188
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	8%	9%	14%
Percent with Fewer than Three Years of Experience	3%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	62%	67%	68%
Total Number of Core Classes	738	740	748
Percent Not Taught by Highly Qualified Teachers in This School*	7%	7%	14%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	4%	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	881	871	851
Percent Taught by Teachers Without Appropriate Certification	7%	7%	14%

*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	4%	0%	15%
Turnover Rate of All Teachers	7%	6%	11%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	23	21	24
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	13	12	13
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 **TOTTENVILLE 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

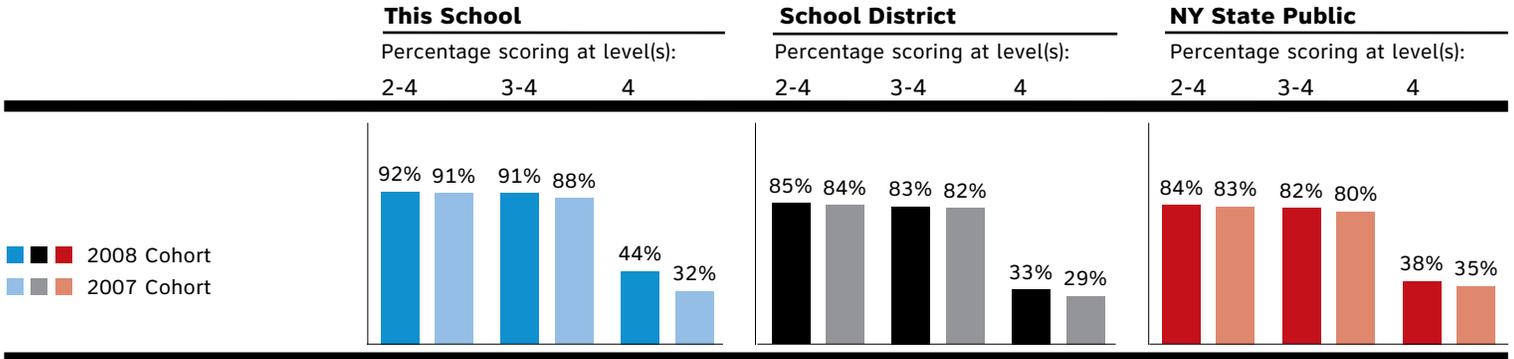
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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	1038	92%	91%	44%	1001	91%	88%	32%
Female	507	96%	95%	54%	482	95%	93%	41%
Male	531	89%	88%	35%	519	87%	83%	23%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	21	-	-	-	17	-	-	-
Hispanic or Latino	106	91%	89%	29%	98	87%	82%	24%
Asian or Native Hawaiian/Other Pacific Islander	70	100%	100%	67%	56	100%	100%	61%
White	838	93%	91%	45%	828	91%	88%	31%
Multiracial	1	-	-	-				
Small Group Totals	24	67%	67%	21%	19	68%	58%	21%
General-Education Students	906	95%	95%	50%	870	94%	93%	35%
Students with Disabilities	132	72%	66%	7%	131	70%	54%	8%
English Proficient	1025	92%	92%	45%	991	91%	88%	32%
Limited English Proficient	13	77%	62%	0%	10	90%	70%	10%
Economically Disadvantaged	204	88%	86%	41%	181	86%	83%	29%
Not Disadvantaged	834	93%	92%	45%	820	92%	89%	32%
Migrant								
Not Migrant	1038	92%	91%	44%	1001	91%	88%	32%

NOTES

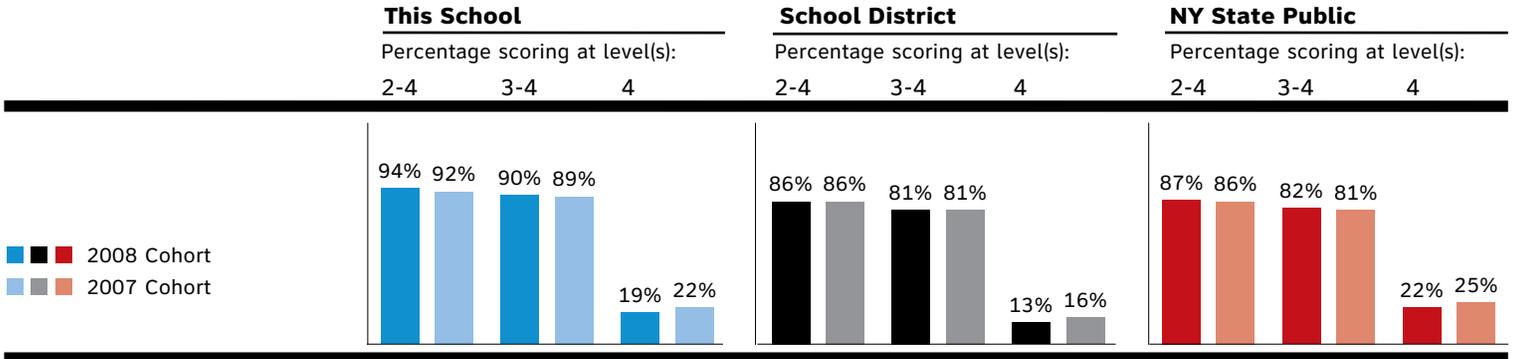
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Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



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
All Students	1038	94%	90%	19%	1001	92%	89%	22%
Female	507	96%	93%	21%	482	95%	93%	25%
Male	531	91%	88%	16%	519	90%	86%	19%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	21	-	-	-	17	-	-	-
Hispanic or Latino	106	93%	87%	9%	98	87%	82%	13%
Asian or Native Hawaiian/Other Pacific Islander	70	100%	100%	46%	56	100%	96%	57%
White	838	94%	91%	18%	828	93%	90%	21%
Multiracial	1	-	-	-				
Small Group Totals	24	63%	46%	4%	19	63%	58%	16%
General-Education Students	906	97%	95%	21%	870	96%	95%	25%
Students with Disabilities	132	70%	55%	0%	131	67%	52%	2%
English Proficient	1025	94%	90%	19%	991	92%	89%	22%
Limited English Proficient	13	85%	85%	23%	10	100%	100%	20%
Economically Disadvantaged	204	89%	86%	18%	181	89%	85%	23%
Not Disadvantaged	834	95%	91%	19%	820	93%	90%	22%
Migrant								
Not Migrant	1038	94%	90%	19%	1001	92%	89%	22%

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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	1038	4%	55%	31%	906	2%	57%	35%	132	16%	39%	4%
U.S. History and Government	1038	5%	51%	33%	906	3%	53%	37%	132	17%	35%	7%
Science	1038	5%	64%	24%	906	2%	67%	27%	132	29%	40%	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	981	95%	89%	38%	830	99%	94%	42%	151	74%	60%	11%
	2010-11	1135	96%	91%	42%	964	99%	96%	48%	171	80%	66%	7%
	2009-10	1068	94%	85%	27%	917	96%	90%	31%	151	79%	54%	3%
Integrated Algebra	2011-12	1137	90%	73%	6%	909	95%	81%	7%	228	68%	40%	0%
	2010-11	1111	90%	75%	8%	877	95%	83%	9%	234	73%	47%	0%
	2009-10	1046	84%	67%	6%	831	90%	74%	7%	215	60%	38%	0%
Geometry	2011-12	1000	83%	65%	12%	906	86%	69%	13%	94	54%	34%	1%
	2010-11	911	84%	64%	11%	848	87%	67%	11%	63	54%	30%	0%
	2009-10	897	85%	64%	6%	853	87%	65%	7%	44	57%	36%	2%
Algebra 2/Trigonometry	2011-12	651	69%	49%	10%	626	70%	50%	11%	25	52%	24%	0%
	2010-11	667	67%	54%	14%	646	68%	55%	14%	21	48%	33%	5%
	2009-10	594	75%	58%	13%	585	75%	58%	13%	9	67%	22%	0%
Global History and Geography	2011-12	1287	84%	69%	21%	1045	91%	77%	26%	242	54%	31%	3%
	2010-11	1166	78%	60%	18%	958	86%	68%	22%	208	44%	20%	2%
	2009-10	1270	79%	66%	25%	1059	86%	73%	29%	211	45%	29%	3%
U.S. History and Government	2011-12	915	82%	69%	20%	758	89%	78%	23%	157	45%	27%	4%
	2010-11	1027	88%	76%	31%	886	93%	82%	34%	141	56%	38%	7%
	2009-10	997	87%	79%	37%	875	91%	84%	41%	122	61%	43%	8%
Living Environment	2011-12	1184	84%	66%	16%	921	92%	76%	20%	263	54%	29%	2%
	2010-11	1278	86%	71%	13%	1000	92%	80%	16%	278	63%	41%	3%
	2009-10	1274	77%	58%	12%	1006	86%	69%	15%	268	46%	20%	0%
Physical Setting/Earth Science	2011-12	542	50%	33%	9%	415	57%	40%	11%	127	27%	13%	1%
	2010-11	445	53%	31%	7%	371	59%	35%	8%	74	26%	15%	1%
	2009-10	562	45%	23%	1%	458	50%	27%	1%	104	22%	8%	0%
Physical Setting/Chemistry	2011-12	606	81%	57%	5%	594	81%	57%	5%	12	83%	50%	8%
	2010-11	645	90%	64%	5%	630	90%	64%	5%	15	87%	33%	0%
	2009-10	673	84%	58%	4%	658	84%	59%	5%	15	60%	27%	0%
Physical Setting/Physics	2011-12	366	75%	56%	10%	365	—	—	—	1	—	—	—
	2010-11	277	81%	68%	16%	273	—	—	—	4	—	—	—
	2009-10	319	88%	74%	15%	315	—	—	—	4	—	—	—

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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	49	43%	2	—	47	—
	2010-11	77	26%	3	—	74	—
	2009-10	70	36%	0	—	70	36%
Science	2011-12	81	25%	1	—	80	—
	2010-11	95	15%	3	—	92	—
	2009-10	115	28%	2	—	113	—
Reading	2011-12	17	41%	1	—	16	—
	2010-11	18	44%	0	—	18	44%
	2009-10	31	61%	0	—	31	61%
Writing	2011-12	9	100%	1	—	8	—
	2010-11	22	95%	0	—	22	95%
	2009-10	28	96%	0	—	28	96%
Global Studies	2011-12	123	26%	7	57%	116	24%
	2010-11	100	19%	4	—	96	—
	2009-10	100	21%	2	—	98	—
U.S. History and Government	2011-12	90	34%	6	33%	84	35%
	2010-11	86	34%	4	—	82	—
	2009-10	47	26%	3	—	44	—

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New York State English as a Second Language Achievement Test (NYSESLAT)

		<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>						
		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	57	0%	11%	25%	65%	38	0%	13%	21%	66%	19	0%	5%	32%	63%
	2010-11	63	0%	11%	19%	70%	48	0%	13%	17%	71%	15	0%	7%	27%	67%
	2009-10	61	2%	15%	20%	64%	52	2%	12%	21%	65%	9	0%	33%	11%	56%
Reading and Writing (Grades 9-12)	2011-12	57	4%	26%	40%	30%	38	0%	29%	37%	34%	19	11%	21%	47%	21%
	2010-11	63	5%	46%	32%	17%	48	2%	46%	31%	21%	15	13%	47%	33%	7%
	2009-10	61	8%	48%	31%	13%	52	4%	46%	35%	15%	9	33%	56%	11%	0%

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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	922		830		92	
	2010-11	875		795		80	
	2009-10	927		839		88	
Receiving a Regents Diploma	2011-12	836	91%	798	96%	38	41%
	2010-11	749	86%	720	91%	29	36%
	2009-10	755	81%	723	86%	32	36%
Receiving a Regents Diploma with Advanced Designation	2011-12	341	37%	338	41%	3	3%
	2010-11	311	36%	308	39%	3	4%
	2009-10	306	33%	302	36%	4	5%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	5	N/A	0		5	N/A
	2010-11	13	N/A	0		13	N/A
	2009-10	9	N/A	0		9	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	114	3%	76	2%	38	7%
	2010-11	105	3%	75	2%	30	6%
	2009-10	88	2%	59	2%	29	5%
Entered Approved High School Equivalency Preparation Program	2011-12	6	0%	6	0%	0	0%
	2010-11	12	0%	9	0%	3	1%
	2009-10	16	0%	8	0%	8	2%
Total Non-completers	2011-12	120	3%	82	2%	38	7%
	2010-11	117	3%	84	3%	33	6%
	2009-10	104	3%	67	2%	37	7%

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	747	81%	697	84%	50	52%
To 2-year College	32	3%	27	3%	5	5%
To Other Post-secondary	28	3%	22	3%	6	6%
To the Military	17	2%	14	2%	3	3%
To Employment	11	1%	8	1%	3	3%
To Adult Services	4	0%	2	0%	2	2%
To Other Known Plans	7	1%	6	1%	1	1%
Plan Unknown	81	9%	54	7%	27	28%