The New York State Report Card

2011–12

School **NIAGARA FALLS HIGH SCHOOL**
School ID **40-08-00-01-0034**
District **NIAGARA FALLS CITY SCHOOL DISTRICT**
Principal **JAMES SPANBAUER**
Telephone **(716) 278-5800**
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:
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School **NIAGARA FALLS HIGH SCHOOL**
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District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Enrollment

	2009–10	2010–11	2011–12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	616	613	494
Grade 10	541	585	511
Grade 11	497	505	470
Grade 12	512	496	417
Ungraded Secondary	21	18	17
Total K–12	2187	2217	1909

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	25	22	25
Mathematics	20	24	21
Science	22	25	27
Social Studies	23	27	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.

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Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	759	35%	982	44%	1009	53%
Reduced Price Lunch	210	10%	213	10%	217	11%
Limited English Proficient	12	1%	18	1%	18	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	65	3%	76	3%	55	3%
Black or African American	763	35%	803	36%	679	36%
Hispanic or Latino	52	2%	55	2%	53	3%
Asian or Native Hawaiian/Other Pacific Islander	49	2%	51	2%	46	2%
White	1250	57%	1220	55%	1060	56%
Multiracial	8	0%	12	1%	16	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		88%		88%		86%
Student Suspensions	323	15%	398	18%	394	18%

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 **NIAGARA FALLS HIGH SCHOOL**
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District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	136	131	124
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	1%	2%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	97%	97%	98%
Total Number of Core Classes	527	491	460
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	577	573	520
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	25%	N/A	75%
Turnover Rate of All Teachers	6%	11%	12%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	28	23	23
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	4	2	2
Principals	1	3	2

*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 **NIAGARA FALLS HIGH SCHOOL**
School ID **40-08-00-01-0034**

District **NIAGARA FALLS CITY 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 **NIAGARA FALLS HIGH SCHOOL**
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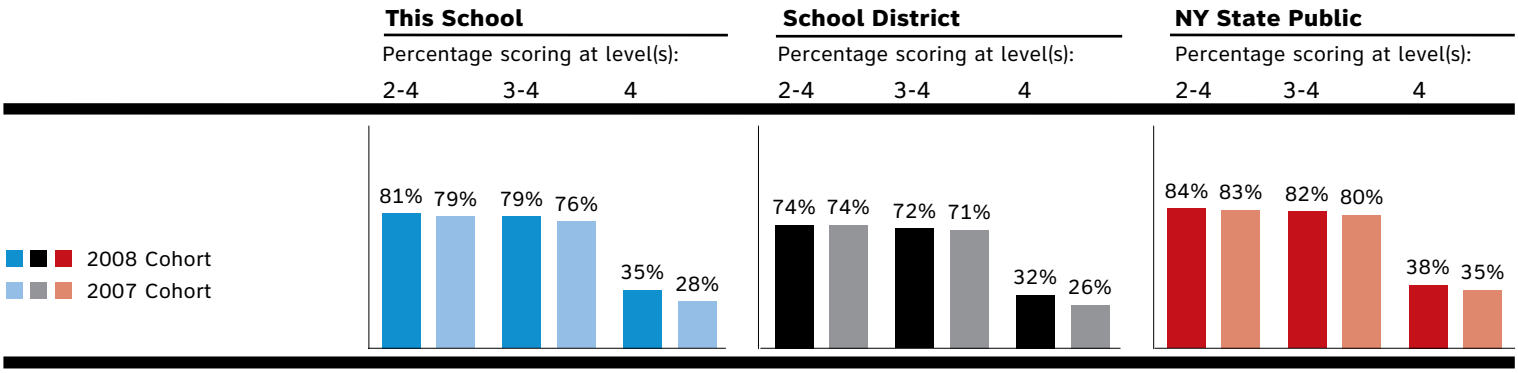
District **NIAGARA FALLS CITY SCHOOL DISTRICT**

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	**506**	**81%**	**79%**	**35%**	**562**	**79%**	**76%**	**28%**
Female	250	82%	82%	40%	263	84%	82%	31%
Male	256	79%	76%	30%	299	75%	71%	26%
American Indian or Alaska Native	16	63%	56%	13%	19	58%	58%	16%
Black or African American	176	75%	73%	22%	190	75%	71%	16%
Hispanic or Latino	9	–	–	–	16	63%	50%	25%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	75%	13	–	–	–
White	288	85%	83%	44%	323	83%	81%	36%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	10	60%	60%	10%	14	86%	86%	36%
General-Education Students	421	85%	85%	42%	451	85%	82%	34%
Students with Disabilities	85	59%	51%	5%	111	55%	50%	6%
English Proficient	502	–	–	–	555	79%	76%	29%
Limited English Proficient	4	–	–	–	7	71%	57%	0%
Economically Disadvantaged	255	85%	83%	33%	236	83%	80%	23%
Not Disadvantaged	251	76%	75%	38%	326	76%	73%	33%
Migrant								
Not Migrant	506	81%	79%	35%	562	79%	76%	28%

NOTES

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2 Student Performance

School **NIAGARA FALLS HIGH SCHOOL**
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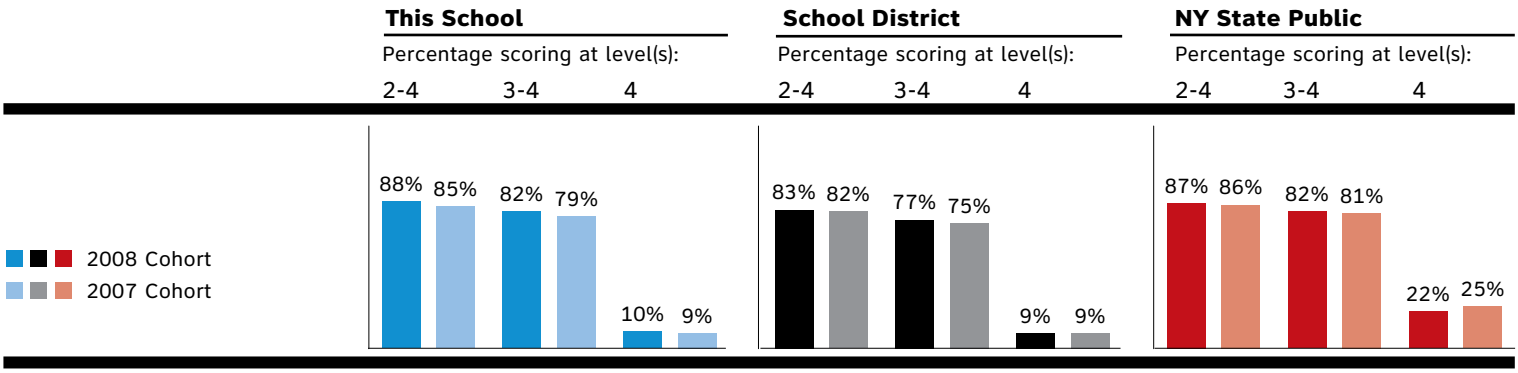
District **NIAGARA FALLS CITY SCHOOL DISTRICT**

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	**506**	**88%**	**82%**	**10%**	**562**	**85%**	**79%**	**9%**
Female	250	92%	86%	9%	263	89%	83%	9%
Male	256	84%	78%	11%	299	82%	75%	10%
American Indian or Alaska Native	16	69%	50%	0%	19	89%	84%	16%
Black or African American	176	85%	76%	3%	190	79%	71%	4%
Hispanic or Latino	9	–	–	–	16	63%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	44%	13	–	–	–
White	288	91%	88%	14%	323	89%	84%	12%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	10	70%	60%	0%	14	93%	86%	14%
General-Education Students	421	95%	92%	12%	451	93%	87%	12%
Students with Disabilities	85	55%	34%	0%	111	52%	43%	0%
English Proficient	502	–	–	–	555	85%	79%	9%
Limited English Proficient	4	–	–	–	7	86%	57%	0%
Economically Disadvantaged	255	89%	82%	8%	236	86%	78%	6%
Not Disadvantaged	251	87%	82%	12%	326	85%	79%	12%
Migrant								
Not Migrant	506	88%	82%	10%	562	85%	79%	9%

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District **NIAGARA FALLS CITY 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	506	8%	57%	15%	421	6%	64%	17%	85	15%	20%	5%
U.S. History and Government	506	7%	47%	24%	421	5%	50%	28%	85	14%	34%	4%
Science	506	4%	58%	25%	421	2%	62%	30%	85	18%	40%	4%

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	4	–	–	–	–
Mathematics	4	–	–	–	–
Social Studies	4	–	–	–	–
Science	4	–	–	–	–

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2 Student Performance

School **NIAGARA FALLS HIGH SCHOOL**
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District **NIAGARA FALLS CITY 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	524	90%	82%	27%	456	93%	87%	30%	68	72%	53%	6%
	2010–11	543	97%	93%	44%	476	99%	96%	49%	67	85%	70%	9%
	2009–10	479	99%	96%	40%	421	100%	98%	44%	58	95%	84%	9%
Integrated Algebra	2011–12	564	79%	55%	2%	471	81%	58%	3%	93	69%	41%	0%
	2010–11	662	81%	64%	4%	552	84%	67%	4%	110	65%	45%	2%
	2009–10	520	77%	58%	2%	428	83%	64%	3%	92	52%	29%	0%
Geometry	2011–12	376	78%	63%	11%	373	–	–	–	3	–	–	–
	2010–11	369	85%	65%	10%	365	–	–	–	4	–	–	–
	2009–10	296	85%	67%	11%	279	87%	70%	11%	17	41%	24%	0%
Algebra 2/Trigonometry	2011–12	281	66%	42%	5%	278	–	–	–	3	–	–	–
	2010–11	248	51%	33%	4%	244	–	–	–	4	–	–	–
	2009–10	161	60%	48%	19%	158	–	–	–	3	–	–	–
Global History and Geography	2011–12	607	80%	59%	8%	516	85%	65%	9%	91	52%	26%	0%
	2010–11	659	83%	69%	15%	584	85%	72%	17%	75	61%	43%	1%
	2009–10	535	82%	61%	14%	472	85%	65%	15%	63	56%	33%	5%
U.S. History and Government	2011–12	562	85%	73%	21%	489	88%	76%	23%	73	64%	52%	5%
	2010–11	500	88%	71%	25%	430	91%	75%	28%	70	67%	47%	4%
	2009–10	461	92%	76%	27%	394	93%	80%	31%	67	90%	52%	3%
Living Environment	2011–12	392	82%	72%	9%	312	85%	75%	12%	80	73%	60%	0%
	2010–11	415	89%	78%	13%	356	92%	81%	15%	59	73%	61%	0%
	2009–10	440	91%	79%	12%	359	94%	85%	14%	81	78%	52%	1%
Physical Setting/Earth Science	2011–12	523	74%	57%	19%	475	76%	59%	20%	48	58%	38%	2%
	2010–11	445	83%	69%	15%	405	84%	70%	16%	40	73%	63%	3%
	2009–10	425	87%	75%	22%	386	90%	78%	24%	39	59%	49%	3%
Physical Setting/Chemistry	2011–12	162	78%	58%	6%	161	–	–	–	1	–	–	–
	2010–11	168	90%	66%	8%	167	–	–	–	1	–	–	–
	2009–10	188	84%	61%	11%	184	–	–	–	4	–	–	–
Physical Setting/Physics	2011–12	52	92%	85%	12%	52	92%	85%	12%	0			
	2010–11	54	89%	72%	22%	54	89%	72%	22%	0			
	2009–10	102	64%	52%	9%	101	–	–	–	1	–	–	–

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2 Student Performance

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District **NIAGARA FALLS CITY 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	15	53%	1	–	14	–
	2010–11	89	61%	2	–	87	–
	2009–10	83	48%	1	–	82	–
Science	2011–12	20	25%	0		20	25%
	2010–11	103	52%	3	–	100	–
	2009–10	67	40%	2	–	65	–
Reading	2011–12	35	63%	0		35	63%
	2010–11	45	64%	0		45	64%
	2009–10	48	54%	2	–	46	–
Writing	2011–12	12	100%	0		12	100%
	2010–11	27	100%	0		27	100%
	2009–10	44	98%	2	–	42	–
Global Studies	2011–12	29	45%	1	–	28	–
	2010–11	94	59%	6	67%	88	58%
	2009–10	107	21%	12	17%	95	21%
U.S. History and Government	2011–12	17	76%	4	–	13	–
	2010–11	35	57%	6	83%	29	52%
	2009–10	46	26%	8	13%	38	29%

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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	18	6%	6%	17%	72%	11	0%	9%	9%	82%	7	14%	0%	29%	57%
	2010–11	19	0%	26%	26%	47%	15	–	–	–	–	4	–	–	–	–
	2009–10	14	0%	14%	14%	71%	11	–	–	–	–	3	–	–	–	–
Reading and Writing (Grades 9–12)	2011–12	19	5%	42%	47%	5%	11	0%	27%	64%	9%	8	13%	63%	25%	0%
	2010–11	19	0%	84%	5%	11%	15	–	–	–	–	4	–	–	–	–
	2009–10	14	0%	64%	29%	7%	11	–	–	–	–	3	–	–	–	–

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3 Student Outcomes

School **NIAGARA FALLS HIGH SCHOOL**
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District **NIAGARA FALLS CITY SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	387		342		45	
	2010–11	438		373		65	
	2009–10	470		407		63	
Receiving a Regents Diploma	2011–12	329	85%	314	92%	15	33%
	2010–11	317	72%	296	79%	21	32%
	2009–10	359	76%	337	83%	22	35%
Receiving a Regents Diploma with Advanced Designation	2011–12	96	25%	94	27%	2	4%
	2010–11	89	20%	88	24%	1	2%
	2009–10	119	25%	119	29%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	7	N/A	0		7	N/A
	2010–11	25	N/A	0		25	N/A
	2009–10	18	N/A	0		18	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	93	5%	84	5%	9	3%
	2010–11	260	12%	233	13%	27	7%
	2009–10	3	0%	1	0%	2	1%
Entered Approved High School Equivalency Preparation Program	2011–12	11	1%	2	0%	9	3%
	2010–11	19	1%	5	0%	14	4%
	2009–10	43	2%	12	1%	31	8%
Total Non-completers	2011–12	104	5%	86	5%	18	6%
	2010–11	279	13%	238	14%	41	11%
	2009–10	46	2%	13	1%	33	9%

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	109	28%	108	32%	1	2%
To 2-year College	193	49%	165	48%	28	54%
To Other Post-secondary	3	1%	3	1%	0	0%
To the Military	23	6%	18	5%	5	10%
To Employment	49	12%	34	10%	15	29%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	11	3%	8	2%	3	6%
Plan Unknown	6	2%	6	2%	0	0%