The New York State Report Card

2011–12

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 **MONROE WOODBURY HIGH SCHOOL**
School ID **44-12-01-06-0006**

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

Enrollment

	2009−10	2010−11	2011−12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	653	598	586
Grade 10	614	631	532
Grade 11	583	600	607
Grade 12	575	604	590
Ungraded Secondary	0	1	16
Total K–12	2425	2434	2331

Enrollment Information

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

Average Class Size

	2009−10	2010−11	2011−12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	24	27	26
Mathematics	24	24	26
Science	24	24	27
Social Studies	26	26	26

Average Class Size Information

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

School **MONROE WOODBURY HIGH SCHOOL**
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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	150	6%	149	6%	201	9%
Reduced Price Lunch	72	3%	51	2%	65	3%
Limited English Proficient	24	1%	19	1%	21	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	7	0%	5	0%
Black or African American	180	7%	191	8%	187	8%
Hispanic or Latino	384	16%	376	15%	367	16%
Asian or Native Hawaiian/Other Pacific Islander	128	5%	137	6%	143	6%
White	1725	71%	1722	71%	1624	70%
Multiracial	0	0%	1	0%	5	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		95%		96%		96%
Student Suspensions	111	4%	110	5%	64	3%

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 **MONROE WOODBURY HIGH SCHOOL**
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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	162	156	155
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	6%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	44%	51%
Total Number of Core Classes	526	545	498
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	1%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	1%
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	774	732	719
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	15%	21%	13%
Turnover Rate of All Teachers	6%	10%	10%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	23	21	19
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	4	5	4
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.

School **MONROE WOODBURY HIGH SCHOOL**

School ID **44-12-01-06-0006**

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

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

English Language Arts
Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics
Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 200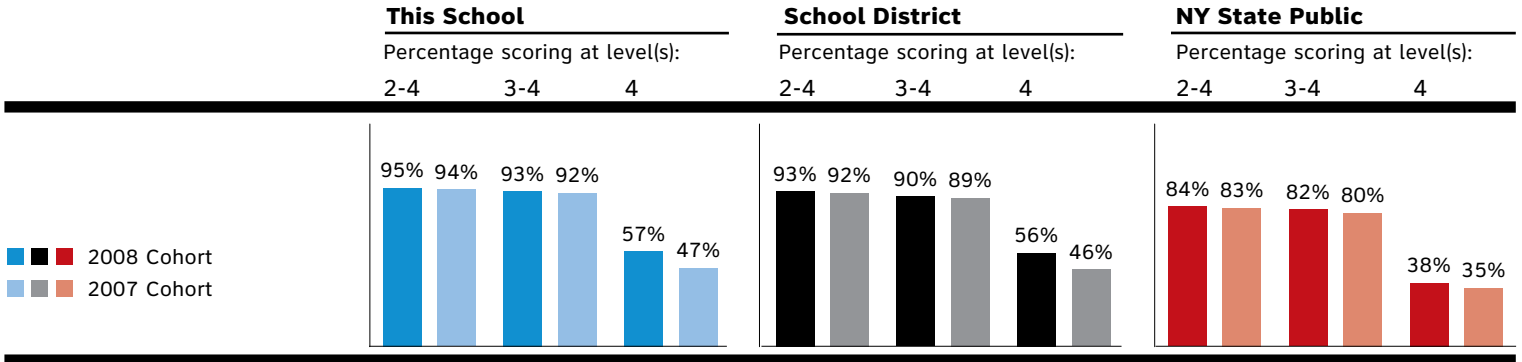7 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at http://www.p12.nysed.gov/irs/sirs/.

School **MONROE WOODBURY HIGH SCHOOL**
School ID **44-12-01-06-0006**

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

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

This School
Percentage scoring at level(s):
2-4: 95% / 94%
3-4: 93% / 92%
4: 57% / 47%

School District
Percentage scoring at level(s):
2-4: 93% / 92%
3-4: 90% / 89%
4: 56% / 46%

NY State Public
Percentage scoring at level(s):
2-4: 84% / 83%
3-4: 82% / 80%
4: 38% / 35%

Legend:
■ ■ 2008 Cohort
■ ■ 2007 Cohort

Results by Student Group

Student Group	2008 Cohort Number of Students	2–4	3–4	4	2007 Cohort Number of Students	2–4	3–4	4
All Students	**604**	**95%**	**93%**	**57%**	**601**	**94%**	**92%**	**47%**
Female	276	97%	96%	66%	290	96%	93%	54%
Male	328	93%	90%	50%	311	93%	90%	41%
American Indian or Alaska Native					1	–	–	–
Black or African American	45	91%	89%	33%	43	91%	86%	30%
Hispanic or Latino	93	91%	86%	41%	92	87%	82%	34%
Asian or Native Hawaiian/Other Pacific Islander	30	–	–	–	30	–	–	–
White	435	96%	94%	62%	435	96%	94%	51%
Multiracial	1	–	–	–				
Small Group Totals	31	97%	97%	74%	31	94%	94%	61%
General-Education Students	520	98%	97%	64%	525	97%	97%	54%
Students with Disabilities	84	80%	68%	12%	76	74%	58%	5%
English Proficient	602	–	–	–	595	95%	92%	48%
Limited English Proficient	2	–	–	–	6	33%	33%	0%
Economically Disadvantaged	72	92%	90%	39%	61	87%	80%	21%
Not Disadvantaged	532	95%	93%	60%	540	95%	93%	50%
Migrant								
Not Migrant	604	95%	93%	57%	601	94%	92%	47%

NOTES

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School **MONROE WOODBURY HIGH SCHOOL**
School ID **44-12-01-06-0006**

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

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

	This School Percentage scoring at level(s):			School District Percentage scoring at level(s):			NY State Public Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2008 Cohort	97%	95%	33%	95%	93%	32%	87%	82%	22%
2007 Cohort	96%	91%	36%	94%	88%	35%	86%	81%	25%

Results by Student Group

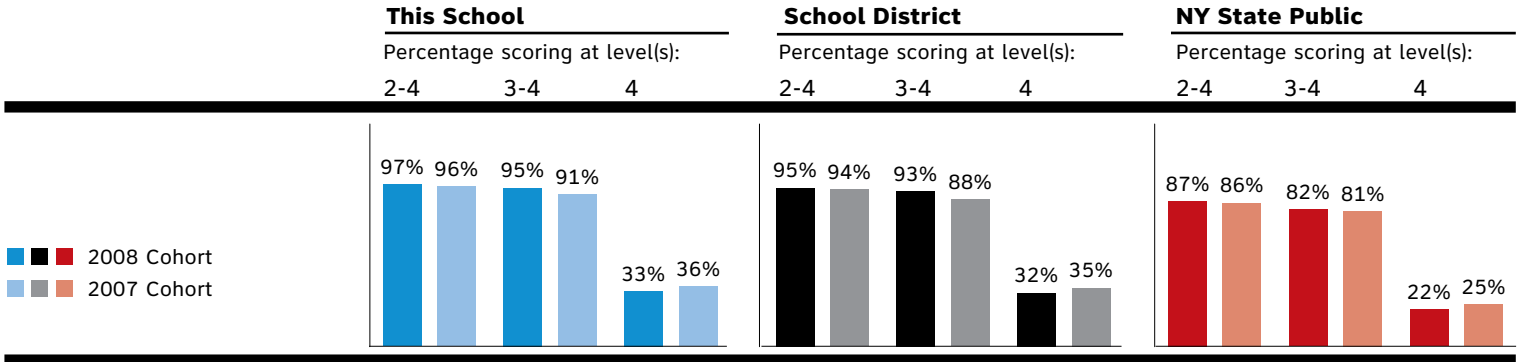|	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	**604**	**97%**	**95%**	**33%**	**601**	**96%**	**91%**	**36%**
Female	276	97%	97%	33%	290	97%	91%	35%
Male	328	96%	94%	33%	311	95%	90%	37%
American Indian or Alaska Native					1	–	–	–
Black or African American	45	91%	87%	11%	43	93%	84%	12%
Hispanic or Latino	93	95%	92%	20%	92	93%	84%	20%
Asian or Native Hawaiian/Other Pacific Islander	30	–	–	–	30	–	–	–
White	435	97%	96%	36%	435	97%	92%	39%
Multiracial	1	–	–	–				
Small Group Totals	31	100%	100%	65%	31	100%	94%	77%
General-Education Students	520	99%	99%	38%	525	98%	95%	41%
Students with Disabilities	84	80%	71%	2%	76	82%	58%	1%
English Proficient	602	–	–	–	595	96%	91%	36%
Limited English Proficient	2	–	–	–	6	100%	33%	0%
Economically Disadvantaged	72	94%	93%	18%	61	95%	79%	15%
Not Disadvantaged	532	97%	95%	35%	540	96%	92%	38%
Migrant								
Not Migrant	604	97%	95%	33%	601	96%	91%	36%

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School **MONROE WOODBURY HIGH SCHOOL**

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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

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

| | **All Students** | | | | **General-Education Students** | | | | **Students with Disabilities** | | | |
| | Cohort Enrollment | Percentage of students scoring: | | | Cohort Enrollment | Percentage of students scoring: | | | Cohort Enrollment | Percentage of students scoring: | | |
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	604	3%	33%	61%	520	1%	30%	68%	84	12%	51%	15%
U.S. History and Government	604	2%	32%	61%	520	1%	29%	68%	84	11%	50%	17%
Science	604	3%	42%	51%	520	1%	39%	59%	84	19%	63%	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	5	0	0	0	5
Mathematics	5	0	0	0	5
Social Studies	5	0	0	0	5
Science	5	0	0	0	5

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School **MONROE WOODBURY HIGH SCHOOL**
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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	624	95%	90%	46%	531	98%	95%	53%	93	77%	59%	6%
	2010–11	595	98%	94%	58%	513	99%	97%	65%	82	88%	72%	13%
	2009–10	611	95%	91%	47%	536	98%	97%	53%	75	72%	53%	7%
Integrated Algebra	2011–12	508	94%	87%	20%	415	96%	90%	24%	93	86%	74%	3%
	2010–11	477	97%	90%	19%	401	99%	93%	21%	76	86%	74%	5%
	2009–10	561	93%	85%	14%	462	96%	89%	16%	99	82%	65%	1%
Geometry	2011–12	387	100%	95%	42%	373	100%	95%	43%	14	100%	93%	21%
	2010–11	402	99%	95%	36%	385	99%	95%	37%	17	100%	100%	6%
	2009–10	428	99%	95%	36%	414	99%	96%	37%	14	93%	71%	0%
Algebra 2/Trigonometry	2011–12	347	92%	76%	35%	339	93%	76%	36%	8	75%	75%	13%
	2010–11	361	93%	82%	36%	357	–	–	–	4	–	–	–
	2009–10	238	96%	91%	49%	235	–	–	–	3	–	–	–
Global History and Geography	2011–12	568	95%	90%	55%	477	99%	96%	62%	91	79%	58%	13%
	2010–11	630	97%	91%	55%	531	99%	96%	62%	99	85%	63%	13%
	2009–10	668	94%	87%	56%	567	97%	93%	63%	101	77%	57%	16%
U.S. History and Government	2011–12	620	97%	93%	58%	528	98%	96%	65%	92	89%	77%	20%
	2010–11	612	95%	91%	60%	531	97%	94%	67%	81	85%	68%	20%
	2009–10	629	96%	89%	52%	545	97%	93%	58%	84	85%	65%	19%
Living Environment	2011–12	540	97%	93%	47%	427	98%	96%	57%	113	91%	79%	11%
	2010–11	614	97%	92%	43%	500	99%	98%	51%	114	90%	66%	8%
	2009–10	608	98%	93%	45%	525	99%	97%	51%	83	94%	71%	5%
Physical Setting/Earth Science	2011–12	504	95%	88%	49%	440	96%	91%	54%	64	84%	66%	17%
	2010–11	437	94%	84%	32%	382	95%	86%	35%	55	82%	64%	9%
	2009–10	573	90%	76%	29%	465	92%	82%	34%	108	81%	53%	8%
Physical Setting/Chemistry	2011–12	364	99%	89%	23%	356	99%	90%	23%	8	88%	63%	13%
	2010–11	363	99%	87%	14%	358	100%	87%	14%	5	80%	60%	0%
	2009–10	385	96%	77%	12%	377	96%	77%	13%	8	88%	88%	0%
Physical Setting/Physics	2011–12	287	88%	72%	28%	282	88%	73%	29%	5	60%	60%	0%
	2010–11	273	88%	76%	26%	270	–	–	–	3	–	–	–
	2009–10	274	95%	86%	32%	270	–	–	–	4	–	–	–

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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	4	–	0		4	–
	2010–11	9	67%	0		9	67%
	2009–10	30	77%	0		30	77%
Science	2011–12	3	–	0		3	–
	2010–11	12	75%	0		12	75%
	2009–10	23	70%	0		23	70%
Reading	2011–12	6	67%	1	–	5	–
	2010–11	34	76%	1	–	33	–
	2009–10	39	92%	0		39	92%
Writing	2011–12	2	–	0		2	–
	2010–11	30	100%	0		30	100%
	2009–10	36	97%	0		36	97%
Global Studies	2011–12	8	50%	0		8	50%
	2010–11	14	50%	1	–	13	–
	2009–10	27	48%	1	–	26	–
U.S. History and Government	2011–12	12	67%	0		12	67%
	2010–11	23	78%	1	–	22	–
	2009–10	20	45%	2	–	18	–

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District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

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

		All Students Total Tested	Begin.	Interm.	Adv.	Prof.	Gen-Ed Total Tested	Begin.	Interm.	Adv.	Prof.	SWD Total Tested	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	24	4%	21%	29%	46%	21	–	–	–	–	3	–	–	–	–
	2010–11	20	0%	10%	30%	60%	18	–	–	–	–	2	–	–	–	–
	2009–10	25	4%	20%	36%	40%	23	–	–	–	–	2	–	–	–	–
Reading and Writing (Grades 9–12)	2011–12	24	8%	58%	17%	17%	21	–	–	–	–	3	–	–	–	–
	2010–11	20	15%	35%	30%	20%	18	–	–	–	–	2	–	–	–	–
	2009–10	25	4%	56%	20%	20%	23	–	–	–	–	2	–	–	–	–

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School **MONROE WOODBURY HIGH SCHOOL**

School ID **44-12-01-06-0006**

District **MONROE-WOODBURY CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	568		504		64	
	2010–11	574		501		73	
	2009–10	558		491		67	
Receiving a Regents Diploma	2011–12	532	94%	492	98%	40	63%
	2010–11	513	89%	482	96%	31	42%
	2009–10	498	89%	465	95%	33	49%
Receiving a Regents Diploma with Advanced Designation	2011–12	262	46%	261	52%	1	2%
	2010–11	275	48%	273	54%	2	3%
	2009–10	217	39%	215	44%	2	3%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	4	N/A	0		4	N/A
	2010–11	0		0		0	
	2009–10	3	N/A	0		3	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	21	1%	17	1%	4	1%
	2010–11	14	1%	8	0%	6	2%
	2009–10	14	1%	13	1%	1	0%
Entered Approved High School Equivalency Preparation Program	2011–12	2	0%	2	0%	0	0%
	2010–11	3	0%	2	0%	1	0%
	2009–10	3	0%	0	0%	3	1%
Total Non-completers	2011–12	23	1%	19	1%	4	1%
	2010–11	17	1%	10	0%	7	2%
	2009–10	17	1%	13	1%	4	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	329	58%	319	63%	10	15%
To 2-year College	181	32%	139	28%	42	62%
To Other Post-secondary	5	1%	5	1%	0	0%
To the Military	12	2%	9	2%	3	4%
To Employment	20	3%	12	2%	8	12%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	7	1%	5	1%	2	3%
Plan Unknown	18	3%	15	3%	3	4%