The New York State Report Card

2011–12

School **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
School ID **53-02-02-06-0006**
District **SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT**
Principal **LYNDA CASTRONOVO**
Telephone **(518) 382-1231**
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
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School **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
School ID **53-02-02-06-0006**

District **SCOTIA-GLENVILLE 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	256	212	225
Grade 10	237	234	207
Grade 11	200	202	226
Grade 12	241	197	224
Ungraded Secondary	0	0	2
Total K–12	934	845	884

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	23	27	31
Mathematics		28	22
Science		27	
Social Studies			
Grade 10			
English	22	24	22
Mathematics	21	22	26
Science	20	21	20
Social Studies	23	23	25

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 **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
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District **SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	67	7%	75	9%	113	13%
Reduced Price Lunch	46	5%	39	5%	51	6%
Limited English Proficient	0	0%	1	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	2	0%	2	0%
Black or African American	3	0%	14	2%	33	4%
Hispanic or Latino	23	2%	25	3%	23	3%
Asian or Native Hawaiian/Other Pacific Islander	12	1%	12	1%	17	2%
White	889	95%	792	94%	809	92%
Multiracial	3	0%	0	0%	0	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		94%		94%		88%
Student Suspensions	42	4%	51	5%	51	6%

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 **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
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District **SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	67	66	68
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	3%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	27%	31%
Total Number of Core Classes	227	231	224
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	343	337	357
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

*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	10%	20%	0%
Turnover Rate of All Teachers	11%	7%	9%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	6	6	8
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
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 **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
School ID **53-02-02-06-0006**

District **SCOTIA-GLENVILLE 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

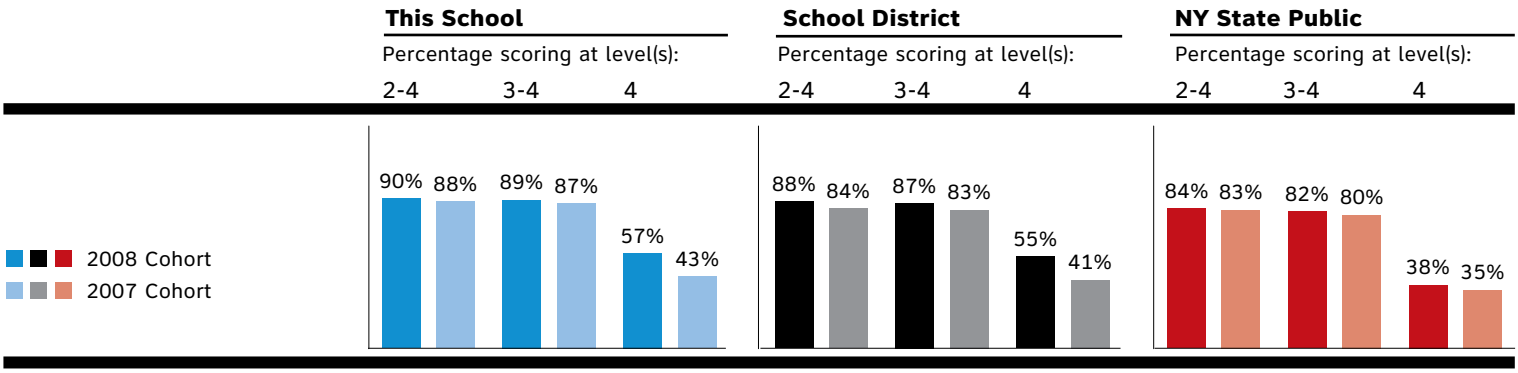
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
School ID **53-02-02-06-0006**

District **SCOTIA-GLENVILLE 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	**229**	**90%**	**89%**	**57%**	**207**	**88%**	**87%**	**43%**
Female	108	94%	93%	60%	96	91%	89%	54%
Male	121	88%	85%	55%	111	86%	86%	32%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	6	100%	100%	67%	9	78%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	215	90%	88%	57%	193	89%	88%	44%
Multiracial								
Small Group Totals	8	88%	88%	63%	5	80%	80%	40%
General-Education Students	208	92%	91%	63%	179	91%	91%	49%
Students with Disabilities	21	71%	62%	5%	28	71%	64%	4%
English Proficient	229	90%	89%	57%	207	88%	87%	43%
Limited English Proficient								
Economically Disadvantaged	31	81%	77%	39%	38	87%	84%	18%
Not Disadvantaged	198	92%	90%	60%	169	89%	88%	48%
Migrant								
Not Migrant	229	90%	89%	57%	207	88%	87%	43%

NOTES

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2 Student Performance

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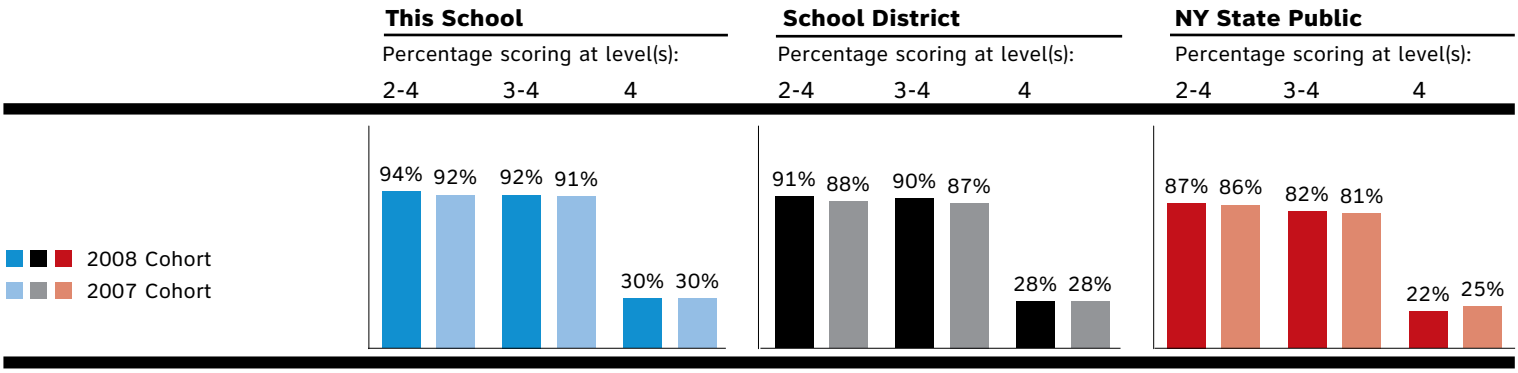
School ID **53-02-02-06-0006**

District **SCOTIA-GLENVILLE 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	**229**	**94%**	**92%**	**30%**	**207**	**92%**	**91%**	**30%**
Female	108	96%	94%	29%	96	93%	92%	28%
Male	121	92%	90%	31%	111	92%	90%	32%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	6	100%	100%	50%	9	89%	78%	11%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	215	93%	92%	30%	193	94%	93%	31%
Multiracial								
Small Group Totals	8	100%	100%	13%	5	40%	40%	20%
General-Education Students	208	95%	94%	33%	179	95%	94%	35%
Students with Disabilities	21	81%	71%	0%	28	75%	71%	0%
English Proficient	229	94%	92%	30%	207	92%	91%	30%
Limited English Proficient								
Economically Disadvantaged	31	94%	90%	10%	38	89%	87%	16%
Not Disadvantaged	198	94%	92%	33%	169	93%	92%	33%
Migrant								
Not Migrant	229	94%	92%	30%	207	92%	91%	30%

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District **SCOTIA-GLENVILLE 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	229	5%	38%	48%	208	4%	38%	52%	21	19%	48%	5%
U.S. History and Government	229	3%	31%	55%	208	2%	30%	59%	21	19%	43%	10%
Science	229	0%	40%	53%	208	0%	38%	57%	21	0%	62%	19%

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 **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
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District **SCOTIA-GLENVILLE 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	222	95%	89%	36%	196	95%	90%	40%	26	96%	77%	8%
	2010–11	220	100%	98%	60%	199	100%	98%	65%	21	100%	90%	5%
	2009–10	216	97%	90%	42%	191	98%	94%	47%	25	84%	60%	4%
Integrated Algebra	2011–12	186	90%	79%	10%	160	93%	86%	11%	26	73%	38%	4%
	2010–11	209	98%	91%	12%	178	99%	95%	15%	31	90%	68%	0%
	2009–10	226	96%	87%	9%	195	97%	89%	10%	31	87%	74%	0%
Geometry	2011–12	141	97%	96%	32%	138	–	–	–	3	–	–	–
	2010–11	152	98%	96%	34%	148	–	–	–	4	–	–	–
	2009–10	171	98%	95%	36%	169	–	–	–	2	–	–	–
Algebra 2/Trigonometry	2011–12	141	91%	84%	25%	137	–	–	–	4	–	–	–
	2010–11	143	90%	75%	24%	132	91%	78%	27%	11	73%	36%	0%
	2009–10	118	88%	77%	32%	117	–	–	–	1	–	–	–
Global History and Geography	2011–12	231	83%	73%	28%	197	88%	78%	32%	34	50%	41%	6%
	2010–11	260	93%	82%	31%	225	95%	86%	36%	35	83%	57%	3%
	2009–10	249	94%	84%	45%	219	96%	88%	51%	30	80%	53%	3%
U.S. History and Government	2011–12	244	94%	87%	50%	215	95%	90%	54%	29	83%	66%	17%
	2010–11	223	96%	90%	57%	201	98%	94%	63%	22	86%	55%	9%
	2009–10	207	98%	91%	48%	183	99%	92%	52%	24	88%	79%	17%
Living Environment	2011–12	186	94%	90%	36%	166	95%	92%	39%	20	85%	75%	15%
	2010–11	184	100%	99%	55%	156	100%	99%	60%	28	100%	100%	29%
	2009–10	216	100%	98%	40%	181	100%	98%	45%	35	97%	94%	17%
Physical Setting/Earth Science	2011–12	197	90%	82%	44%	188	90%	84%	46%	9	89%	56%	11%
	2010–11	215	95%	88%	35%	196	95%	89%	37%	19	95%	79%	11%
	2009–10	219	96%	91%	50%	207	96%	91%	52%	12	92%	83%	8%
Physical Setting/Chemistry	2011–12	125	95%	87%	19%	124	–	–	–	1	–	–	–
	2010–11	121	99%	92%	29%	121	99%	92%	29%	0			
	2009–10	119	99%	92%	29%	118	–	–	–	1	–	–	–
Physical Setting/Physics	2011–12	82	84%	72%	29%	82	84%	72%	29%	0			
	2010–11	60	100%	95%	53%	60	100%	95%	53%	0			
	2009–10	72	93%	93%	42%	72	93%	93%	42%	0			

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District **SCOTIA-GLENVILLE 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	13	77%	0		13	77%
	2010–11	15	60%	0		15	60%
	2009–10	8	63%	0		8	63%
Science	2011–12	1	–	0		1	–
	2010–11	1	–	0		1	–
	2009–10	5	20%	0		5	20%
Reading	2011–12	2	–	0		2	–
	2010–11	5	20%	0		5	20%
	2009–10	6	50%	0		6	50%
Writing	2011–12	0		0		0	
	2010–11	6	67%	0		6	67%
	2009–10	2	–	0		2	–
Global Studies	2011–12	3	–	0		3	–
	2010–11	0		0		0	
	2009–10	6	100%	0		6	100%
U.S. History and Government	2011–12	4	–	0		4	–
	2010–11	3	–	0		3	–
	2009–10	8	38%	1	–	7	–

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District **SCOTIA-GLENVILLE 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	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	0					0					0				

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3 Student Outcomes

School **SCOTIA-GLENVILLE SENIOR HIGH SCHOOL**
School ID **53-02-02-06-0006**

District **SCOTIA-GLENVILLE 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	197		184		13	
	2010–11	185		163		22	
	2009–10	230		212		18	
Receiving a Regents Diploma	2011–12	189	96%	182	99%	7	54%
	2010–11	173	94%	158	97%	15	68%
	2009–10	219	95%	209	99%	10	56%
Receiving a Regents Diploma with Advanced Designation	2011–12	123	62%	122	66%	1	8%
	2010–11	90	49%	89	55%	1	5%
	2009–10	120	52%	118	56%	2	11%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	3	N/A	0		3	N/A
	2010–11	3	N/A	0		3	N/A
	2009–10	7	N/A	0		7	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	32	4%	28	4%	4	4%
	2010–11	15	2%	12	2%	3	3%
	2009–10	14	2%	9	1%	5	4%
Entered Approved High School Equivalency Preparation Program	2011–12	1	0%	1	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	12	1%	11	1%	1	1%
Total Non-completers	2011–12	33	4%	29	4%	4	4%
	2010–11	15	2%	12	2%	3	3%
	2009–10	26	3%	20	2%	6	5%

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	100	50%	100	54%	0	0%
To 2-year College	72	36%	64	35%	8	50%
To Other Post-secondary	1	1%	1	1%	0	0%
To the Military	6	3%	5	3%	1	6%
To Employment	13	7%	8	4%	5	31%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	2	1%	0	0%	2	13%
Plan Unknown	6	3%	6	3%	0	0%