The New York State Report Card

2011–12

School **FRONTIER SENIOR HIGH SCHOOL**
School ID **14-16-04-06-0008**
District **FRONTIER CENTRAL SCHOOL DISTRICT**
Principal **JEFFREY SORTISIO**
Telephone **(716) 926-1720**
Grades **8-12, UE, 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 **FRONTIER SENIOR HIGH SCHOOL**
School ID **14-16-04-06-0008**

District **FRONTIER 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	1
Grade 7	0	0	0
Grade 8	0	0	1
Grade 9	403	422	421
Grade 10	438	376	424
Grade 11	421	420	364
Grade 12	407	401	426
Ungraded Secondary	10	0	24
Total K–12	1679	1619	1661

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

	2009–10	2010–11	2011–12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	24	23	24
Mathematics	21	18	21
Science	24		
Social Studies	23	23	24

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.

School **FRONTIER SENIOR HIGH SCHOOL**
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Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	171	10%	187	12%	187	11%
Reduced Price Lunch	147	9%	140	9%	150	9%
Limited English Proficient	1	0%	0	0%	3	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	7	0%	8	0%
Black or African American	33	2%	25	2%	24	1%
Hispanic or Latino	1	0%	42	3%	45	3%
Asian or Native Hawaiian/Other Pacific Islander	19	1%	14	1%	10	1%
White	1619	96%	1529	94%	1561	94%
Multiracial	0	0%	2	0%	13	1%

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

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	38	2%	140	8%	105	6%

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.

School **FRONTIER SENIOR HIGH SCHOOL**
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District **FRONTIER CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	118	118	119
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	2%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	15%	14%
Total Number of Core Classes	483	435	444
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%
Total Number of Classes	578	584	594
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	18%	22%	33%
Turnover Rate of All Teachers	6%	5%	5%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	15	12	14
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	3	3
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 **FRONTIER SENIOR HIGH SCHOOL**
School ID **14-16-04-06-0008**

District **FRONTIER 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

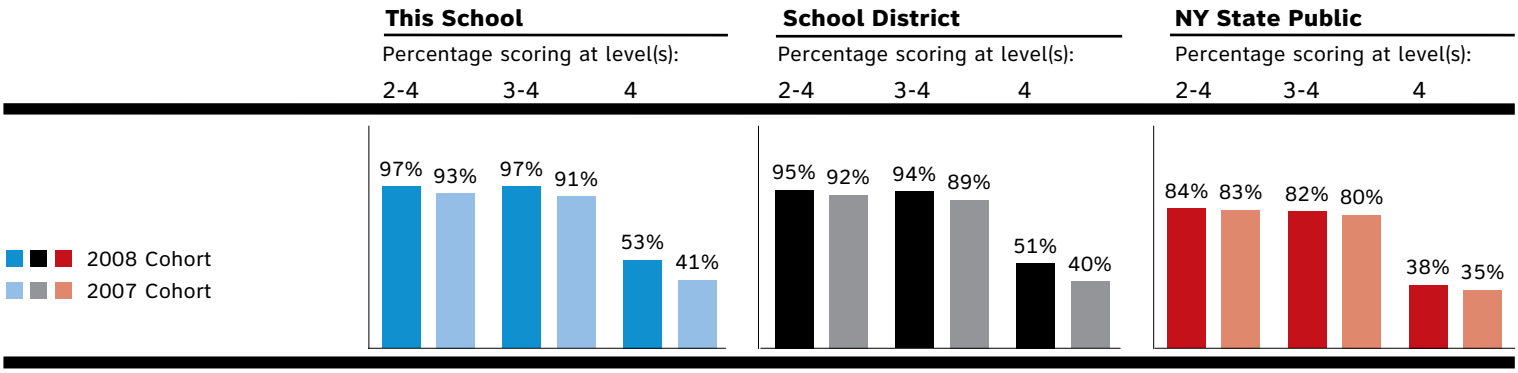
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

School **FRONTIER SENIOR HIGH SCHOOL**
School ID **14-16-04-06-0008**

District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	**427**	**97%**	**97%**	**53%**	**423**	**93%**	**91%**	**41%**
Female	204	97%	96%	56%	231	97%	95%	49%
Male	223	98%	97%	51%	192	88%	85%	32%
American Indian or Alaska Native	2	–	–	–				
Black or African American	7	86%	86%	29%	6	–	–	–
Hispanic or Latino	11	100%	100%	64%	7	100%	100%	29%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	403	97%	97%	54%	408	93%	91%	42%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	6	100%	100%	33%	8	75%	75%	38%
General-Education Students	381	98%	98%	58%	372	95%	94%	47%
Students with Disabilities	46	89%	87%	13%	51	80%	67%	2%
English Proficient	427	97%	97%	53%	423	93%	91%	41%
Limited English Proficient								
Economically Disadvantaged	108	94%	93%	37%	95	89%	86%	28%
Not Disadvantaged	319	98%	98%	59%	328	94%	92%	45%
Migrant								
Not Migrant	427	97%	97%	53%	423	93%	91%	41%

NOTES

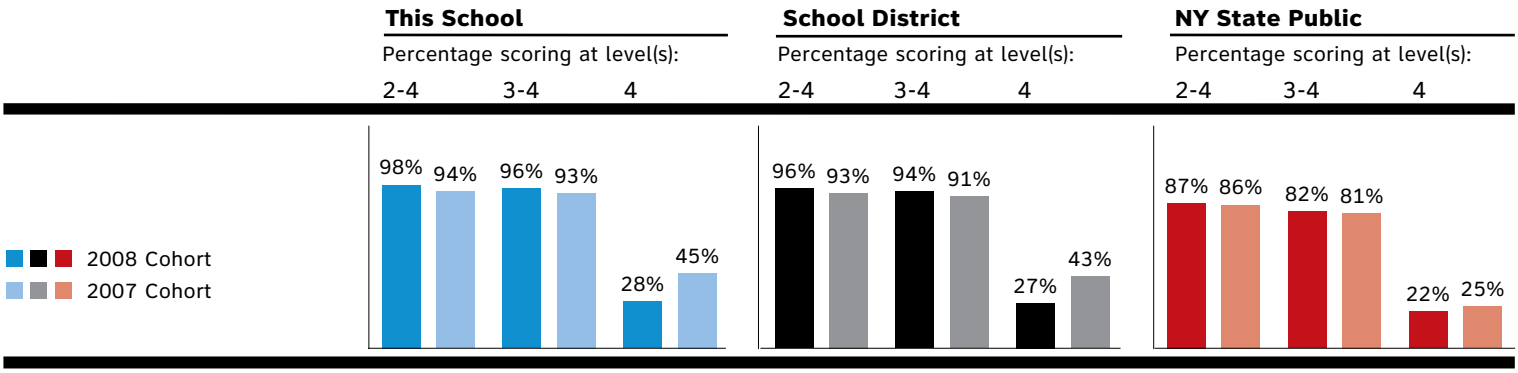
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **FRONTIER SENIOR HIGH SCHOOL**
School ID **14-16-04-06-0008**

District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	**427**	**98%**	**96%**	**28%**	**423**	**94%**	**93%**	**45%**
Female	204	98%	97%	28%	231	97%	96%	49%
Male	223	98%	96%	28%	192	91%	90%	39%
American Indian or Alaska Native	2	–	–	–				
Black or African American	7	100%	100%	14%	6	–	–	–
Hispanic or Latino	11	100%	100%	45%	7	100%	86%	57%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	403	98%	96%	28%	408	95%	93%	45%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	6	100%	100%	33%	8	75%	75%	25%
General-Education Students	381	99%	98%	31%	372	97%	96%	49%
Students with Disabilities	46	89%	85%	2%	51	78%	69%	10%
English Proficient	427	98%	96%	28%	423	94%	93%	45%
Limited English Proficient								
Economically Disadvantaged	108	96%	94%	19%	95	94%	91%	35%
Not Disadvantaged	319	98%	97%	31%	328	95%	94%	48%
Migrant								
Not Migrant	427	98%	96%	28%	423	94%	93%	45%

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District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	427	0%	44%	51%	381	0%	41%	55%	46	2%	65%	13%
U.S. History and Government	427	1%	27%	66%	381	0%	24%	71%	46	9%	48%	24%
Science	427	1%	40%	56%	381	1%	35%	61%	46	2%	78%	11%

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	7	0	0	0	7
Mathematics	7	0	0	0	7
Social Studies	7	0	0	0	7
Science	7	0	0	0	7

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2 Student Performance

School **FRONTIER SENIOR HIGH SCHOOL**
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District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	446	99%	96%	51%	405	99%	98%	55%	41	98%	85%	10%
	2010–11	463	99%	96%	51%	414	100%	97%	56%	49	94%	82%	14%
	2009–10	421	99%	95%	40%	369	99%	97%	45%	52	98%	77%	2%
Integrated Algebra	2011–12	401	99%	95%	26%	338	100%	98%	30%	63	92%	83%	6%
	2010–11	373	97%	88%	16%	302	97%	89%	19%	71	96%	82%	3%
	2009–10	349	95%	89%	11%	283	97%	93%	13%	66	88%	71%	3%
Geometry	2011–12	440	91%	80%	25%	397	93%	85%	28%	43	79%	42%	2%
	2010–11	421	92%	81%	24%	379	94%	84%	26%	42	79%	50%	7%
	2009–10	384	88%	70%	17%	340	90%	74%	19%	44	68%	41%	2%
Algebra 2/Trigonometry	2011–12	290	81%	67%	34%	285	81%	68%	34%	5	40%	20%	0%
	2010–11	309	71%	58%	21%	299	71%	59%	21%	10	80%	40%	0%
	2009–10	156	85%	80%	39%	155	–	–	–	1	–	–	–
Global History and Geography	2011–12	475	96%	87%	41%	411	97%	91%	46%	64	91%	58%	8%
	2010–11	429	94%	87%	38%	368	95%	89%	43%	61	84%	70%	5%
	2009–10	479	95%	88%	47%	420	95%	91%	52%	59	93%	63%	12%
U.S. History and Government	2011–12	374	98%	94%	60%	332	99%	97%	65%	42	90%	67%	14%
	2010–11	430	98%	96%	67%	384	99%	98%	72%	46	89%	80%	26%
	2009–10	407	98%	95%	66%	357	99%	97%	71%	50	94%	82%	34%
Living Environment	2011–12	465	99%	96%	38%	391	99%	97%	43%	74	99%	91%	15%
	2010–11	328	99%	97%	47%	276	99%	98%	53%	52	100%	92%	17%
	2009–10	391	99%	95%	43%	329	99%	97%	49%	62	98%	89%	13%
Physical Setting/Earth Science	2011–12	229	95%	86%	43%	189	97%	90%	51%	40	88%	70%	5%
	2010–11	347	95%	86%	34%	290	97%	92%	39%	57	81%	58%	7%
	2009–10	309	96%	88%	32%	265	97%	91%	36%	44	89%	70%	11%
Physical Setting/Chemistry	2011–12	253	99%	91%	23%	251	–	–	–	2	–	–	–
	2010–11	281	98%	83%	19%	267	99%	85%	19%	14	79%	50%	14%
	2009–10	245	96%	85%	21%	237	95%	86%	22%	8	100%	75%	0%
Physical Setting/Physics	2011–12	48	98%	81%	29%	47	–	–	–	1	–	–	–
	2010–11	43	91%	74%	14%	41	–	–	–	2	–	–	–
	2009–10	74	91%	84%	27%	71	–	–	–	3	–	–	–

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District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	0		0		0	
	2010–11	1	–	0		1	–
	2009–10	3	–	0		3	–
Science	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	1	–	0		1	–
Reading	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	1	–	0		1	–
Writing	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	1	–	0		1	–
Global Studies	2011–12	4	–	0		4	–
	2010–11	1	–	0		1	–
	2009–10	0		0		0	
U.S. History and Government	2011–12	4	–	0		4	–
	2010–11	1	–	0		1	–
	2009–10	1	–	0		1	–

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District **FRONTIER CENTRAL SCHOOL DISTRICT**

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	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	0					0					0				

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3 Student Outcomes

School **FRONTIER SENIOR HIGH SCHOOL**
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District **FRONTIER 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
Total Graduates	2011–12	393		357		36	
	2010–11	375		335		40	
	2009–10	361		325		36	
Receiving a Regents Diploma	2011–12	387	98%	357	100%	30	83%
	2010–11	365	97%	334	100%	31	78%
	2009–10	355	98%	325	100%	30	83%
Receiving a Regents Diploma with Advanced Designation	2011–12	206	52%	201	56%	5	14%
	2010–11	191	51%	187	56%	4	10%
	2009–10	190	53%	187	58%	3	8%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	2	N/A	0		2	N/A
	2010–11	7	N/A	0		7	N/A
	2009–10	2	N/A	0		2	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	21	1%	20	1%	1	0%
	2010–11	24	1%	21	1%	3	1%
	2009–10	33	2%	24	2%	9	4%
Entered Approved High School Equivalency Preparation Program	2011–12	7	0%	4	0%	3	1%
	2010–11	1	0%	0	0%	1	0%
	2009–10	1	0%	1	0%	0	0%
Total Non-completers	2011–12	28	2%	24	2%	4	2%
	2010–11	25	2%	21	1%	4	2%
	2009–10	34	2%	25	2%	9	4%

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	51%	190	53%	13	34%
To 2-year College	147	37%	133	37%	14	37%
To Other Post-secondary	12	3%	6	2%	6	16%
To the Military	9	2%	8	2%	1	3%
To Employment	20	5%	17	5%	3	8%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	2	1%	1	0%	1	3%
Plan Unknown	2	1%	2	1%	0	0%