The New York State Report Card

2011–12

School **NEWTOWN HIGH SCHOOL**
School ID **34-24-00-01-1455**
District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**
Principal **JOHN FICALORA**
Telephone **(718) 595-8400**
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 **NEWTOWN HIGH SCHOOL**
School ID **34-24-00-01-1455**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	921	841	594
Grade 10	881	811	717
Grade 11	598	579	560
Grade 12	615	648	642
Ungraded Secondary	4	0	3
Total K–12	3019	2879	2516

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	31	29	33
Mathematics	33	24	28
Science	33		
Social Studies	32	32	32

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

School **NEWTOWN HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	1488	49%	1589	55%	1356	54%
Reduced Price Lunch	114	4%	111	4%	104	4%
Limited English Proficient	939	31%	892	31%	795	32%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	10	0%	8	0%
Black or African American	272	9%	263	9%	236	9%
Hispanic or Latino	1933	64%	1768	61%	1519	60%
Asian or Native Hawaiian/Other Pacific Islander	662	22%	687	24%	622	25%
White	149	5%	151	5%	122	5%
Multiracial	0	0%	0	0%	9	0%

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		83%		85%		84%
Student Suspensions	191	6%	195	6%	132	5%

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 **NEWTOWN HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	160	150	141
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	11%	7%	10%
Percent with Fewer than Three Years of Experience	1%	3%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	73%	71%	68%
Total Number of Core Classes	597	594	545
Percent Not Taught by Highly Qualified Teachers in This School*	8%	7%	9%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	3%	4%
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	684	664	610
Percent Taught by Teachers Without Appropriate Certification	8%	6%	8%

*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	31%	0%	13%
Turnover Rate of All Teachers	14%	15%	13%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	20	19	18
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	12	12	12
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 **NEWTOWN HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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 **NEWTOWN HIGH SCHOOL**
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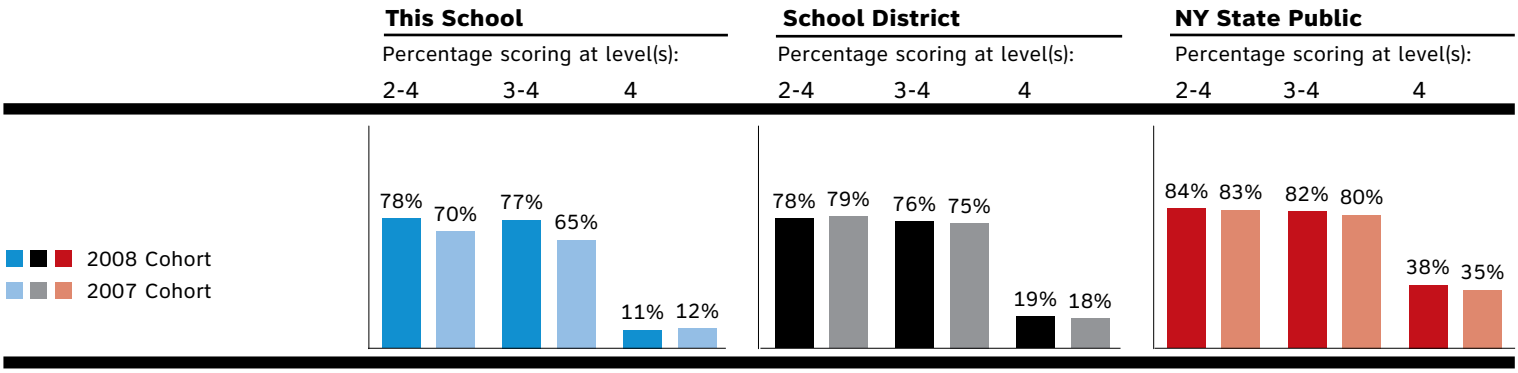
District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	**696**	**78%**	**77%**	**11%**	**805**	**70%**	**65%**	**12%**
Female	272	83%	82%	13%	335	79%	74%	13%
Male	424	75%	73%	10%	470	64%	58%	11%
American Indian or Alaska Native					1	–	–	–
Black or African American	64	67%	67%	8%	64	61%	56%	6%
Hispanic or Latino	414	76%	74%	9%	519	66%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	177	85%	84%	19%	182	82%	79%	23%
White	39	–	–	–	39	–	–	–
Multiracial	2	–	–	–				
Small Group Totals	41	80%	80%	10%	40	75%	70%	10%
General-Education Students	629	82%	81%	12%	732	74%	69%	13%
Students with Disabilities	67	37%	34%	3%	73	30%	18%	0%
English Proficient	523	83%	81%	11%	540	75%	71%	14%
Limited English Proficient	173	64%	63%	13%	265	61%	52%	8%
Economically Disadvantaged	432	84%	82%	13%	439	79%	72%	14%
Not Disadvantaged	264	69%	67%	8%	366	59%	55%	9%
Migrant								
Not Migrant	696	78%	77%	11%	805	70%	65%	12%

NOTES

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2 Student Performance

School **NEWTOWN HIGH SCHOOL**
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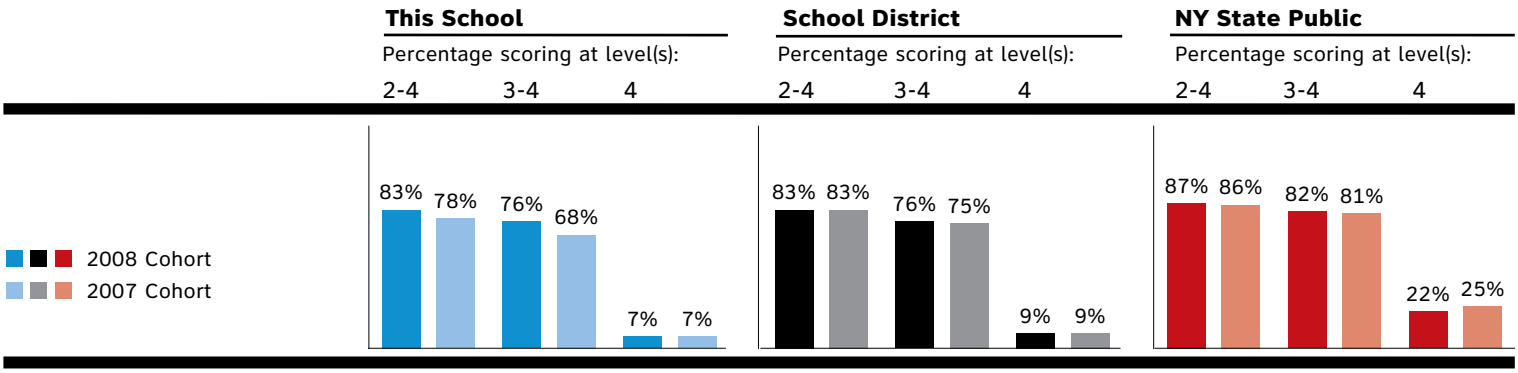
District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	**696**	**83%**	**76%**	**7%**	**805**	**78%**	**68%**	**7%**
Female	272	85%	79%	8%	335	83%	73%	7%
Male	424	82%	75%	7%	470	74%	65%	7%
American Indian or Alaska Native					1	–	–	–
Black or African American	64	73%	64%	2%	64	70%	55%	2%
Hispanic or Latino	414	81%	72%	2%	519	74%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	177	93%	90%	22%	182	91%	86%	24%
White	39	–	–	–	39	–	–	–
Multiracial	2	–	–	–				
Small Group Totals	41	83%	78%	5%	40	80%	70%	3%
General-Education Students	629	88%	82%	8%	732	82%	73%	8%
Students with Disabilities	67	42%	21%	0%	73	36%	15%	0%
English Proficient	523	85%	79%	4%	540	80%	71%	6%
Limited English Proficient	173	79%	69%	16%	265	72%	62%	10%
Economically Disadvantaged	432	86%	81%	11%	439	84%	75%	11%
Not Disadvantaged	264	78%	68%	1%	366	71%	60%	3%
Migrant								
Not Migrant	696	83%	76%	7%	805	78%	68%	7%

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	696	5%	52%	15%	629	4%	56%	16%	67	7%	16%	1%
U.S. History and Government	696	3%	49%	23%	629	2%	53%	25%	67	7%	15%	4%
Science	696	3%	62%	10%	629	3%	67%	11%	67	9%	13%	0%

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	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

School **NEWTOWN HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	878	78%	65%	9%	782	81%	68%	10%	96	48%	39%	3%
	2010–11	961	81%	68%	10%	846	86%	73%	11%	115	49%	34%	2%
	2009–10	1208	86%	76%	12%	1124	90%	79%	12%	84	38%	26%	2%
Integrated Algebra	2011–12	1029	77%	47%	3%	880	79%	51%	4%	149	68%	23%	0%
	2010–11	1063	80%	56%	5%	980	82%	59%	5%	83	55%	17%	0%
	2009–10	1176	77%	51%	3%	1096	79%	53%	3%	80	50%	19%	0%
Geometry	2011–12	400	78%	54%	5%	392	79%	55%	5%	8	25%	13%	0%
	2010–11	514	69%	45%	5%	507	69%	45%	5%	7	57%	14%	0%
	2009–10	518	73%	52%	6%	503	74%	53%	6%	15	40%	13%	0%
Algebra 2/Trigonometry	2011–12	222	59%	42%	10%	220	–	–	–	2	–	–	–
	2010–11	281	52%	39%	14%	279	–	–	–	2	–	–	–
	2009–10	145	66%	53%	19%	145	66%	53%	19%	0			
Global History and Geography	2011–12	710	73%	58%	14%	638	77%	62%	15%	72	38%	21%	4%
	2010–11	580	73%	54%	11%	553	75%	55%	12%	27	48%	26%	0%
	2009–10	942	73%	57%	11%	879	76%	59%	12%	63	40%	22%	2%
U.S. History and Government	2011–12	1139	64%	49%	12%	989	69%	54%	13%	150	30%	15%	3%
	2010–11	1251	70%	55%	18%	1131	74%	60%	20%	120	31%	17%	3%
	2009–10	1215	76%	63%	17%	1119	79%	67%	18%	96	41%	26%	3%
Living Environment	2011–12	719	80%	60%	6%	631	84%	65%	7%	88	49%	23%	0%
	2010–11	875	85%	67%	9%	817	88%	71%	10%	58	38%	21%	0%
	2009–10	882	79%	60%	6%	841	81%	62%	7%	41	54%	24%	0%
Physical Setting/Earth Science	2011–12	491	72%	50%	6%	462	73%	52%	6%	29	48%	7%	0%
	2010–11	491	64%	41%	4%	468	66%	43%	4%	23	9%	9%	0%
	2009–10	489	69%	48%	5%	466	72%	50%	5%	23	17%	9%	0%
Physical Setting/Chemistry	2011–12	107	94%	70%	10%	106	–	–	–	1	–	–	–
	2010–11	141	82%	59%	11%	139	–	–	–	2	–	–	–
	2009–10	148	62%	41%	2%	148	62%	41%	2%	0			
Physical Setting/Physics	2011–12	51	90%	78%	22%	51	90%	78%	22%	0			
	2010–11	32	56%	50%	6%	32	56%	50%	6%	0			
	2009–10	24	71%	58%	13%	24	71%	58%	13%	0			

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2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	44	73%	3	–	41	–
	2010–11	53	36%	0		53	36%
	2009–10	102	37%	4	–	98	–
Science	2011–12	63	60%	3	–	60	–
	2010–11	34	44%	0		34	44%
	2009–10	123	28%	2	–	121	–
Reading	2011–12	42	40%	2	–	40	–
	2010–11	50	24%	0		50	24%
	2009–10	113	27%	2	–	111	–
Writing	2011–12	17	76%	2	–	15	–
	2010–11	22	68%	0		22	68%
	2009–10	51	69%	3	–	48	–
Global Studies	2011–12	48	65%	2	–	46	–
	2010–11	46	41%	0		46	41%
	2009–10	52	33%	0		52	33%
U.S. History and Government	2011–12	73	51%	3	–	70	–
	2010–11	82	35%	0		82	35%
	2009–10	62	27%	1	–	61	–

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	626	12%	34%	21%	32%	570	13%	37%	21%	29%	56	5%	5%	23%	66%
	2010–11	696	19%	32%	19%	31%	642	20%	34%	19%	27%	54	6%	9%	17%	69%
	2009–10	690	20%	28%	19%	34%	663	20%	28%	19%	33%	27	7%	15%	19%	59%
Reading and Writing (Grades 9–12)	2011–12	626	11%	46%	26%	16%	570	12%	47%	26%	16%	56	9%	38%	30%	23%
	2010–11	696	20%	50%	19%	10%	642	20%	51%	19%	10%	54	20%	46%	24%	9%
	2009–10	690	19%	50%	20%	12%	663	19%	50%	20%	12%	27	19%	52%	22%	7%

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3 Student Outcomes

School **NEWTOWN HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	556		517		39	
	2010–11	618		594		24	
	2009–10	527		496		31	
Receiving a Regents Diploma	2011–12	471	85%	463	90%	8	21%
	2010–11	421	68%	417	70%	4	17%
	2009–10	318	60%	313	63%	5	16%
Receiving a Regents Diploma with Advanced Designation	2011–12	77	14%	77	15%	0	0%
	2010–11	74	12%	74	12%	0	0%
	2009–10	89	17%	89	18%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	27	N/A	0		27	N/A
	2010–11	23	N/A	0		23	N/A
	2009–10	24	N/A	0		24	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	185	7%	173	8%	12	4%
	2010–11	149	5%	129	5%	20	7%
	2009–10	182	6%	152	6%	30	10%
Entered Approved High School Equivalency Preparation Program	2011–12	32	1%	27	1%	5	2%
	2010–11	39	1%	36	1%	3	1%
	2009–10	52	2%	43	2%	9	3%
Total Non-completers	2011–12	217	9%	200	9%	17	6%
	2010–11	188	7%	165	6%	23	8%
	2009–10	234	8%	195	7%	39	13%

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	181	31%	180	35%	1	2%
To 2-year College	278	48%	252	49%	26	39%
To Other Post-secondary	7	1%	2	0%	5	8%
To the Military	15	3%	15	3%	0	0%
To Employment	15	3%	13	3%	2	3%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	87	15%	55	11%	32	48%