



# The New York State Report Card 2011–12

School **SCHENECTADY HIGH SCHOOL**  
School ID **53-06-00-01-0025**  
District **SCHENECTADY CITY SCHOOL  
DISTRICT**  
Principal **GREGORY FIELDS**  
Telephone **(518) 370-8167**  
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 **SCHENECTADY HIGH SCHOOL**  
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District **SCHENECTADY CITY 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	889	804	807
Grade 10	732	721	619
Grade 11	609	618	580
Grade 12	548	638	653
Ungraded Secondary	0	0	6
<b>Total K-12</b>	<b>2778</b>	<b>2781</b>	<b>2665</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English	19		
Mathematics	18		
Science	23		
Social Studies	20		
<b>Grade 10</b>			
English	19	25	22
Mathematics	22	26	24
Science	26	23	22
Social Studies	23	24	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	1457	52%	1379	50%	1541	58%
Reduced Price Lunch	269	10%	275	10%	259	10%
Limited English Proficient	61	2%	76	3%	82	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	1	0%	1	0%
Black or African American	959	35%	964	35%	879	33%
Hispanic or Latino	382	14%	371	13%	395	15%
Asian or Native Hawaiian/Other Pacific Islander	404	15%	465	17%	466	17%
White	1033	37%	980	35%	921	35%
Multiracial	0	0%	0	0%	3	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		86%		86%		88%
Student Suspensions	818	28%	536	19%	709	25%

## 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 **SCHENECTADY HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	213	214	214
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	6%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	12%	12%
<b>Total Number of Core Classes</b>	865	756	777
Percent Not Taught by Highly Qualified Teachers in This School*	1%	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>	1109	1064	1023
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

\*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	26%	7%	23%
Turnover Rate of All Teachers	12%	14%	12%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	28	35	31
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	6
Principals	6	6	7

\*Not available at the school level.

District **SCHENECTADY CITY SCHOOL DISTRICT**

## 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 **SCHENECTADY 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**

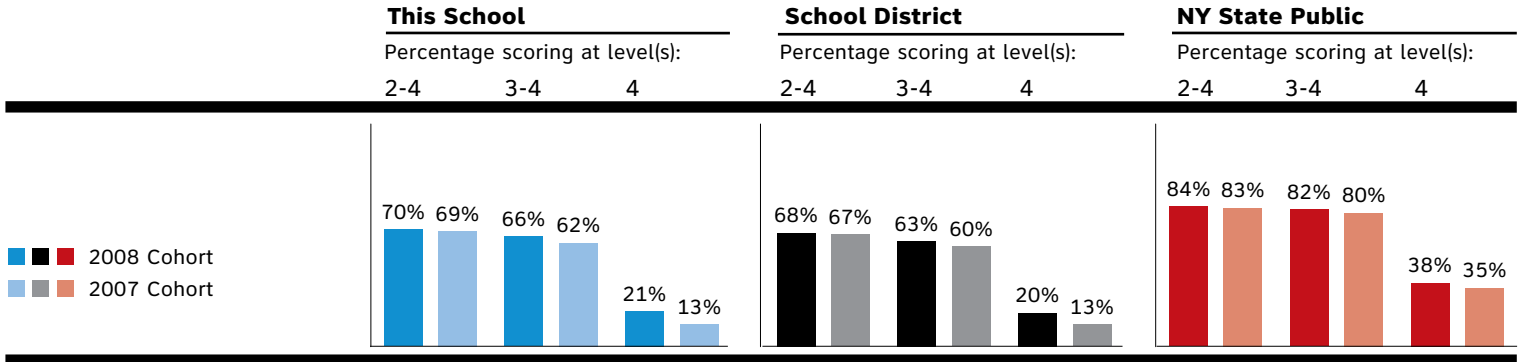
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	762	70%	66%	21%	752	69%	62%	13%
Female	393	75%	72%	25%	371	73%	68%	17%
Male	369	65%	59%	17%	381	65%	56%	10%
American Indian or Alaska Native								
Black or African American	251	65%	59%	14%	268	72%	63%	10%
Hispanic or Latino	103	56%	49%	10%	111	49%	45%	8%
Asian or Native Hawaiian/Other Pacific Islander	126	83%	79%	20%	102	—	—	—
White	282	74%	73%	33%	270	66%	61%	18%
Multiracial					1	—	—	—
Small Group Totals					103	87%	80%	17%
General-Education Students	633	78%	74%	25%	636	75%	70%	16%
Students with Disabilities	129	34%	23%	3%	116	35%	18%	2%
English Proficient	746	71%	67%	22%	736	70%	63%	14%
Limited English Proficient	16	19%	6%	0%	16	13%	0%	0%
Economically Disadvantaged	436	75%	69%	17%	384	76%	68%	10%
Not Disadvantaged	326	64%	61%	27%	368	61%	55%	17%
Migrant								
Not Migrant	762	70%	66%	21%	752	69%	62%	13%

#### NOTES

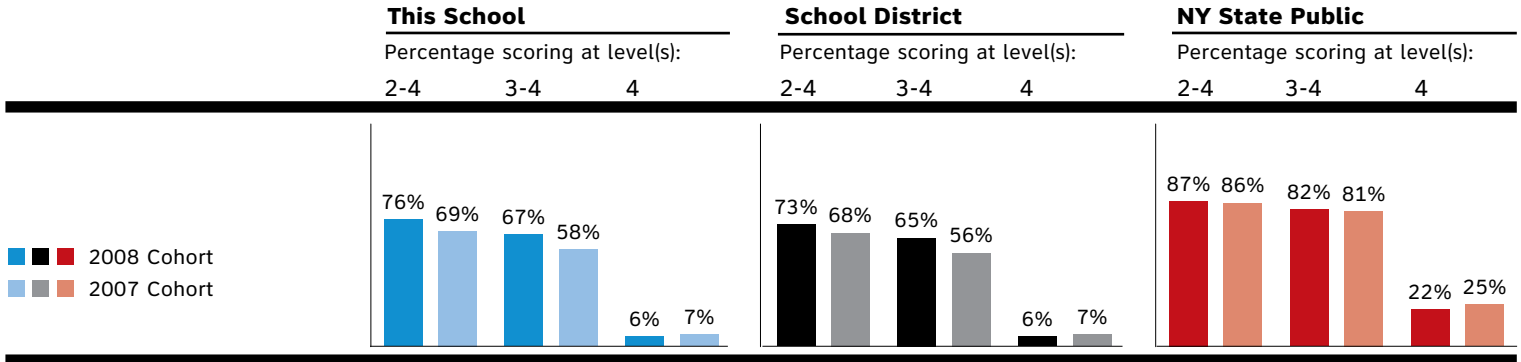
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## 2 Student Performance

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	762	76%	67%	6%	752	69%	58%	7%
Female	393	80%	72%	6%	371	73%	61%	8%
Male	369	72%	62%	7%	381	66%	55%	6%
American Indian or Alaska Native								
Black or African American	251	70%	60%	1%	268	71%	53%	2%
Hispanic or Latino	103	62%	48%	1%	111	51%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	126	90%	83%	6%	102	–	–	–
White	282	79%	73%	13%	270	69%	60%	14%
Multiracial					1	–	–	–
Small Group Totals					103	86%	76%	9%
General-Education Students	633	83%	76%	7%	636	77%	65%	8%
Students with Disabilities	129	40%	22%	0%	116	30%	18%	1%
English Proficient	746	77%	68%	6%	736	71%	59%	7%
Limited English Proficient	16	25%	13%	0%	16	13%	13%	0%
Economically Disadvantaged	436	79%	69%	3%	384	75%	64%	4%
Not Disadvantaged	326	71%	64%	10%	368	64%	51%	11%
Migrant								
Not Migrant	762	76%	67%	6%	752	69%	58%	7%

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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>	762	8%	50%	13%	633	6%	57%	15%	129	16%	12%	4%
<b>U.S. History and Government</b>	762	6%	38%	23%	633	5%	43%	26%	129	10%	16%	8%
<b>Science</b>	762	5%	54%	13%	633	4%	61%	15%	129	9%	19%	3%

### 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	728	84%	71%	21%	632	90%	78%	24%	96	41%	21%	3%
	2010–11	769	84%	73%	21%	646	90%	81%	25%	123	52%	32%	3%
	2009–10	741	80%	67%	14%	627	89%	76%	17%	114	31%	16%	1%
Integrated Algebra	2011–12	1094	76%	47%	1%	874	83%	54%	1%	220	47%	19%	0%
	2010–11	1124	72%	45%	1%	924	78%	51%	1%	200	43%	18%	1%
	2009–10	921	76%	55%	1%	798	82%	61%	1%	123	37%	18%	0%
Geometry	2011–12	364	85%	65%	13%	355	85%	65%	14%	9	89%	44%	11%
	2010–11	354	85%	60%	6%	350	—	—	—	4	—	—	—
	2009–10	350	85%	62%	10%	338	86%	62%	10%	12	67%	58%	17%
Algebra 2/Trigonometry	2011–12	230	64%	38%	6%	226	—	—	—	4	—	—	—
	2010–11	243	53%	33%	6%	236	51%	33%	6%	7	100%	43%	14%
	2009–10	201	53%	36%	8%	200	—	—	—	1	—	—	—
Global History and Geography	2011–12	966	75%	53%	9%	831	80%	59%	10%	135	43%	18%	1%
	2010–11	1001	74%	53%	10%	890	78%	56%	11%	111	46%	23%	2%
	2009–10	924	68%	45%	10%	812	72%	49%	11%	112	44%	18%	4%
U.S. History and Government	2011–12	743	82%	67%	16%	661	84%	70%	17%	82	62%	43%	9%
	2010–11	680	83%	66%	25%	602	86%	71%	27%	78	59%	31%	13%
	2009–10	613	87%	77%	25%	539	90%	81%	27%	74	66%	50%	7%
Living Environment	2011–12	662	85%	69%	17%	582	90%	75%	19%	80	54%	26%	0%
	2010–11	750	84%	69%	10%	664	88%	73%	11%	86	55%	33%	2%
	2009–10	725	88%	72%	11%	650	89%	76%	12%	75	73%	43%	3%
Physical Setting/Earth Science	2011–12	372	80%	58%	8%	350	80%	59%	9%	22	73%	50%	0%
	2010–11	396	79%	56%	7%	369	80%	58%	8%	27	63%	33%	0%
	2009–10	342	79%	58%	10%	319	79%	59%	9%	23	78%	57%	26%
Physical Setting/Chemistry	2011–12	244	88%	54%	5%	239	88%	53%	5%	5	100%	100%	0%
	2010–11	264	83%	52%	2%	257	82%	51%	2%	7	100%	86%	14%
	2009–10	270	81%	51%	7%	265	81%	51%	7%	5	80%	40%	0%
Physical Setting/Physics	2011–12	75	60%	48%	19%	73	—	—	—	2	—	—	—
	2010–11	89	70%	48%	9%	85	—	—	—	4	—	—	—
	2009–10	62	73%	56%	15%	62	73%	56%	15%	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	61	26%	3	—	58	—
	2010-11	52	35%	1	—	51	—
	2009-10	66	55%	2	—	64	—
Science	2011-12	48	25%	1	—	47	—
	2010-11	49	29%	1	—	48	—
	2009-10	55	27%	2	—	53	—
Reading	2011-12	41	44%	4	—	37	—
	2010-11	33	42%	3	—	30	—
	2009-10	58	50%	1	—	57	—
Writing	2011-12	29	62%	3	—	26	—
	2010-11	24	67%	1	—	23	—
	2009-10	46	91%	1	—	45	—
Global Studies	2011-12	60	20%	3	—	57	—
	2010-11	49	16%	2	—	47	—
	2009-10	77	25%	3	—	74	—
U.S. History and Government	2011-12	32	25%	5	40%	27	22%
	2010-11	32	31%	2	—	30	—
	2009-10	28	25%	2	—	26	—

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## 2 Student Performance

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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	69	7%	28%	17%	48%	51	6%	31%	16%	47%	18	11%	17%	22%	50%
	2010–11	69	6%	16%	26%	52%	54	4%	19%	28%	50%	15	13%	7%	20%	60%
	2009–10	48	10%	13%	25%	52%	39	8%	13%	26%	54%	9	22%	11%	22%	44%
Reading and Writing (Grades 9–12)	2011–12	69	13%	48%	28%	12%	51	14%	47%	29%	10%	18	11%	50%	22%	17%
	2010–11	69	16%	42%	39%	3%	54	15%	43%	41%	2%	15	20%	40%	33%	7%
	2009–10	47	13%	51%	21%	15%	38	11%	50%	21%	18%	9	22%	56%	22%	0%

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 **SCHENECTADY HIGH SCHOOL**  
School ID **53-06-00-01-0025**

District **SCHENECTADY CITY 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	484		436		48	
	2010–11	456		412		44	
	2009–10	444		397		47	
<b>Receiving a Regents Diploma</b>	2011–12	412	85%	397	91%	15	31%
	2010–11	359	79%	346	84%	13	30%
	2009–10	291	66%	284	72%	7	15%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	85	18%	84	19%	1	2%
	2010–11	64	14%	64	16%	0	0%
	2009–10	65	15%	65	16%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	19	N/A	0		19	N/A
	2010–11	23	N/A	0		23	N/A
	2009–10	22	N/A	0		22	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	244	9%	162	7%	82	18%
	2010–11	201	7%	143	6%	58	12%
	2009–10	196	7%	138	6%	58	12%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	57	2%	50	2%	7	2%
	2010–11	73	3%	56	2%	17	4%
	2009–10	79	3%	70	3%	9	2%
<b>Total Non-completers</b>	2011–12	301	11%	212	10%	89	20%
	2010–11	274	10%	199	9%	75	16%
	2009–10	275	10%	208	9%	67	14%

## 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>		133	26%	130	30%	3	4%
<b>To 2-year College</b>		311	62%	272	62%	39	58%
<b>To Other Post-secondary</b>		12	2%	6	1%	6	9%
<b>To the Military</b>		12	2%	11	3%	1	1%
<b>To Employment</b>		12	2%	7	2%	5	7%
<b>To Adult Services</b>		0	0%	0	0%	0	0%
<b>To Other Known Plans</b>		0	0%	0	0%	0	0%
<b>Plan Unknown</b>		23	5%	10	2%	13	19%