



The New York State Report Card 2011–12

School **HERRICKS HIGH SCHOOL**
School ID **28-04-09-03-0008**
District **HERRICKS UNION FREE SCHOOL
DISTRICT**
Principal **JANE MODOONO**
Telephone **(516) 305-8700**
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 **HERRICKS HIGH SCHOOL**
School ID **28-04-09-03-0008**

District **HERRICKS UNION FREE 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	327	310	337
Grade 10	370	332	316
Grade 11	388	373	333
Grade 12	353	392	370
Ungraded Secondary	8	8	2
Total K-12	1446	1415	1358

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	19	18	21
Mathematics	24	5	
Science	24	21	17
Social Studies	22	23	24

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	58	4%	62	4%	62	5%
Reduced Price Lunch	38	3%	32	2%	62	5%
Limited English Proficient	15	1%	13	1%	15	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	1	0%
Black or African American	7	0%	10	1%	8	1%
Hispanic or Latino	67	5%	63	4%	70	5%
Asian or Native Hawaiian/Other Pacific Islander	714	49%	718	51%	701	52%
White	657	45%	623	44%	578	43%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		97%		97%
Student Suspensions	29	2%	38	3%	35	2%

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 **HERRICKS HIGH SCHOOL**
School ID **28-04-09-03-0008**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	128	130	111
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	5%	5%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	45%	44%	51%
Total Number of Core Classes	436	444	376
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	584	614	535
Percent Taught by Teachers Without Appropriate Certification	1%	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	13%	7%	75%
Turnover Rate of All Teachers	3%	6%	18%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	22	21	19
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

District **HERRICKS UNION FREE 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 HOUSSSE 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 **HERRICKS HIGH SCHOOL**
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District **HERRICKS UNION FREE 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

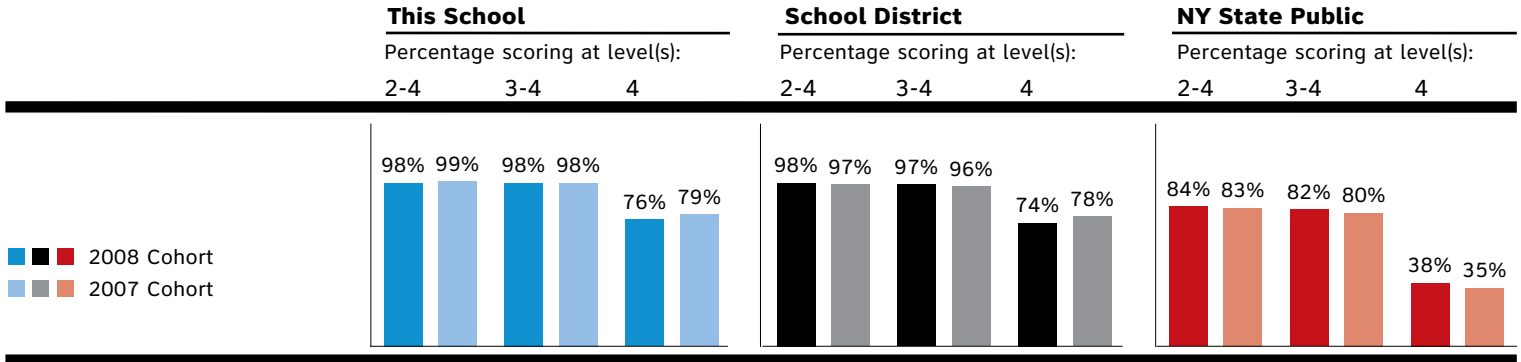
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group

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	372	98%	98%	76%	385	99%	98%	79%
Female	179	98%	98%	82%	198	98%	97%	83%
Male	193	98%	97%	69%	187	99%	99%	75%
American Indian or Alaska Native					1	—	—	—
Black or African American	2	—	—	—	2	—	—	—
Hispanic or Latino	17	—	—	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	181	98%	98%	77%	201	98%	97%	84%
White	172	99%	98%	74%	165	99%	99%	76%
Multiracial								
Small Group Totals	19	100%	100%	74%	19	100%	95%	63%
General-Education Students	352	98%	98%	78%	352	99%	99%	84%
Students with Disabilities	20	100%	90%	30%	33	91%	82%	30%
English Proficient	368	—	—	—	382	—	—	—
Limited English Proficient	4	—	—	—	3	—	—	—
Economically Disadvantaged	16	100%	100%	56%	14	100%	100%	71%
Not Disadvantaged	356	98%	98%	76%	371	99%	98%	80%
Migrant								
Not Migrant	372	98%	98%	76%	385	99%	98%	79%

NOTES

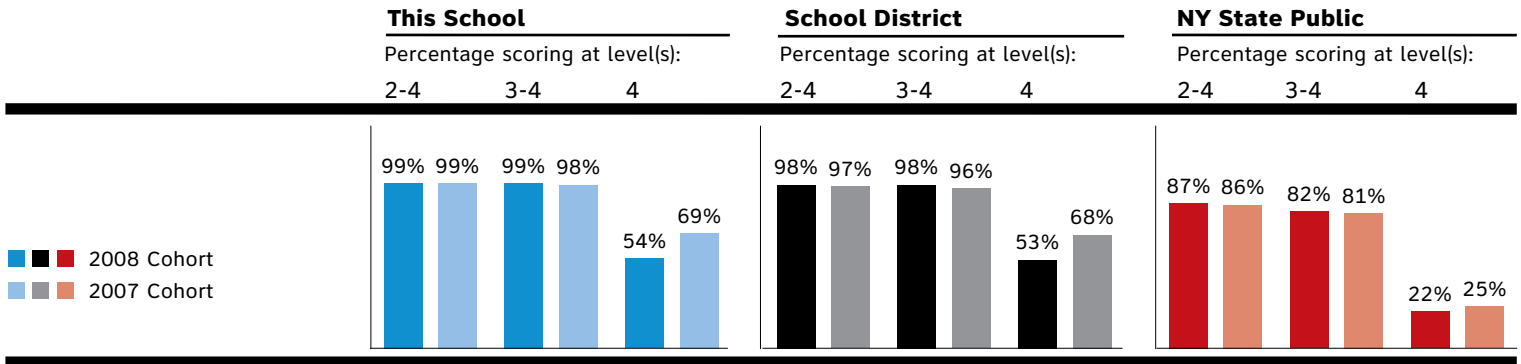
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2 Student Performance

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District **HERRICKS UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

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	372	99%	99%	54%	385	99%	98%	69%
Female	179	99%	99%	49%	198	98%	97%	73%
Male	193	99%	98%	59%	187	99%	98%	65%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	2	–	–	–
Hispanic or Latino	17	–	–	–	16	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	181	100%	99%	70%	201	99%	98%	83%
White	172	99%	98%	39%	165	99%	98%	57%
Multiracial								
Small Group Totals	19	95%	95%	37%	19	95%	95%	32%
General-Education Students	352	99%	99%	57%	352	99%	99%	74%
Students with Disabilities	20	95%	90%	0%	33	91%	82%	15%
English Proficient	368	–	–	–	382	–	–	–
Limited English Proficient	4	–	–	–	3	–	–	–
Economically Disadvantaged	16	100%	100%	38%	14	93%	93%	64%
Not Disadvantaged	356	99%	99%	54%	371	99%	98%	69%
Migrant								
Not Migrant	372	99%	99%	54%	385	99%	98%	69%

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District **HERRICKS UNION FREE 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	372	1%	41%	56%	352	0%	39%	58%	20	10%	60%	25%
U.S. History and Government	372	1%	27%	70%	352	0%	25%	73%	20	15%	70%	15%
Science	372	0%	26%	72%	352	0%	23%	76%	20	0%	85%	15%

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

School **HERRICKS HIGH SCHOOL**
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District **HERRICKS UNION FREE 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	337	99%	97%	79%	305	100%	99%	85%	32	94%	81%	25%
	2010–11	381	99%	97%	75%	353	99%	99%	79%	28	96%	71%	21%
	2009–10	392	98%	97%	78%	355	99%	98%	83%	37	86%	84%	27%
Integrated Algebra	2011–12	122	96%	91%	15%	93	99%	96%	18%	29	86%	76%	3%
	2010–11	128	96%	88%	12%	87	99%	94%	13%	41	90%	73%	10%
	2009–10	99	90%	83%	7%	71	96%	93%	10%	28	75%	57%	0%
Geometry	2011–12	318	97%	92%	50%	286	98%	95%	55%	32	88%	63%	13%
	2010–11	275	97%	92%	41%	255	98%	94%	44%	20	90%	75%	5%
	2009–10	295	97%	89%	43%	270	98%	92%	47%	25	88%	60%	4%
Algebra 2/Trigonometry	2011–12	235	94%	85%	49%	231	—	—	—	4	—	—	—
	2010–11	337	80%	71%	33%	318	82%	73%	34%	19	53%	37%	5%
	2009–10	459	86%	77%	43%	440	87%	79%	45%	19	53%	37%	5%
Global History and Geography	2011–12	324	98%	94%	46%	280	99%	97%	50%	44	91%	77%	18%
	2010–11	338	99%	96%	52%	304	100%	99%	56%	34	91%	71%	24%
	2009–10	368	99%	98%	57%	339	100%	99%	59%	29	93%	86%	31%
U.S. History and Government	2011–12	328	99%	98%	81%	299	100%	100%	85%	29	93%	79%	34%
	2010–11	369	99%	98%	69%	345	99%	99%	73%	24	96%	83%	17%
	2009–10	388	99%	99%	77%	355	100%	99%	80%	33	94%	91%	42%
Living Environment	2011–12	354	99%	98%	73%	314	100%	100%	79%	40	93%	88%	28%
	2010–11	296	100%	100%	63%	264	100%	100%	67%	32	100%	97%	28%
	2009–10	379	99%	98%	72%	343	100%	100%	76%	36	94%	83%	31%
Physical Setting/Earth Science	2011–12	157	99%	90%	41%	133	99%	91%	45%	24	100%	88%	21%
	2010–11	172	99%	96%	35%	146	99%	96%	37%	26	100%	96%	23%
	2009–10	156	99%	94%	31%	133	100%	97%	35%	23	96%	78%	9%
Physical Setting/Chemistry	2011–12	253	98%	88%	32%	245	98%	88%	32%	8	100%	100%	25%
	2010–11	334	99%	90%	32%	324	99%	90%	32%	10	100%	80%	20%
	2009–10	347	97%	89%	32%	336	97%	90%	33%	11	91%	64%	9%
Physical Setting/Physics	2011–12	212	95%	88%	48%	210	—	—	—	2	—	—	—
	2010–11	229	90%	82%	44%	229	90%	82%	44%	0	—	—	—
	2009–10	227	92%	87%	41%	226	—	—	—	1	—	—	—

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2 Student Performance

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District **HERRICKS UNION FREE 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	2	—	0		2	—
	2010-11	9	67%	0		9	67%
	2009-10	1	—	0		1	—
Science	2011-12	0		0		0	
	2010-11	8	63%	1	—	7	—
	2009-10	1	—	0		1	—
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	7	57%	0		7	57%
Writing	2011-12	0		0		0	
	2010-11	1	—	0		1	—
	2009-10	5	80%	0		5	80%
Global Studies	2011-12	5	40%	0		5	40%
	2010-11	4	—	0		4	—
	2009-10	0		0		0	
U.S. History and Government	2011-12	1	—	0		1	—
	2010-11	3	—	2	—	1	—
	2009-10	2	—	0		2	—

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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	14	0%	29%	43%	29%	12	–	–	–	–	2	–	–	–	–
	2010–11	16	0%	6%	44%	50%	14	–	–	–	–	2	–	–	–	–
	2009–10	16	0%	19%	19%	63%	15	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 9–12)	2011–12	14	14%	29%	36%	21%	12	–	–	–	–	2	–	–	–	–
	2010–11	16	6%	44%	19%	31%	14	–	–	–	–	2	–	–	–	–
	2009–10	16	6%	19%	50%	25%	15	–	–	–	–	1	–	–	–	–

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3 Student Outcomes

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District **HERRICKS UNION FREE 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	359		339		20	
	2010–11	384		352		32	
	2009–10	340		307		33	
Receiving a Regents Diploma	2011–12	352	98%	337	99%	15	75%
	2010–11	375	98%	351	100%	24	75%
	2009–10	329	97%	301	98%	28	85%
Receiving a Regents Diploma with Advanced Designation	2011–12	258	72%	253	75%	5	25%
	2010–11	295	77%	290	82%	5	16%
	2009–10	240	71%	233	76%	7	21%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	

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	1	0%	0	0%	1	1%
	2010–11	2	0%	1	0%	1	1%
	2009–10	6	0%	5	0%	1	1%
Entered Approved High School Equivalency Preparation Program	2011–12	1	0%	1	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
Total Non-completers	2011–12	2	0%	1	0%	1	1%
	2010–11	2	0%	1	0%	1	1%
	2009–10	6	0%	5	0%	1	1%

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		290	81%	283	83%	7	35%
To 2-year College		59	16%	51	15%	8	40%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		0	0%	0	0%	0	0%
To Employment		1	0%	0	0%	1	5%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		1	0%	0	0%	1	5%
Plan Unknown		8	2%	5	1%	3	15%