The New York State Report Card

2011–12

School **PAUL V MOORE HIGH SCHOOL**
School ID **46-08-01-06-0005**
District **CENTRAL SQUARE CENTRAL SCHOOL DISTRICT**
Principal **DAVID FURLETTI**
Telephone **(315) 668-4334**
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 **PAUL V MOORE HIGH SCHOOL**
School ID **46-08-01-06-0005**

District **CENTRAL SQUARE 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	428	400	363
Grade 10	432	397	360
Grade 11	343	367	341
Grade 12	359	347	371
Ungraded Secondary	0	6	8
Total K–12	1562	1517	1443

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		22	20
Social Studies			
Grade 10			
English	23	22	20
Mathematics	18	22	20
Science	19	21	18
Social Studies	20	21	21

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 **PAUL V MOORE HIGH SCHOOL**
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District **CENTRAL SQUARE CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	272	17%	315	21%	297	21%
Reduced Price Lunch	147	9%	141	9%	131	9%
Limited English Proficient	1	0%	1	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	6	0%	7	0%
Black or African American	11	1%	14	1%	13	1%
Hispanic or Latino	4	0%	5	0%	9	1%
Asian or Native Hawaiian/Other Pacific Islander	6	0%	7	0%	11	1%
White	1534	98%	1485	98%	1402	97%
Multiracial	3	0%	0	0%	1	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		93%		92%		93%
Student Suspensions	170	11%	138	9%	163	11%

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 **PAUL V MOORE HIGH SCHOOL**
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District **CENTRAL SQUARE CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	107	106	103
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer than Three Years of Experience	3%	4%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	9%	12%
Total Number of Core Classes	425	416	390
Percent Not Taught by Highly Qualified Teachers in This School*	2%	2%	2%
Percent Not Taught by Highly Qualified Teachers in This District**	1%	2%	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	509	476	492
Percent Taught by Teachers Without Appropriate Certification	2%	1%	2%

*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	9%	20%	33%
Turnover Rate of All Teachers	9%	8%	6%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	9	9	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	2	2
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 **PAUL V MOORE HIGH SCHOOL**
School ID **46-08-01-06-0005**

District **CENTRAL SQUARE 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

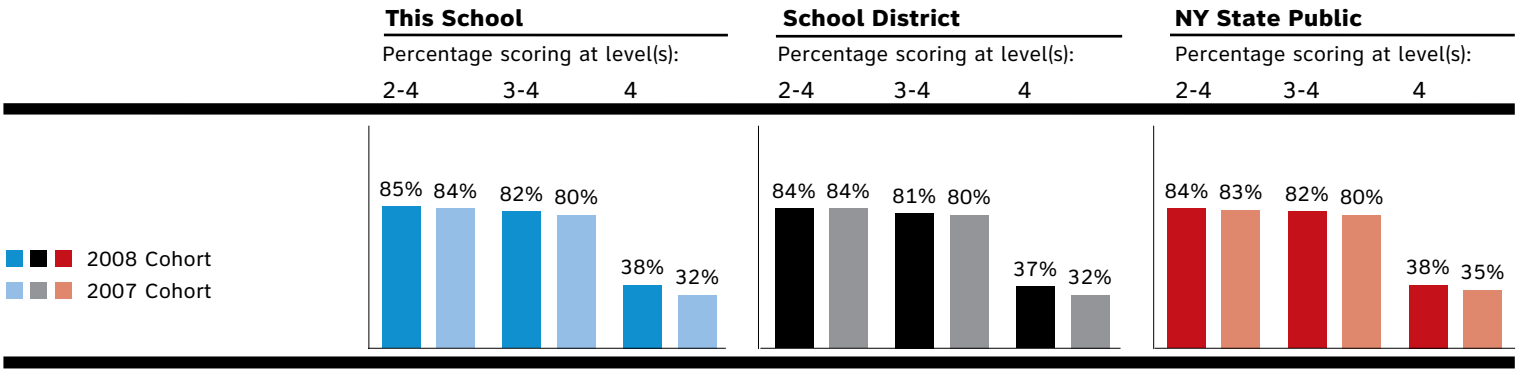
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 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 **PAUL V MOORE HIGH SCHOOL**
School ID **46-08-01-06-0005**

District **CENTRAL SQUARE CENTRAL 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	**399**	**85%**	**82%**	**38%**	**387**	**84%**	**80%**	**32%**
Female	214	87%	85%	46%	169	89%	87%	44%
Male	185	83%	78%	29%	218	80%	75%	22%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	389	86%	82%	39%	383	–	–	–
Multiracial								
Small Group Totals	10	70%	60%	0%	387	84%	80%	32%
General-Education Students	344	89%	88%	43%	337	87%	86%	36%
Students with Disabilities	55	62%	42%	4%	50	62%	42%	2%
English Proficient	399	85%	82%	38%	387	84%	80%	32%
Limited English Proficient								
Economically Disadvantaged	116	74%	68%	19%	104	75%	70%	18%
Not Disadvantaged	283	90%	87%	46%	283	87%	84%	37%
Migrant								
Not Migrant	399	85%	82%	38%	387	84%	80%	32%

NOTES

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2 Student Performance

School **PAUL V MOORE HIGH SCHOOL**
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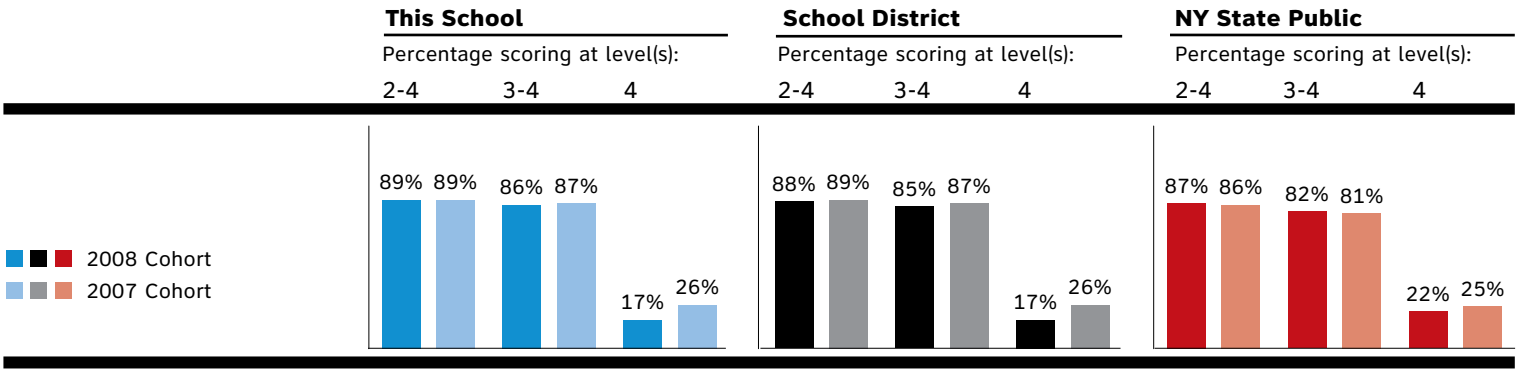
District **CENTRAL SQUARE CENTRAL SCHOOL DISTRICT**

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	**399**	**89%**	**86%**	**17%**	**387**	**89%**	**87%**	**26%**
Female	214	91%	88%	22%	169	91%	91%	31%
Male	185	88%	83%	11%	218	88%	84%	22%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	389	90%	86%	17%	383	–	–	–
Multiracial								
Small Group Totals	10	80%	70%	20%	387	89%	87%	26%
General-Education Students	344	94%	93%	19%	337	93%	92%	29%
Students with Disabilities	55	62%	40%	2%	50	62%	54%	2%
English Proficient	399	89%	86%	17%	387	89%	87%	26%
Limited English Proficient								
Economically Disadvantaged	116	81%	74%	7%	104	85%	82%	13%
Not Disadvantaged	283	93%	90%	21%	283	91%	89%	31%
Migrant								
Not Migrant	399	89%	86%	17%	387	89%	87%	26%

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District **CENTRAL SQUARE 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	399	4%	53%	31%	344	1%	56%	35%	55	16%	33%	5%
U.S. History and Government	399	2%	38%	45%	344	1%	38%	50%	55	11%	36%	11%
Science	399	3%	55%	30%	344	1%	58%	34%	55	15%	38%	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	3	–	–	–	–
Mathematics	3	–	–	–	–
Social Studies	3	–	–	–	–
Science	3	–	–	–	–

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2 Student Performance

School **PAUL V MOORE HIGH SCHOOL**
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District **CENTRAL SQUARE 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	348	94%	83%	29%	303	98%	90%	33%	45	64%	36%	0%
	2010–11	383	96%	90%	42%	332	99%	97%	48%	51	78%	47%	6%
	2009–10	309	94%	86%	29%	271	97%	92%	33%	38	74%	45%	3%
Integrated Algebra	2011–12	309	87%	73%	12%	251	96%	86%	14%	58	52%	21%	0%
	2010–11	450	91%	78%	6%	370	95%	84%	8%	80	74%	46%	0%
	2009–10	339	90%	83%	7%	290	95%	91%	8%	49	59%	41%	0%
Geometry	2011–12	207	99%	91%	29%	200	99%	93%	29%	7	100%	43%	14%
	2010–11	214	100%	96%	28%	204	100%	96%	28%	10	100%	100%	10%
	2009–10	226	98%	93%	18%	220	99%	94%	18%	6	83%	67%	17%
Algebra 2/Trigonometry	2011–12	196	84%	66%	15%	193	–	–	–	3	–	–	–
	2010–11	205	83%	68%	14%	198	83%	69%	14%	7	86%	57%	0%
	2009–10	154	80%	71%	23%	150	–	–	–	4	–	–	–
Global History and Geography	2011–12	413	90%	82%	35%	345	96%	89%	40%	68	62%	46%	10%
	2010–11	449	88%	77%	30%	368	92%	85%	36%	81	69%	41%	4%
	2009–10	430	81%	69%	27%	362	88%	78%	31%	68	44%	24%	4%
U.S. History and Government	2011–12	362	94%	90%	49%	309	98%	94%	55%	53	74%	66%	15%
	2010–11	354	95%	92%	53%	319	97%	96%	57%	35	80%	57%	14%
	2009–10	356	98%	91%	53%	320	98%	93%	56%	36	97%	72%	19%
Living Environment	2011–12	363	94%	85%	41%	303	97%	91%	48%	60	78%	53%	7%
	2010–11	376	96%	89%	32%	322	99%	95%	36%	54	80%	54%	7%
	2009–10	379	93%	87%	26%	339	96%	92%	29%	40	63%	50%	5%
Physical Setting/Earth Science	2011–12	264	99%	93%	48%	251	99%	94%	51%	13	92%	77%	8%
	2010–11	267	98%	90%	37%	253	99%	92%	38%	14	79%	50%	7%
	2009–10	251	98%	93%	37%	245	98%	93%	37%	6	100%	83%	33%
Physical Setting/Chemistry	2011–12	162	99%	86%	26%	159	–	–	–	3	–	–	–
	2010–11	186	98%	89%	16%	182	–	–	–	4	–	–	–
	2009–10	225	96%	83%	16%	221	–	–	–	4	–	–	–
Physical Setting/Physics	2011–12	23	100%	100%	57%	22	–	–	–	1	–	–	–
	2010–11	26	100%	96%	58%	26	100%	96%	58%	0			
	2009–10	0				0				0			

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District **CENTRAL SQUARE CENTRAL 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	20	45%	0		20	45%
	2010–11	42	55%	0		42	55%
	2009–10	40	43%	0		40	43%
Science	2011–12	15	27%	0		15	27%
	2010–11	28	46%	0		28	46%
	2009–10	19	47%	0		19	47%
Reading	2011–12	8	38%	1	–	7	–
	2010–11	15	53%	0		15	53%
	2009–10	22	64%	0		22	64%
Writing	2011–12	10	80%	0		10	80%
	2010–11	12	75%	1	–	11	–
	2009–10	19	89%	0		19	89%
Global Studies	2011–12	24	33%	0		24	33%
	2010–11	39	18%	0		39	18%
	2009–10	37	24%	0		37	24%
U.S. History and Government	2011–12	15	60%	0		15	60%
	2010–11	13	38%	0		13	38%
	2009–10	4	–	0		4	–

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District **CENTRAL SQUARE CENTRAL SCHOOL DISTRICT**

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	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				

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3 Student Outcomes

School **PAUL V MOORE HIGH SCHOOL**
School ID **46-08-01-06-0005**

District **CENTRAL SQUARE 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	343		309		34	
	2010–11	318		288		30	
	2009–10	332		304		28	
Receiving a Regents Diploma	2011–12	317	92%	303	98%	14	41%
	2010–11	293	92%	278	97%	15	50%
	2009–10	295	89%	282	93%	13	46%
Receiving a Regents Diploma with Advanced Designation	2011–12	129	38%	127	41%	2	6%
	2010–11	156	49%	152	53%	4	13%
	2009–10	137	41%	136	45%	1	4%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	6	N/A	0		6	N/A
	2010–11	2	N/A	0		2	N/A
	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	19	1%	16	1%	3	1%
	2010–11	41	3%	35	3%	6	3%
	2009–10	15	1%	12	1%	3	1%
Entered Approved High School Equivalency Preparation Program	2011–12	12	1%	6	0%	6	3%
	2010–11	21	1%	12	1%	9	4%
	2009–10	28	2%	22	2%	6	3%
Total Non-completers	2011–12	31	2%	22	2%	9	4%
	2010–11	62	4%	47	4%	15	7%
	2009–10	43	3%	34	3%	9	4%

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	110	32%	108	35%	2	5%
To 2-year College	158	45%	144	47%	14	35%
To Other Post-secondary	4	1%	3	1%	1	3%
To the Military	14	4%	11	4%	3	8%
To Employment	63	18%	43	14%	20	50%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	0	0%	0	0%	0	0%