



# The New York State Report Card 2011–12

School **BALLSTON SPA SENIOR HIGH  
SCHOOL**  
School ID **52-13-01-06-0001**  
District **BALLSTON SPA CENTRAL SCHOOL  
DISTRICT**  
Principal **KRISTI JENSEN**  
Telephone **(518) 884-7150**  
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 **BALLSTON SPA SENIOR HIGH SCHOOL**  
 School ID **52-13-01-06-0001**

District **BALLSTON SPA CENTRAL SCHOOL DISTRICT**

## 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	403	370	354
Grade 10	360	354	357
Grade 11	315	320	294
Grade 12	371	320	322
Ungraded Secondary	0	0	23
<b>Total K-12</b>	<b>1449</b>	<b>1364</b>	<b>1350</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	21	23	23
Mathematics		19	12
Science	24	24	22
Social Studies	20	21	23

## 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	163	11%	155	11%	213	16%
Reduced Price Lunch	56	4%	59	4%	58	4%
Limited English Proficient	3	0%	2	0%	4	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	2	0%	2	0%
Black or African American	31	2%	34	2%	32	2%
Hispanic or Latino	34	2%	38	3%	2	0%
Asian or Native Hawaiian/Other Pacific Islander	15	1%	14	1%	17	1%
White	1368	94%	1275	93%	1296	96%
Multiracial	0	0%	1	0%	1	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		90%		92%
Student Suspensions	178	12%	196	14%	162	12%

## 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 **BALLSTON SPA SENIOR HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	101	104	95
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	4%	3%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	25%	24%
<b>Total Number of Core Classes</b>	317	317	309
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
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>	480	484	442
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

\*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	16%	13%	46%
Turnover Rate of All Teachers	11%	5%	15%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	71	28	23
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
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 **BALLSTON SPA SENIOR HIGH SCHOOL**  
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District **BALLSTON SPA CENTRAL SCHOOL DISTRICT**

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**

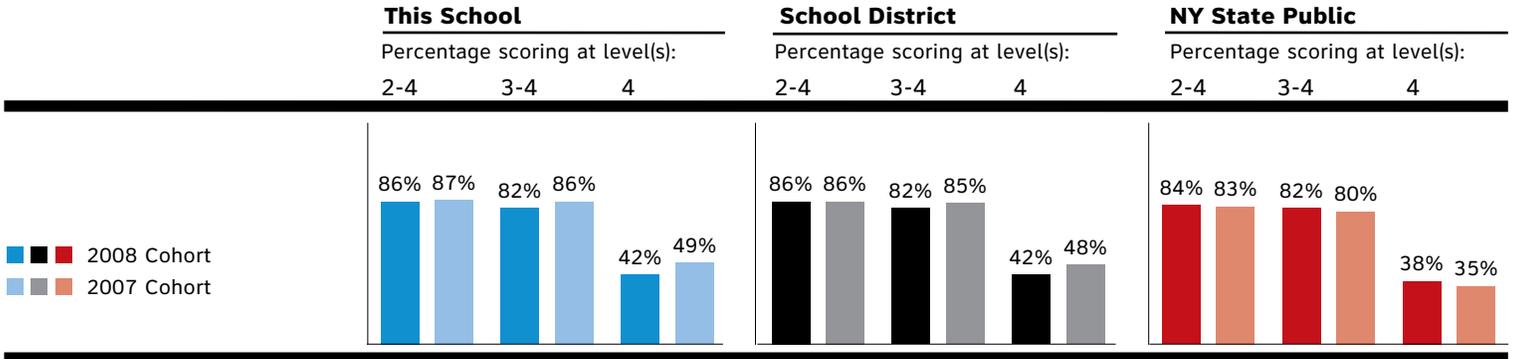
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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>353</b>	<b>86%</b>	<b>82%</b>	<b>42%</b>	<b>343</b>	<b>87%</b>	<b>86%</b>	<b>49%</b>
Female	164	88%	84%	45%	161	92%	91%	58%
Male	189	84%	81%	40%	182	84%	82%	42%
American Indian or Alaska Native								
Black or African American	8	-	-	-	8	-	-	-
Hispanic or Latino	1	-	-	-	12	92%	92%	83%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	342	87%	83%	43%	322	87%	86%	48%
Multiracial								
Small Group Totals	11	64%	55%	27%	9	89%	89%	33%
General-Education Students	308	90%	89%	48%	301	93%	92%	56%
Students with Disabilities	45	56%	40%	2%	42	48%	43%	2%
English Proficient	353	86%	82%	42%	343	87%	86%	49%
Limited English Proficient								
Economically Disadvantaged	69	72%	65%	14%	77	77%	74%	21%
Not Disadvantaged	284	89%	87%	49%	266	91%	90%	58%
Migrant								
Not Migrant	353	86%	82%	42%	343	87%	86%	49%

### NOTES

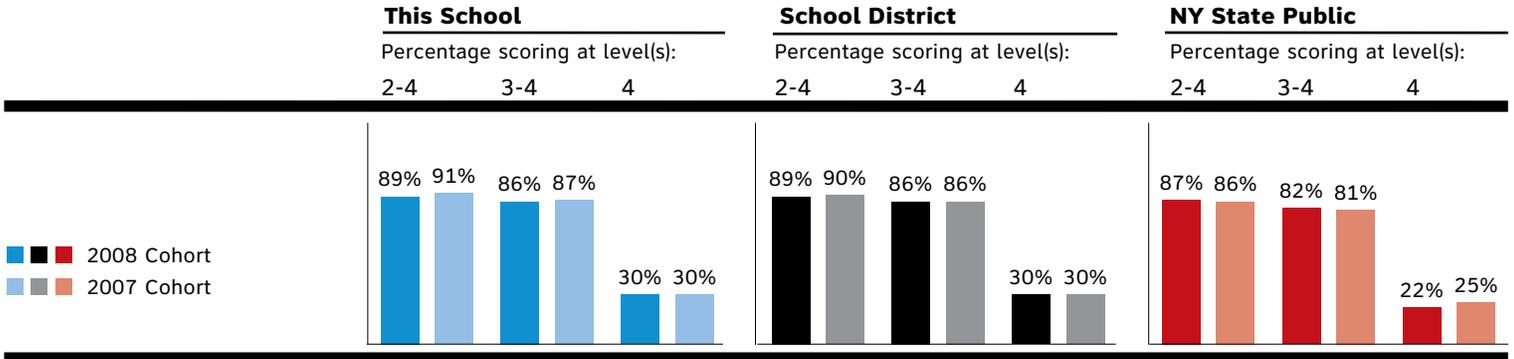
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# 2 Student Performance

School **BALLSTON SPA SENIOR HIGH SCHOOL**  
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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>353</b>	<b>89%</b>	<b>86%</b>	<b>30%</b>	<b>343</b>	<b>91%</b>	<b>87%</b>	<b>30%</b>
Female	164	93%	88%	29%	161	95%	90%	30%
Male	189	86%	84%	31%	182	88%	85%	30%
American Indian or Alaska Native								
Black or African American	8	-	-	-	8	-	-	-
Hispanic or Latino	1	-	-	-	12	100%	100%	33%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	342	90%	87%	30%	322	91%	87%	30%
Multiracial								
Small Group Totals	11	73%	73%	18%	9	89%	78%	11%
General-Education Students	308	94%	93%	33%	301	96%	94%	34%
Students with Disabilities	45	58%	42%	4%	42	57%	38%	2%
English Proficient	353	89%	86%	30%	343	91%	87%	30%
Limited English Proficient								
Economically Disadvantaged	69	80%	74%	10%	77	79%	71%	5%
Not Disadvantaged	284	92%	89%	35%	266	95%	92%	37%
Migrant								
Not Migrant	353	89%	86%	30%	343	91%	87%	30%

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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>	353	3%	12%	12%	308	1%	13%	14%	45	16%	7%	0%
<b>U.S. History and Government</b>	353	1%	27%	56%	308	0%	27%	62%	45	9%	29%	13%
<b>Science</b>	353	3%	34%	56%	308	1%	32%	62%	45	11%	42%	13%

### New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	6	0	0	0	6
Mathematics	6	0	0	1	5
Social Studies	6	0	0	1	5
Science	6	0	0	3	3

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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	304	96%	92%	48%	281	98%	96%	52%	23	65%	43%	0%
	2010-11	329	95%	91%	44%	289	98%	96%	49%	40	75%	58%	3%
	2009-10	319	96%	92%	54%	289	99%	97%	58%	30	63%	50%	7%
Integrated Algebra	2011-12	302	93%	82%	9%	251	97%	89%	11%	51	76%	51%	0%
	2010-11	362	87%	73%	6%	314	91%	77%	7%	48	56%	44%	0%
	2009-10	359	90%	80%	9%	300	91%	86%	10%	59	88%	53%	0%
Geometry	2011-12	218	98%	92%	39%	215	—	—	—	3	—	—	—
	2010-11	256	98%	96%	39%	254	—	—	—	2	—	—	—
	2009-10	236	98%	96%	38%	230	98%	96%	39%	6	100%	83%	0%
Algebra 2/Trigonometry	2011-12	224	87%	67%	25%	223	—	—	—	1	—	—	—
	2010-11	225	88%	77%	29%	223	—	—	—	2	—	—	—
	2009-10	0				0				0			
Global History and Geography	2011-12	361	86%	80%	28%	315	89%	86%	32%	46	67%	41%	0%
	2010-11	380	88%	79%	37%	326	95%	90%	43%	54	48%	19%	0%
	2009-10	122	72%	61%	30%	81	91%	84%	44%	41	34%	15%	0%
U.S. History and Government	2011-12	305	97%	94%	64%	282	100%	98%	68%	23	65%	48%	9%
	2010-11	326	94%	92%	60%	280	99%	98%	68%	46	67%	52%	15%
	2009-10	69	91%	81%	65%	50	100%	96%	88%	19	68%	42%	5%
Living Environment	2011-12	333	98%	90%	47%	299	99%	94%	51%	34	85%	59%	15%
	2010-11	367	96%	89%	39%	311	99%	94%	45%	56	80%	61%	5%
	2009-10	521	88%	83%	40%	460	91%	88%	44%	61	59%	41%	11%
Physical Setting/Earth Science	2011-12	275	92%	81%	38%	242	95%	86%	43%	33	73%	42%	3%
	2010-11	234	91%	81%	42%	208	96%	88%	46%	26	58%	27%	8%
	2009-10	132	73%	61%	36%	94	79%	71%	50%	38	58%	37%	0%
Physical Setting/Chemistry	2011-12	193	97%	87%	23%	192	—	—	—	1	—	—	—
	2010-11	252	97%	88%	25%	248	—	—	—	4	—	—	—
	2009-10	246	97%	87%	22%	243	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	168	99%	92%	60%	165	—	—	—	3	—	—	—
	2010-11	160	98%	94%	48%	160	98%	94%	48%	0	—	—	—
	2009-10	182	100%	96%	55%	180	—	—	—	2	—	—	—

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## 2 Student Performance

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### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	12	33%	0		12	33%
	2010-11	16	38%	0		16	38%
	2009-10	37	43%	1	—	36	—
Science	2011-12	9	33%	0		9	33%
	2010-11	18	11%	0		18	11%
	2009-10	23	30%	0		23	30%
Reading	2011-12	12	83%	0		12	83%
	2010-11	13	38%	0		13	38%
	2009-10	19	53%	0		19	53%
Writing	2011-12	4	—	0		4	—
	2010-11	9	78%	0		9	78%
	2009-10	11	91%	0		11	91%
Global Studies	2011-12	20	35%	0		20	35%
	2010-11	30	23%	1	—	29	—
	2009-10	37	16%	0		37	16%
U.S. History and Government	2011-12	10	80%	0		10	80%
	2010-11	13	15%	0		13	15%
	2009-10	9	44%	0		9	44%

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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	4	—	—	—	—	4	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	4	—	—	—	—	4	—	—	—	—	0				
Reading and Writing (Grades 9-12)	2011-12	4	—	—	—	—	4	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	4	—	—	—	—	4	—	—	—	—	0				

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 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 **BALLSTON SPA SENIOR HIGH SCHOOL**  
School ID **52-13-01-06-0001**

District **BALLSTON SPA CENTRAL SCHOOL DISTRICT**

## 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	309		278		31	
	2010-11	294		273		21	
	2009-10	339		305		34	
<b>Receiving a Regents Diploma</b>	2011-12	296	96%	277	100%	19	61%
	2010-11	279	95%	271	99%	8	38%
	2009-10	316	93%	294	96%	22	65%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	156	50%	154	55%	2	6%
	2010-11	160	54%	159	58%	1	5%
	2009-10	192	57%	190	62%	2	6%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	5	N/A	0		5	N/A
	2010-11	8	N/A	0		8	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
<b>Dropped Out</b>	2011-12	35	3%	22	2%	13	8%
	2010-11	22	2%	16	1%	6	3%
	2009-10	23	2%	18	1%	5	2%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	5	0%	3	0%	2	1%
	2010-11	20	1%	14	1%	6	3%
	2009-10	29	2%	14	1%	15	7%
<b>Total Non-completers</b>	2011-12	40	3%	25	2%	15	9%
	2010-11	42	3%	30	3%	12	7%
	2009-10	52	4%	32	3%	20	10%

## 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>	152	48%	147	53%	5	14%
<b>To 2-year College</b>	108	34%	90	32%	18	50%
<b>To Other Post-secondary</b>	4	1%	4	1%	0	0%
<b>To the Military</b>	8	3%	6	2%	2	6%
<b>To Employment</b>	22	7%	16	6%	6	17%
<b>To Adult Services</b>	1	0%	0	0%	1	3%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	19	6%	15	5%	4	11%