



The New York State Report Card 2011–12

School **WASHINGTON IRVING HIGH SCHOOL**
School ID **31-02-00-01-1460**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 2**
Principal **BERNARDO ASCONA**
Telephone **(212) 674-5000**
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 **WASHINGTON IRVING HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
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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	344	358	249
Grade 10	410	350	293
Grade 11	433	304	243
Grade 12	294	226	245
Ungraded Secondary	3	1	9
Total K-12	1484	1239	1039

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	27	24	25
Mathematics	29	28	25
Science	31	26	31
Social Studies	28	29	28

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1079	73%	1008	81%	859	83%
Reduced Price Lunch	63	4%	41	3%	42	4%
Limited English Proficient	304	20%	258	21%	207	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	4	0%	3	0%
Black or African American	462	31%	408	33%	355	34%
Hispanic or Latino	908	61%	741	60%	607	58%
Asian or Native Hawaiian/Other Pacific Islander	74	5%	60	5%	50	5%
White	34	2%	26	2%	24	2%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		72%		75%		71%
Student Suspensions	218	13%	121	8%	105	8%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	95	86	84
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	9%	6%	12%
Percent with Fewer than Three Years of Experience	7%	5%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	56%	54%
Total Number of Core Classes	339	321	308
Percent Not Taught by Highly Qualified Teachers in This School*	7%	7%	11%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	6%	7%
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	383	359	338
Percent Taught by Teachers Without Appropriate Certification	8%	6%	13%

*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	25%	27%	11%
Turnover Rate of All Teachers	23%	18%	14%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	16	14	14
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	7	8	10
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 HOUSS 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 **WASHINGTON IRVING HIGH SCHOOL**
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

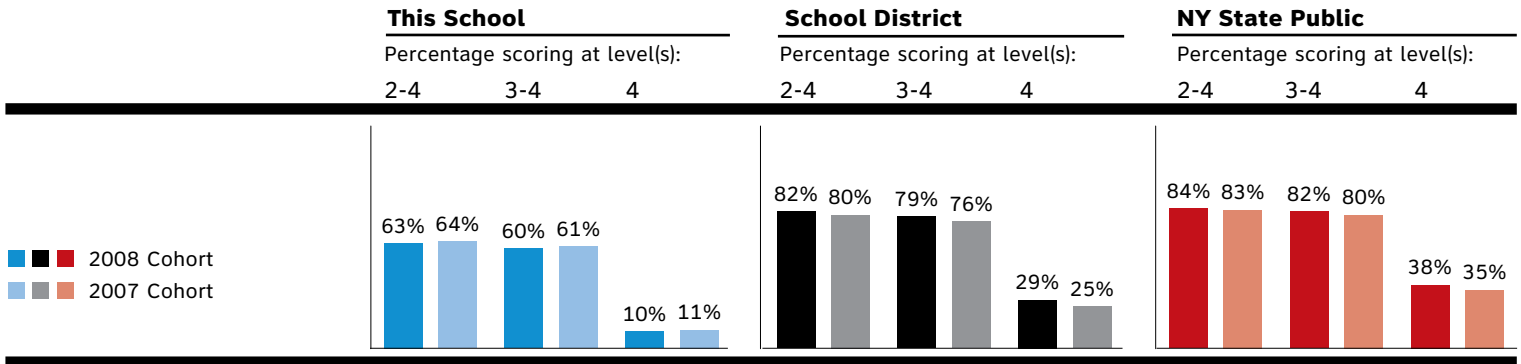
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

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



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	348	63%	60%	10%	407	64%	61%	11%
Female	174	64%	62%	11%	192	69%	68%	14%
Male	174	61%	59%	9%	215	59%	55%	8%
American Indian or Alaska Native					2	–	–	–
Black or African American	109	75%	74%	15%	120	60%	58%	8%
Hispanic or Latino	219	55%	52%	7%	264	64%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	21%	14	86%	86%	21%
White	6	50%	50%	17%	7	–	–	–
Multiracial								
Small Group Totals					9	78%	78%	22%
General-Education Students	287	68%	66%	12%	346	69%	66%	12%
Students with Disabilities	61	39%	33%	0%	61	33%	33%	3%
English Proficient	275	71%	69%	12%	319	68%	66%	13%
Limited English Proficient	73	34%	27%	1%	88	48%	43%	1%
Economically Disadvantaged	254	60%	58%	11%	271	69%	68%	10%
Not Disadvantaged	94	71%	67%	7%	136	52%	49%	12%
Migrant								
Not Migrant	348	63%	60%	10%	407	64%	61%	11%

NOTES

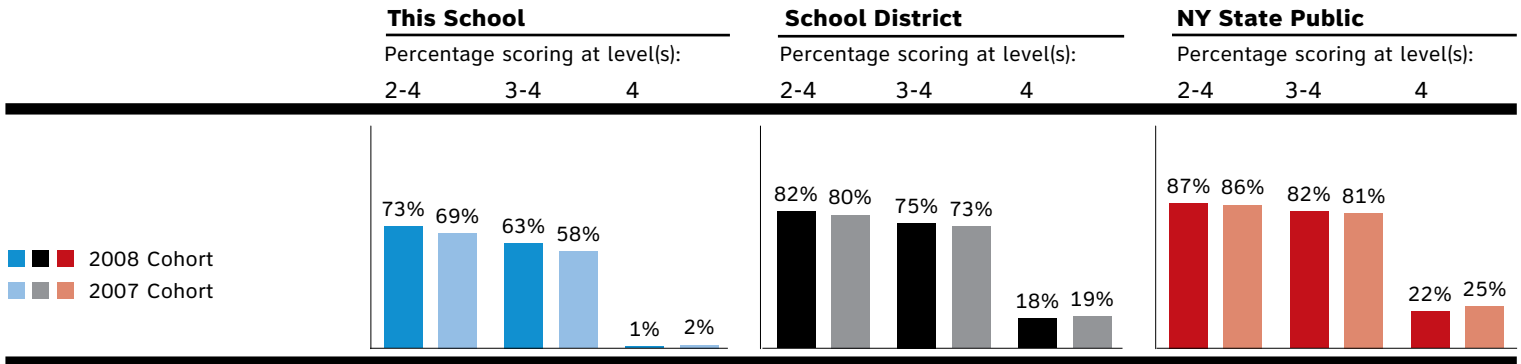
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Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	348	73%	63%	1%	407	69%	58%	2%
Female	174	72%	65%	1%	192	72%	64%	2%
Male	174	74%	61%	2%	215	67%	52%	1%
American Indian or Alaska Native					2	–	–	–
Black or African American	109	81%	70%	1%	120	66%	57%	0%
Hispanic or Latino	219	68%	58%	1%	264	69%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	7%	14	93%	86%	14%
White	6	33%	33%	0%	7	–	–	–
Multiracial								
Small Group Totals					9	89%	67%	11%
General-Education Students	287	80%	71%	2%	346	75%	64%	2%
Students with Disabilities	61	41%	23%	0%	61	38%	21%	0%
English Proficient	275	75%	67%	2%	319	72%	64%	2%
Limited English Proficient	73	64%	47%	0%	88	59%	36%	0%
Economically Disadvantaged	254	71%	61%	2%	271	72%	60%	1%
Not Disadvantaged	94	78%	67%	1%	136	64%	53%	2%
Migrant								
Not Migrant	348	73%	63%	1%	407	69%	58%	2%

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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	348	7%	45%	10%	287	4%	50%	12%	61	18%	18%	0%
U.S. History and Government	348	10%	36%	11%	287	11%	41%	14%	61	7%	13%	0%
Science	348	7%	59%	3%	287	3%	67%	4%	61	21%	23%	0%

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	319	65%	49%	5%	266	71%	55%	5%	53	32%	19%	2%
	2010–11	495	74%	68%	9%	416	79%	73%	10%	79	49%	44%	1%
	2009–10	608	78%	69%	12%	546	79%	71%	13%	62	61%	48%	2%
Integrated Algebra	2011–12	377	67%	36%	1%	277	78%	44%	2%	100	39%	13%	0%
	2010–11	505	68%	41%	1%	396	78%	48%	1%	109	34%	12%	0%
	2009–10	624	68%	45%	1%	525	74%	51%	1%	99	38%	13%	0%
Geometry	2011–12	175	64%	35%	2%	167	66%	36%	2%	8	25%	13%	0%
	2010–11	203	67%	41%	3%	192	68%	43%	3%	11	55%	9%	0%
	2009–10	177	57%	37%	1%	164	59%	38%	1%	13	31%	23%	0%
Algebra 2/Trigonometry	2011–12	69	45%	25%	4%	69	45%	25%	4%	0	—	—	—
	2010–11	63	40%	22%	0%	62	—	—	—	1	—	—	—
	2009–10	76	22%	20%	1%	73	—	—	—	3	—	—	—
Global History and Geography	2011–12	327	48%	28%	2%	277	53%	32%	3%	50	20%	6%	0%
	2010–11	427	60%	48%	6%	363	63%	51%	7%	64	42%	30%	3%
	2009–10	491	74%	61%	9%	436	77%	64%	10%	55	47%	38%	0%
U.S. History and Government	2011–12	301	54%	34%	4%	256	59%	36%	5%	45	29%	20%	0%
	2010–11	297	75%	64%	14%	265	80%	69%	16%	32	34%	22%	3%
	2009–10	347	88%	82%	18%	314	89%	83%	20%	33	76%	73%	6%
Living Environment	2011–12	272	69%	45%	2%	205	79%	57%	2%	67	39%	9%	0%
	2010–11	458	78%	65%	3%	385	83%	71%	3%	73	51%	30%	0%
	2009–10	441	72%	57%	2%	392	76%	61%	3%	49	37%	24%	0%
Physical Setting/Earth Science	2011–12	55	60%	29%	0%	54	—	—	—	1	—	—	—
	2010–11	14	36%	29%	0%	12	—	—	—	2	—	—	—
	2009–10	174	57%	51%	3%	149	64%	57%	4%	25	16%	12%	0%
Physical Setting/Chemistry	2011–12	32	69%	22%	0%	31	—	—	—	1	—	—	—
	2010–11	70	89%	67%	3%	69	—	—	—	1	—	—	—
	2009–10	66	68%	30%	0%	64	—	—	—	2	—	—	—
Physical Setting/Physics	2011–12	24	75%	42%	17%	24	75%	42%	17%	0	—	—	—
	2010–11	0	—	—	—	0	—	—	—	0	—	—	—
	2009–10	4	—	—	—	3	—	—	—	1	—	—	—

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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	33	9%	2	—	31	—
	2010-11	28	14%	0		28	14%
	2009-10	55	51%	1	—	54	—
Science	2011-12	40	5%	2	—	38	—
	2010-11	15	13%	0		15	13%
	2009-10	34	29%	1	—	33	—
Reading	2011-12	12	33%	0		12	33%
	2010-11	4	—	0		4	—
	2009-10	17	18%	0		17	18%
Writing	2011-12	11	64%	0		11	64%
	2010-11	4	—	0		4	—
	2009-10	15	87%	0		15	87%
Global Studies	2011-12	28	7%	1	—	27	—
	2010-11	26	19%	0		26	19%
	2009-10	35	37%	2	—	33	—
U.S. History and Government	2011-12	24	25%	1	—	23	—
	2010-11	10	40%	0		10	40%
	2009-10	21	52%	1	—	20	—

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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	96	8%	25%	16%	51%	88	8%	25%	17%	50%	8	13%	25%	0%	63%
	2010–11	135	6%	19%	23%	53%	121	6%	20%	22%	52%	14	7%	7%	29%	57%
	2009–10	197	8%	22%	18%	52%	186	8%	23%	18%	51%	11	9%	9%	9%	73%
Reading and Writing (Grades 9–12)	2011–12	96	10%	53%	19%	18%	88	10%	50%	20%	19%	8	13%	88%	0%	0%
	2010–11	135	12%	47%	30%	11%	121	11%	50%	27%	12%	14	21%	21%	50%	7%
	2009–10	197	8%	55%	21%	16%	186	8%	55%	22%	16%	11	9%	55%	18%	18%

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3 Student Outcomes

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High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	148		138		10	
	2010–11	223		204		19	
	2009–10	291		273		18	
Receiving a Regents Diploma	2011–12	131	89%	126	91%	5	50%
	2010–11	170	76%	162	79%	8	42%
	2009–10	191	66%	186	68%	5	28%
Receiving a Regents Diploma with Advanced Designation	2011–12	4	3%	4	3%	0	0%
	2010–11	9	4%	9	4%	0	0%
	2009–10	12	4%	12	4%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	18	N/A	0		18	N/A
	2010–11	16	N/A	1	N/A	15	N/A
	2009–10	26	N/A	1	N/A	25	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	134	13%	111	13%	23	12%
	2010–11	103	8%	82	8%	21	10%
	2009–10	153	10%	113	9%	40	18%
Entered Approved High School Equivalency Preparation Program	2011–12	9	1%	7	1%	2	1%
	2010–11	18	1%	14	1%	4	2%
	2009–10	31	2%	23	2%	8	4%
Total Non-completers	2011–12	143	14%	118	14%	25	13%
	2010–11	121	10%	96	9%	25	12%
	2009–10	184	12%	136	11%	48	22%

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		75	45%	73	53%	2	7%
To 2-year College		32	19%	30	22%	2	7%
To Other Post-secondary		2	1%	2	1%	0	0%
To the Military		5	3%	4	3%	1	4%
To Employment		28	17%	17	12%	11	39%
To Adult Services		6	4%	0	0%	6	21%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		18	11%	12	9%	6	21%