

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

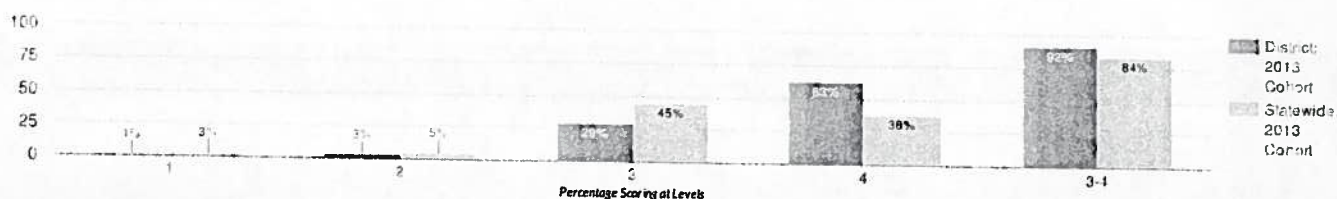
PUBLIC BUDGET DOCUMENT FOR THE 2018 - 2019 BUDGET

CHARLES W. BAKER HIGH SCHOOL

| | |
|-------------------------------------------------------------------------------------------------------------|--------------------|
| <i>Plain Language Explanation of 2018-19 General Fund Budget</i> | <i>Page 1-16</i> |
| <i>Proposed 2018-19 General Fund Budget</i> | <i>Page 17-35</i> |
| <i>Administrative Compensation Information</i> | <i>Page 36</i> |
| <i>Property Tax Report Card</i> | <i>Page 37-39</i> |
| <i>Local Government Exemption Impact Report</i> | <i>Page 40-49</i> |
| <i>The New York State School District Report Card for the Baldwinsville Central School District</i> | <i>Page 50-102</i> |

| | | | | | | | | | | |
|----------------------------------------|-----|-----|---|----|----|-----|-----|-----|-----|-----|
| ALL STUDENTS | 528 | 90% | 4 | 1% | 16 | 3% | 124 | 23% | 352 | 67% |
| GENERAL EDUCATION | 463 | 95% | 0 | 0% | 5 | 1% | 106 | 23% | 336 | 73% |
| STUDENTS WITH DISABILITIES | 65 | 52% | 4 | 6% | 11 | 17% | 18 | 26% | 16 | 25% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | - | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 13 | % | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 15 | 73% | 0 | 0% | 1 | 7% | 7 | 47% | 4 | 27% |
| HISPANIC OR LATINO | 25 | 96% | 0 | 0% | 1 | 4% | 8 | 32% | 16 | 64% |
| WHITE | 458 | 91% | 4 | 1% | 14 | 3% | 101 | 22% | 315 | 69% |
| MULTIRACIAL | 15 | 73% | 0 | 0% | 0 | 0% | 5 | 3% | 6 | 40% |
| SMALL GROUP TOTAL | 15 | 93% | 0 | 0% | 0 | 0% | 3 | 20% | 11 | 73% |
| FEMALE | 250 | 90% | 2 | 1% | 8 | 3% | 60 | 24% | 164 | 66% |
| MALE | 278 | 91% | 2 | 1% | 8 | 3% | 64 | 23% | 188 | 68% |
| NON-ENGLISH LANGUAGE LEARNERS | 527 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 120 | 75% | 2 | 2% | 9 | 8% | 42 | 35% | 48 | 40% |
| NOT ECONOMICALLY DISADVANTAGED | 408 | 95% | 2 | 0% | 7 | 2% | 82 | 20% | 304 | 75% |
| NOT MIGRANT | 528 | 90% | 4 | 1% | 16 | 3% | 124 | 23% | 352 | 67% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|----------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 528 | 92% | 4 | 1% | 17 | 3% | 151 | 29% | 334 | 63% |
| GENERAL EDUCATION | 463 | 96% | 1 | 0% | 8 | 2% | 122 | 26% | 323 | 70% |
| STUDENTS WITH DISABILITIES | 65 | 62% | 3 | 5% | 9 | 14% | 29 | 45% | 11 | 17% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | % | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 13 | % | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 15 | 73% | 1 | 7% | 2 | 13% | 7 | 47% | 4 | 27% |
| HISPANIC OR LATINO | 25 | 92% | 0 | 0% | 0 | 0% | 12 | 48% | 11 | 44% |
| WHITE | 458 | 93% | 2 | 0% | 14 | 3% | 126 | 28% | 301 | 66% |
| MULTIRACIAL | 15 | 67% | 1 | 7% | 1 | 7% | 4 | 27% | 6 | 40% |
| SMALL GROUP TOTAL | 15 | 93% | 0 | 0% | 0 | 0% | 2 | 13% | 12 | 80% |
| FEMALE | 250 | 91% | 2 | 1% | 7 | 3% | 75 | 30% | 153 | 61% |
| MALE | 278 | 92% | 2 | 1% | 10 | 4% | 76 | 27% | 181 | 65% |
| NON-ENGLISH LANGUAGE LEARNERS | 527 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 120 | 80% | 3 | 3% | 9 | 8% | 52 | 43% | 44 | 37% |
| NOT ECONOMICALLY DISADVANTAGED | 408 | 95% | 1 | 0% | 8 | 2% | 99 | 24% | 290 | 71% |
| NOT MIGRANT | 528 | 92% | 4 | 1% | 17 | 3% | 151 | 29% | 334 | 63% |

Regents Examination Results (2016 - 17)

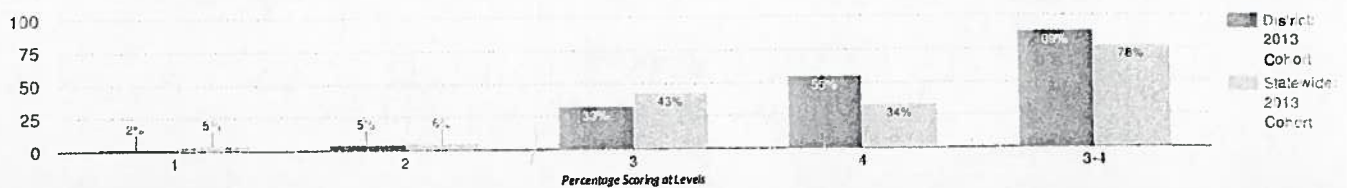
ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|-------|--------------|---------|---------|---------|---------|---------|
|-------|--------------|---------|---------|---------|---------|---------|

| | | | | | | | | | | |
|--------------------------------|-----|-----|---|-----|----|-----|-----|-----|-----|-----|
| BLACK OR AFRICAN AMERICAN | 15 | 80% | 3 | 20% | 0 | 0% | 10 | 67% | 2 | 13% |
| HISPANIC OR LATINO | 25 | 96% | 0 | 0% | 0 | 0% | 15 | 60% | 9 | 36% |
| WHITE | 458 | 92% | 4 | 1% | 19 | 4% | 194 | 42% | 229 | 50% |
| MULTIRACIAL | 15 | 73% | 0 | 0% | 2 | 13% | 7 | 47% | 4 | 27% |
| SMALL GROUP TOTAL | 15 | 87% | 1 | 7% | 0 | 0% | 4 | 27% | 9 | 60% |
| FEMALE | 250 | 92% | 2 | 1% | 10 | 4% | 103 | 41% | 126 | 50% |
| MALE | 278 | 91% | 6 | 2% | 11 | 4% | 127 | 46% | 127 | 46% |
| NON-ENGLISH LANGUAGE LEARNERS | 527 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 120 | 84% | 6 | 5% | 7 | 6% | 76 | 63% | 25 | 21% |
| NOT ECONOMICALLY DISADVANTAGED | 408 | 94% | 2 | 0% | 14 | 3% | 154 | 38% | 228 | 56% |
| NOT MIGRANT | 528 | 91% | 8 | 2% | 21 | 4% | 230 | 44% | 253 | 48% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|-------------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 528 | 89% | 9 | 2% | 24 | 5% | 175 | 33% | 293 | 55% |
| GENERAL EDUCATION | 463 | 95% | 2 | 0% | 12 | 3% | 159 | 34% | 280 | 60% |
| STUDENTS WITH DISABILITIES | 65 | 45% | 7 | 11% | 12 | 18% | 16 | 25% | 13 | 20% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | % | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 13 | % | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 15 | 73% | 1 | 7% | 1 | 7% | 8 | 53% | 3 | 20% |
| HISPANIC OR LATINO | 25 | 92% | 0 | 0% | 0 | 0% | 12 | 48% | 11 | 44% |
| WHITE | 458 | 90% | 8 | 2% | 20 | 4% | 147 | 32% | 263 | 57% |
| MULTIRACIAL | 15 | 67% | 0 | 0% | 3 | 20% | 6 | 40% | 4 | 27% |
| SMALL GROUP TOTAL | 15 | 93% | 0 | 0% | 0 | 0% | 2 | 13% | 12 | 80% |
| FEMALE | 250 | 88% | 2 | 1% | 13 | 5% | 83 | 33% | 136 | 54% |
| MALE | 278 | 90% | 7 | 3% | 11 | 4% | 92 | 33% | 157 | 56% |
| NON-ENGLISH LANGUAGE LEARNERS | 527 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 120 | 73% | 5 | 4% | 13 | 11% | 52 | 43% | 36 | 30% |
| NOT ECONOMICALLY DISADVANTAGED | 408 | 93% | 4 | 1% | 11 | 3% | 123 | 30% | 257 | 63% |
| NOT MIGRANT | 528 | 89% | 9 | 2% | 24 | 5% | 175 | 33% | 293 | 55% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|-------|--------------|------------|---------|---------|---------|---------|
|-------|--------------|------------|---------|---------|---------|---------|

| | | | | | | | | | | | |
|----------------------------------------|-----|----|-----|---|----|----|-----|----|-----|-----|------|
| ALL STUDENTS | 457 | 20 | 4% | 9 | 2% | 49 | 11% | 61 | 13% | 318 | 70% |
| GENERAL EDUCATION | 410 | 9 | 2% | 5 | 1% | 39 | 10% | 46 | 11% | 311 | 76% |
| STUDENTS WITH DISABILITIES | 47 | 11 | 23% | 4 | 9% | 10 | 21% | 15 | 32% | 7 | 15% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 8 | - | - | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 14 | 3 | 21% | 1 | 7% | 1 | 7% | 3 | 21% | 6 | 43% |
| HISPANIC OR LATINO | 11 | 0 | 0% | 0 | 0% | 2 | 18% | 1 | 9% | 8 | 73% |
| WHITE | 407 | 17 | 4% | 7 | 2% | 43 | 11% | 56 | 14% | 284 | 70% |
| MULTIRACIAL | 14 | 0 | 0% | 1 | 7% | 3 | 21% | 1 | 7% | 9 | 64% |
| SMALL GROUP TOTAL | 11 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 100% |
| FEMALE | 209 | 3 | 1% | 3 | 1% | 15 | 7% | 20 | 10% | 168 | 80% |
| MALE | 248 | 17 | 7% | 6 | 2% | 34 | 14% | 41 | 17% | 150 | 60% |
| NON-ENGLISH LANGUAGE LEARNERS | 457 | 20 | 4% | 9 | 2% | 49 | 11% | 61 | 13% | 318 | 70% |
| ECONOMICALLY DISADVANTAGED | 105 | 10 | 10% | 4 | 4% | 24 | 23% | 25 | 24% | 42 | 40% |
| NOT ECONOMICALLY DISADVANTAGED | 352 | 10 | 3% | 5 | 1% | 25 | 7% | 36 | 10% | 276 | 78% |
| NOT MIGRANT | 457 | 20 | 4% | 9 | 2% | 49 | 11% | 61 | 13% | 318 | 70% |

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|----------------------------------------|--------------|----|-----|----|-----|---|-----|
| ALL STUDENTS | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| GENERAL EDUCATION | 14 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | - | - | - | - | - | - |
| WHITE | 13 | - | - | - | - | - | - |
| MULTIRACIAL | 1 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| FEMALE | 10 | 4 | 40% | 2 | 20% | 1 | 10% |
| MALE | 5 | 4 | 80% | 4 | 80% | 2 | 40% |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| ECONOMICALLY DISADVANTAGED | 3 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 12 | - | - | - | - | - | - |
| NOT MIGRANT | 15 | 8 | 53% | 6 | 40% | 3 | 20% |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|----------------------------------------|--------------|---------|---------|---------|---------|---------|
| ALL STUDENTS | 599 | 22 4% | 41 7% | 170 28% | 185 31% | 181 30% |
| GENERAL EDUCATION | 514 | 3 1% | 20 4% | 136 26% | 177 34% | 178 35% |
| STUDENTS WITH DISABILITIES | 85 | 19 22% | 21 25% | 34 40% | 8 9% | 3 4% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 13 | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 15 | 2 13% | 2 13% | 9 60% | 2 13% | 0 0% |
| HISPANIC OR LATINO | 17 | 0 0% | 1 6% | 8 47% | 4 24% | 4 24% |
| WHITE | 535 | 20 4% | 38 7% | 145 27% | 163 30% | 169 32% |
| MULTIRACIAL | 17 | 0 0% | 0 0% | 5 29% | 9 53% | 3 18% |
| SMALL GROUP TOTAL | 15 | 0 0% | 0 0% | 3 20% | 7 47% | 5 33% |
| FEMALE | 289 | 9 3% | 13 4% | 72 25% | 102 35% | 93 32% |
| MALE | 310 | 13 4% | 28 9% | 98 32% | 83 27% | 88 28% |
| NON-ENGLISH LANGUAGE LEARNERS | 594 | 22 4% | 41 7% | 168 28% | 183 31% | 180 30% |
| ENGLISH LANGUAGE LEARNERS | 5 | 0 0% | 0 0% | 2 40% | 2 40% | 1 20% |
| ECONOMICALLY DISADVANTAGED | 167 | 14 8% | 18 11% | 82 49% | 35 21% | 18 11% |
| NOT ECONOMICALLY DISADVANTAGED | 432 | 8 2% | 23 5% | 88 20% | 150 35% | 163 38% |
| NOT MIGRANT | 599 | 22 4% | 41 7% | 170 28% | 185 31% | 181 30% |

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|----------------------------------------|--------------|---------|---------|---------|---------|---------|
| ALL STUDENTS | 429 | 43 10% | 61 14% | 165 38% | 49 11% | 111 26% |
| GENERAL EDUCATION | 416 | 40 10% | 57 14% | 160 38% | 48 12% | 111 27% |
| STUDENTS WITH DISABILITIES | 13 | 3 23% | 4 31% | 5 38% | 1 8% | 0 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 5 | 0 0% | 0 0% | 2 40% | 0 0% | 3 60% |
| BLACK OR AFRICAN AMERICAN | 7 | 4 57% | 2 29% | 1 14% | 0 0% | 0 0% |
| HISPANIC OR LATINO | 13 | 2 15% | 2 15% | 6 46% | 2 15% | 1 8% |
| WHITE | 393 | 34 9% | 54 14% | 151 38% | 47 12% | 107 27% |
| MULTIRACIAL | 11 | 3 27% | 3 27% | 5 45% | 0 0% | 0 0% |
| FEMALE | 205 | 19 9% | 29 14% | 74 36% | 27 13% | 56 27% |
| MALE | 224 | 24 11% | 32 14% | 91 41% | 22 10% | 55 25% |
| NON-ENGLISH LANGUAGE LEARNERS | 427 | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 2 | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 83 | 15 18% | 22 27% | 32 39% | 9 11% | 5 6% |
| NOT ECONOMICALLY DISADVANTAGED | 346 | 28 8% | 39 11% | 133 38% | 40 12% | 106 31% |
| NOT MIGRANT | 429 | 43 10% | 61 14% | 165 38% | 49 11% | 111 26% |

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | | LEVEL 2 | | LEVEL 3 | | LEVEL 4 | | LEVEL 5 | |
|----------------------------------------|--------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| ALL STUDENTS | 315 | 13 | 4% | 21 | 7% | 153 | 49% | 84 | 27% | 44 | 14% |
| GENERAL EDUCATION | 304 | 13 | 4% | 18 | 6% | 146 | 48% | 83 | 27% | 44 | 14% |
| STUDENTS WITH DISABILITIES | 11 | 0 | 0% | 3 | 27% | 7 | 64% | 1 | 9% | 0 | 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | - | - | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 7 | 0 | 0% | 0 | 0% | 3 | 43% | 2 | 29% | 2 | 29% |
| BLACK OR AFRICAN AMERICAN | 4 | - | - | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 7 | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 0 | 0% |
| WHITE | 288 | 10 | 3% | 19 | 7% | 139 | 48% | 78 | 27% | 42 | 15% |
| MULTIRACIAL | 7 | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 0 | 0% |
| SMALL GROUP TOTAL | 6 | 1 | 17% | 0 | 0% | 3 | 50% | 2 | 33% | 0 | 0% |
| FEMALE | 166 | 11 | 7% | 13 | 8% | 67 | 40% | 50 | 30% | 25 | 15% |
| MALE | 149 | 2 | 1% | 8 | 5% | 86 | 58% | 34 | 23% | 19 | 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 315 | 13 | 4% | 21 | 7% | 153 | 49% | 84 | 27% | 44 | 14% |
| ECONOMICALLY DISADVANTAGED | 51 | 7 | 14% | 6 | 12% | 28 | 55% | 8 | 16% | 2 | 4% |
| NOT ECONOMICALLY DISADVANTAGED | 264 | 6 | 2% | 15 | 6% | 125 | 47% | 76 | 29% | 42 | 16% |
| NOT MIGRANT | 315 | 13 | 4% | 21 | 7% | 153 | 49% | 84 | 27% | 44 | 14% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|----------------------------------------|--------------|-----|------|-----|------|-----|------|
| ALL STUDENTS | 497 | 444 | 89% | 402 | 81% | 218 | 44% |
| GENERAL EDUCATION | 422 | 398 | 94% | 370 | 88% | 213 | 50% |
| STUDENTS WITH DISABILITIES | 75 | 46 | 61% | 32 | 43% | 5 | 7% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 4 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 14 | 8 | 57% | 6 | 43% | 0 | 0% |
| HISPANIC OR LATINO | 14 | 13 | 93% | 13 | 93% | 5 | 36% |
| WHITE | 452 | 408 | 90% | 370 | 82% | 205 | 45% |
| MULTIRACIAL | 12 | 10 | 83% | 8 | 67% | 3 | 25% |
| SMALL GROUP TOTAL | 5 | 5 | 100% | 5 | 100% | 5 | 100% |
| FEMALE | 235 | 225 | 96% | 201 | 86% | 106 | 45% |
| MALE | 262 | 219 | 84% | 201 | 77% | 112 | 43% |
| NON-ENGLISH LANGUAGE LEARNERS | 494 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 3 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 143 | 117 | 82% | 96 | 67% | 32 | 22% |
| NOT ECONOMICALLY DISADVANTAGED | 354 | 327 | 92% | 306 | 86% | 186 | 53% |
| NOT MIGRANT | 497 | 444 | 89% | 402 | 81% | 218 | 44% |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|-----|------|-----|------|-----|-----|
| ALL STUDENTS | 462 | 446 | 97% | 424 | 92% | 301 | 65% |
| GENERAL EDUCATION | 416 | 407 | 98% | 396 | 95% | 289 | 69% |
| STUDENTS WITH DISABILITIES | 46 | 39 | 85% | 28 | 61% | 12 | 26% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 8 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 17 | 15 | 88% | 12 | 71% | 3 | 18% |
| HISPANIC OR LATINO | 10 | 10 | 100% | 9 | 90% | 7 | 70% |
| WHITE | 410 | 396 | 97% | 378 | 92% | 276 | 67% |
| MULTIRACIAL | 14 | 14 | 100% | 14 | 100% | 6 | 43% |
| SMALL GROUP TOTAL | 11 | 11 | 100% | 11 | 100% | 9 | 82% |
| FEMALE | 218 | 214 | 98% | 202 | 93% | 144 | 66% |
| MALE | 244 | 232 | 95% | 222 | 91% | 157 | 64% |
| NON-ENGLISH LANGUAGE LEARNERS | 462 | 446 | 97% | 424 | 92% | 301 | 65% |
| ECONOMICALLY DISADVANTAGED | 115 | 106 | 92% | 92 | 80% | 45 | 39% |
| NOT ECONOMICALLY DISADVANTAGED | 347 | 340 | 98% | 332 | 96% | 256 | 74% |
| NOT MIGRANT | 462 | 446 | 97% | 424 | 92% | 301 | 65% |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|-----|------|-----|------|-----|-----|
| ALL STUDENTS | 719 | 695 | 97% | 663 | 92% | 380 | 53% |
| GENERAL EDUCATION | 656 | 645 | 98% | 627 | 96% | 370 | 56% |
| STUDENTS WITH DISABILITIES | 63 | 50 | 79% | 36 | 57% | 10 | 16% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 16 | 16 | 100% | 16 | 100% | 13 | 81% |
| BLACK OR AFRICAN AMERICAN | 14 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 19 | 19 | 100% | 17 | 89% | 7 | 37% |
| WHITE | 647 | 627 | 97% | 603 | 93% | 353 | 55% |
| MULTIRACIAL | 21 | 21 | 100% | 19 | 90% | 5 | 24% |
| SMALL GROUP TOTAL | 16 | 12 | 75% | 8 | 50% | 2 | 13% |
| FEMALE | 356 | 348 | 98% | 331 | 93% | 180 | 51% |
| MALE | 363 | 347 | 96% | 332 | 91% | 200 | 55% |
| NON-ENGLISH LANGUAGE LEARNERS | 715 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 4 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 160 | 143 | 89% | 120 | 75% | 38 | 24% |
| NOT ECONOMICALLY DISADVANTAGED | 559 | 552 | 99% | 543 | 97% | 342 | 61% |
| NOT MIGRANT | 719 | 695 | 97% | 663 | 92% | 380 | 53% |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|----|------|----|------|----|-----|
| ALL STUDENTS | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| GENERAL EDUCATION | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 2 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | - | - | - | - | - | - |
| WHITE | 61 | 61 | 100% | 59 | 97% | 39 | 64% |
| MULTIRACIAL | 2 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 6 | 100% | 6 | 100% | 3 | 50% |
| FEMALE | 25 | 25 | 100% | 25 | 100% | 15 | 60% |
| MALE | 42 | 42 | 100% | 40 | 95% | 27 | 64% |
| NON-ENGLISH LANGUAGE LEARNERS | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| ECONOMICALLY DISADVANTAGED | 1 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 66 | - | - | - | - | - | - |
| NOT MIGRANT | 67 | 67 | 100% | 65 | 97% | 42 | 63% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| GRADE 3 ELA | 3 | % | - | - | - | - |
| GRADE 3 MATH | 3 | % | - | - | - | - |
| GRADE 4 ELA | 1 | % | - | - | - | - |
| GRADE 4 MATH | 1 | % | - | - | - | - |
| GRADE 4 SCIENCE | 2 | % | - | - | - | - |
| GRADE 5 ELA | 2 | % | - | - | - | - |
| GRADE 5 MATH | 2 | % | - | - | - | - |
| GRADE 6 ELA | 2 | % | - | - | - | - |
| GRADE 6 MATH | 2 | % | - | - | - | - |
| GRADE 7 ELA | 1 | % | - | - | - | - |
| GRADE 7 MATH | 1 | % | - | - | - | - |
| GRADE 8 ELA | 7 | 100% | 0 | 0 | 7 | 0 |
| GRADE 8 MATH | 7 | 43% | 1 | 3 | 3 | 0 |
| GRADE 8 SCIENCE | 6 | 83% | 0 | 1 | 5 | 0 |
| SECONDARY-LEVEL ELA | 3 | % | - | - | - | - |
| SECONDARY-LEVEL MATH | 3 | % | - | - | - | - |
| SECONDARY-LEVEL SCIENCE | 3 | % | - | - | - | - |
| SECONDARY-LEVEL SOCIAL STUDIES | 3 | % | - | - | - | - |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

| KINDERGARTEN | | | | | | |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
| ALL STUDENTS | 2 | - | - | - | - | - |
| GENERAL EDUCATION | 2 | - | - | - | - | - |

| GRADE 1 | | | | | | |
|---------|--|--|--|--|--|--|
|---------|--|--|--|--|--|--|

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|----------------------------------------|--------------|----|-----|----|-----|---|-----|
| ALL STUDENTS | 67 | 47 | 70% | 33 | 49% | 5 | 7% |
| GENERAL EDUCATION | 32 | 27 | 84% | 19 | 59% | 3 | 9% |
| STUDENTS WITH DISABILITIES | 35 | 20 | 57% | 14 | 40% | 2 | 6% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 2 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 4 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - |
| WHITE | 55 | 40 | 73% | 29 | 53% | 4 | 7% |
| MULTIRACIAL | 3 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 12 | 7 | 58% | 4 | 33% | 1 | 8% |
| FEMALE | 24 | 15 | 63% | 11 | 46% | 1 | 4% |
| MALE | 43 | 32 | 74% | 22 | 51% | 4 | 9% |
| NON-ENGLISH LANGUAGE LEARNERS | 66 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 33 | 22 | 67% | 11 | 42% | 1 | 3% |
| NOT ECONOMICALLY DISADVANTAGED | 34 | 25 | 74% | 19 | 56% | 4 | 12% |
| NOT MIGRANT | 67 | 47 | 70% | 33 | 49% | 5 | 7% |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|----------------------------------------|--------------|-----|------|-----|-----|----|-----|
| ALL STUDENTS | 430 | 401 | 93% | 347 | 81% | 96 | 22% |
| GENERAL EDUCATION | 419 | 391 | 93% | 342 | 82% | 95 | 23% |
| STUDENTS WITH DISABILITIES | 11 | 10 | 91% | 5 | 45% | 1 | 9% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 7 | 6 | 86% | 5 | 71% | 2 | 29% |
| BLACK OR AFRICAN AMERICAN | 4 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 10 | 10 | 100% | 8 | 80% | 0 | 0% |
| WHITE | 397 | 372 | 94% | 323 | 81% | 93 | 23% |
| MULTIRACIAL | 9 | 6 | 67% | 6 | 67% | 0 | 0% |
| SMALL GROUP TOTAL | 7 | 7 | 100% | 5 | 71% | 1 | 14% |
| FEMALE | 222 | 209 | 94% | 183 | 82% | 56 | 25% |
| MALE | 208 | 192 | 92% | 164 | 79% | 40 | 19% |
| NON-ENGLISH LANGUAGE LEARNERS | 429 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 69 | 60 | 87% | 46 | 67% | 10 | 14% |
| NOT ECONOMICALLY DISADVANTAGED | 361 | 341 | 94% | 301 | 83% | 86 | 24% |
| NOT MIGRANT | 430 | 401 | 93% | 347 | 81% | 96 | 22% |

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|----------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 6 | 0% | 33% | 17% | 50% | 0% |
| GENERAL EDUCATION | 5 | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - |

GRADE 2

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|----------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 5 | 0% | 0% | 0% | 80% | 20% |
| GENERAL EDUCATION | 4 | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - |

GRADE 3

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 7 | 0% | 14% | 0% | 57% | 29% |
| GENERAL EDUCATION | 7 | 0% | 14% | 0% | 57% | 29% |

GRADE 4

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|----------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 5 | 0% | 0% | 20% | 40% | 40% |
| GENERAL EDUCATION | 4 | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - |

GRADE 5

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 2 | - | - | - | - | - |
| GENERAL EDUCATION | 2 | - | - | - | - | - |

GRADE 8

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 1 | - | - | - | - | - |
| GENERAL EDUCATION | 1 | - | - | - | - | - |

GRADE 9

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 4 | - | - | - | - | - |
| GENERAL EDUCATION | 4 | - | - | - | - | - |

GRADE 10

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------|--------------|----------|----------|---------------|-----------|------------|
|-------|--------------|----------|----------|---------------|-----------|------------|

| | | | | | | |
|-------------------|---|---|---|---|---|---|
| ALL STUDENTS | 3 | - | - | - | - | - |
| GENERAL EDUCATION | 3 | - | - | - | - | - |

GRADE L2

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------|--------------|----------|----------|---------------|-----------|------------|
|-------|--------------|----------|----------|---------------|-----------|------------|

| | | | | | | |
|----------------------------|---|---|---|---|---|---|
| ALL STUDENTS | 1 | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - |

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT. ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON APRIL 24, 2018, 3:21 PM EST

BALDWINVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI * EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDSDAY | PI | EAMO | SAFE HARBOR TARGET |
|----------------------------------------|----------|------------|---------------------------------------------------------|-----------------------------------------------------|---------------------------------|-------------------------------------|-----------------|------|--------------------|
| ALL STUDENTS | NO | NO | 5 050* | 74%* | YES | 1,848 | 120 | 108 | 108 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 7 | — | — | 6 | — | — | — |
| BLACK OR AFRICAN AMERICAN | NO | NO | 87* | 67%* | NO | 53 [†] | 77 | 85 | 82 |
| HISPANIC OR LATINO | NO | NO | 231* | 80%* | NO | 94 | 88 | 92 | 92 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | 25 | — | — | 20 | — | — | — |
| WHITE | NO | NO | 4,432* | 73%* | YES | 1,614 | 122 | 121 | 121 |
| MULTIRACIAL | NO | NO | 228* | 73%* | YES | 88 | 111 | 101 | 101 |
| STUDENTS WITH DISABILITIES | NO | NO | 751* | 68%* | NO | 272 [‡] | 47 [‡] | 78 | 62 |
| LIMITED ENGLISH PROFICIENT | — | — | 15 | — | — | 12 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | NO | 1,486* | 70%* | NO | 504 | 88 | 97 | 94 |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDSDAY | PI |
|---------------------------------------|---------------------------------------------------------|-----------------------------------------------------|-------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 5 035* | 74%* | 1,842 | 120 |
| NOT BLACK OR AFRICAN AMERICAN | 4,963* | 74%* | 1,822 | 120 |
| NOT HISPANIC OR LATINO | 4,819* | 73%* | 1,754 | 121 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA | 4,993* | 73%* | 1,828 | 119 |
| NOT WHITE | 618* | 76%* | 234 | 100 |
| NOT MULTIRACIAL | 4,822* | 74%* | 1,760 | 120 |
| GENERAL EDUCATION | 4,299* | 75%* | 1,604 | 131 |
| ENGLISH PROFICIENT | 5 024* | 73%* | 1,836 | 120 |
| NOT ECONOMICALLY DISADVANTAGED | 3 564* | 75%* | 1,344 | 132 |
| MALE | 2,570* | 73%* | 922 | 108 |
| FEMALE | 2,480* | 74%* | 926 | 131 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 5 050* | 74%* | 1,848 | 120 |

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 * The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI * EAMO OR SAFE HARBOR TARGET | TESTED STUDENTS ENROLLED ON BEDSDAY | PI | EAMO | SAFE HARBOR TARGET |
|-------|----------|------------|---------------------------------------------------------|-----------------------------------------------------|---------------------------------|-------------------------------------|----|------|--------------------|
|-------|----------|------------|---------------------------------------------------------|-----------------------------------------------------|---------------------------------|-------------------------------------|----|------|--------------------|

| GROUP | NO | NO | 5,042* | 75%* | YES | 1,923 | 140 | 107 | 107 |
|----------------------------------------|----|----|--------|------|-----|-------|-----|-----|-----|
| ALL STUDENTS | — | — | 7 | — | — | 6 | — | — | — |
| AMERICAN INDIAN OR ALASKA NATIVE | NO | NO | 88* | 61%* | NO | 47* | 72 | 80 | 78 |
| BLACK OR AFRICAN AMERICAN | NO | NO | 228* | 80%* | YES | 94 | 103 | 90 | 90 |
| HISPANIC OR LATINO | — | — | 25 | — | — | 22 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | NO | NO | 4,428* | 75%* | YES | 1,691 | 144 | 118 | 118 |
| WHITE | NO | NO | 226* | 73%* | YES | 88 | 116 | 95 | 95 |
| MULTIRACIAL | NO | NO | 750* | 66%* | NO | 269† | 62† | 79 | 74 |
| STUDENTS WITH DISABILITIES | — | — | 15 | — | — | 13 | — | — | — |
| LIMITED ENGLISH PROFICIENT | NO | NO | 1,482* | 68%* | YES | 498 | 100 | 95 | 95 |
| ECONOMICALLY DISADVANTAGED | | | | | | | | | |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|----------------------------------------|---------------------------------------------------------|-----------------------------------------------------|--------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 5,027* | 75%* | 1,917 | 140 |
| NOT BLACK OR AFRICAN AMERICAN | 4,954* | 76%* | 1,901 | 141 |
| NOT HISPANIC OR LATINO | 4,814* | 75%* | 1,829 | 142 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA. | 4,985* | 73%* | 1,901 | 140 |
| NOT WHITE | 614* | 75%* | 232 | 111 |
| NOT MULTIRACIAL | 4,816* | 75%* | 1,835 | 141 |
| GENERAL EDUCATION | 4,292* | 77%* | 1,681 | 152 |
| ENGLISH PROFICIENT | 5,016* | 75%* | 1,910 | 140 |
| NOT ECONOMICALLY DISADVANTAGED | 3,560* | 79%* | 1,425 | 154 |
| MALE | 2,566* | 75%* | 955 | 141 |
| FEMALE | 2,476* | 76%* | 968 | 140 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 5,042* | 75%* | 1,923 | 140 |

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 80% OR | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | PI ≥ EAMO OR PROGRESS TARGET | TESTED STUDENTS ENROLLED ON BEDS DAY | PI | EAMO | PROGRESS TARGET |
|----------------------------------------|----------|------------------|---------------------------------------------------------|-----------------------------------------------------|------------------------------|--------------------------------------|------|------|-----------------|
| ALL STUDENTS | YES | YES | 845 | 86% | YES | 716 | 188 | 185 | 185 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 2 | — | — | 2 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 16 | — | — | 12 | — | — | — |
| HISPANIC OR LATINO | YES | YES | 43 | 86% | YES | 37 | 173 | 165 | 1 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | 9 | — | — | 9 | — | — | — |
| WHITE | NO | YES | 727 | 86% | NO | 619 | 190 | 191 | 191 |
| MULTIRACIAL | NO | NO | 81* | 74%* | YES | 37 | 178 | 178 | 1 |
| STUDENTS WITH DISABILITIES | NO | NO | 246* | 70%* | YES | 104† | 153† | 165 | 150 |
| LIMITED ENGLISH PROFICIENT | — | — | 5 | — | — | 5 | — | — | — |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD | PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES | TESTED STUDENTS ENROLLED ON BEDS DAY | PI |
|--------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|--------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 843 | 86% | 714 | 188 |
| NOT BLACK OR AFRICAN AMERICAN | 829 | 86% | 704 | 188 |
| NOT HISPANIC OR LATINO | 802 | 86% | 679 | 189 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 836 | 86% | 707 | 188 |
| NOT WHITE | 118 | 83% | 97 | 177 |
| NOT MULTIRACIAL | 797 | 86% | 679 | 189 |
| GENERAL EDUCATION | 710 | 89% | 625 | 194 |
| ENGLISH PROFICIENT | 840 | 86% | 711 | 188 |
| NOT ECONOMICALLY DISADVANTAGED | 586 | 90% | 523 | 194 |
| MALE | 422 | 84% | 350 | 187 |
| FEMALE | 423 | 87% | 366 | 189 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 845 | 86% | 716 | 188 |

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.
 * The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI - EAMO OR SAFE HARBOR TARGET | 2013 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|----------------------------------------|----------|------------|--------------|------------------------------------------------|---------------------------------|------------------------------------|------|------|--------------------|
| ALL STUDENTS | YES | YES | 513 | 99% | YES | 499 | 180 | 173 | 173 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 12 | — | — | 15 | — | — | — |
| HISPANIC OR LATINO | — | — | 24 | — | — | 25 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | 13 | — | — | 13 | — | — | — |
| WHITE | YES | YES | 453 | 99% | YES | 435 | 183 | 181 | 181 |
| MULTIRACIAL | — | — | 8 | — | — | 11 | — | — | — |
| STUDENTS WITH DISABILITIES | NO | YES | 55 | 95% | NO | 60† | 122† | 132 | 132 |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | YES | 113 | 97% | NO | 108 | 152 | 158 | 158 |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|--------------------------------------|--------------|------------------------------------------------|------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 510 | 99% | 499 | 160 |

| | | | | |
|------------------------------------------|-----|------|-----|-----|
| NOT BLACK OR AFRICAN AMERICAN | 501 | 99% | 484 | 182 |
| NOT HISPANIC OR LATINO | 489 | 99% | 474 | 180 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA... | 500 | 99% | 486 | 180 |
| NOT WHITE | 60 | 100% | 64 | 164 |
| NOT MULTIRACIAL | 505 | 99% | 488 | 181 |
| GENERAL EDUCATION | 458 | 100% | 440 | 188 |
| ENGLISH PROFICIENT | 513 | 99% | 498 | 181 |
| NOT ECONOMICALLY DISADVANTAGED | 400 | 100% | 391 | 188 |
| MALE | 273 | 99% | 265 | 176 |
| FEMALE | 240 | 99% | 234 | 185 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 513 | 99% | 499 | 180 |

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 95% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI † EAMO OR SAFE HARBOR TARGET | 2013 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|----------------------------------------|----------|------------|--------------|------------------------------------------------|---------------------------------|------------------------------------|-----|------|--------------------|
| ALL STUDENTS | NO | YES | 513 | 99% | NO | 499 | 153 | 160 | 160 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 12 | — | — | 15 | — | — | — |
| HISPANIC OR LATINO | — | — | 24 | — | — | 25 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | 13 | — | — | 13 | — | — | — |
| WHITE | NO | YES | 453 | 100% | NO | 435 | 155 | 170 | 170 |
| MULTIRACIAL | — | — | 8 | — | — | 11 | — | — | — |
| STUDENTS WITH DISABILITIES | NO | YES | 55 | 98% | NO | 60† | 82† | 124 | 112 |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | YES | 113 | 99% | NO | 108 | 120 | 144 | 142 |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|------------------------------------------|--------------|------------------------------------------------|------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 510 | 99% | 499 | 153 |
| NOT BLACK OR AFRICAN AMERICAN | 501 | 99% | 484 | 155 |
| NOT HISPANIC OR LATINO | 489 | 100% | 474 | 154 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA... | 500 | 99% | 486 | 153 |
| NOT WHITE | 60 | 98% | 64 | 139 |
| NOT MULTIRACIAL | 505 | 99% | 488 | 154 |
| GENERAL EDUCATION | 458 | 100% | 440 | 163 |
| ENGLISH PROFICIENT | 513 | 99% | 498 | 154 |
| NOT ECONOMICALLY DISADVANTAGED | 400 | 100% | 391 | 162 |
| MALE | 273 | 99% | 265 | 151 |
| FEMALE | 240 | 100% | 234 | 156 |
| MIGRANT | 0 | — | 0 | — |

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/MIDDLE-LEVEL ELA PI | ELEMENTARY/MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED PI |
|-------------------------------------------------|--------------------------------|---------------------------------|------------------------|-------------------------|------------------------|
| ALL STUDENTS | 120 | 140 | 180 | 153 | 148 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | — | — | 0 |
| BLACK OR AFRICAN AMERICAN | — | — | — | — | 0 |
| HISPANIC OR LATINO | 88 | 103 | — | — | 96 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | — | — | — | — | 0 |
| WHITE | 122 | 144 | 183 | 155 | 151 |
| MULTIRACIAL | 111 | 116 | — | — | 114 |
| STUDENTS WITH DISABILITIES | 47 | 62 | 122 | 82 | 78 |
| LIMITED ENGLISH PROFICIENT | — | — | — | — | 0 |
| ECONOMICALLY DISADVANTAGED | 88 | 100 | 152 | 120 | 115 |

— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

| GROUP | MADE AYP |
|-------------------------------------------------|----------|
| ALL STUDENTS | YES |
| AMERICAN INDIAN OR ALASKA NATIVE | — |
| BLACK OR AFRICAN AMERICAN | — |
| HISPANIC OR LATINO | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | — |
| WHITE | YES |
| MULTIRACIAL | — |
| STUDENTS WITH DISABILITIES | YES |
| LIMITED ENGLISH PROFICIENT | — |
| ECONOMICALLY DISADVANTAGED | YES |

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION | 2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|--------------------------------------------|-------------------------------|---------------------------------------------|-----------------|----------------|-----------------|
| ALL STUDENTS | YES | 464 | 92% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 7 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 4 | — | — | — |
| HISPANIC OR LATINO | — | 16 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/ OTHER PACIFIC... | — | 8 | — | — | — |
| WHITE | YES | 417 | 92% | 80% | 80% |
| MULTIRACIAL | — | 12 | — | — | — |
| STUDENTS WITH DISABILITIES | YES | 56† | 70%† | 80% | 69% |
| LIMITED ENGLISH PROFICIENT | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | YES | 99 | 83% | 80% | 80% |

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION | 2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|----------------------------------------|-------------------------------|---------------------------------------------|-----------------|----------------|-----------------|
| ALL STUDENTS | YES | 483 | 94% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 2 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 9 | — | — | — |
| HISPANIC OR LATINO | — | 10 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | 9 | — | — | — |
| WHITE | YES | 442 | 95% | 80% | 80% |
| MULTIRACIAL | — | 11 | — | — | — |
| STUDENTS WITH DISABILITIES | YES | 54† | 69%† | 80% | 68% |
| LIMITED ENGLISH PROFICIENT | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | YES | 86 | 83% | 80% | 80% |

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
 NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

| GROUP | FOUR-YEAR GRADUATION-RATE TOTAL COHORT | | FIVE-YEAR GRADUATION-RATE TOTAL COHORT | |
|------------------------------------------|---------------------------------------------|-----------------|---------------------------------------------|-----------------|
| | 2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 457 | 93% | 481 | 94% |
| NOT BLACK OR AFRICAN AMERICAN | 460 | 92% | 474 | 95% |
| NOT HISPANIC OR LATINO | 448 | 92% | 473 | 94% |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA... | 456 | 92% | 474 | 94% |
| NOT WHITE | 47 | 91% | 41 | 90% |
| NOT MULTIRACIAL | 452 | 92% | 472 | 94% |
| GENERAL EDUCATION | 408 | 95% | 430 | 97% |
| ENGLISH PROFICIENT | 464 | 92% | 482 | 94% |
| NOT ECONOMICALLY DISADVANTAGED | 365 | 95% | 397 | 97% |
| MALE | 247 | 90% | 250 | 91% |
| FEMALE | 217 | 95% | 233 | 97% |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 464 | 92% | 483 | 94% |

— There were fewer than 30 students in the cohort

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 56%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 7%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE 5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.
THIS DOCUMENT WAS CREATED ON: APRIL 24, 2016, 2:28 PM EST

BALDWINVILLE CSD - SCHOOL REPORT CARD DATA [2016 - 17]

HIGH SCHOOL COMPLETERS (2016 - 17)

| GROUP | COMPLETERS (GRADUATES + COMPLETMENT CREDENTIALS) | GRADUATES (REGENTS + LOCAL DIPLOMAS) | REGENTS DIPLOMA |
|----------------------------|--------------------------------------------------|--------------------------------------|-----------------|
| ALL STUDENTS | 508 | 497 | 473 95% |
| GENERAL EDUCATION | 446 | 443 | 443 99% |
| STUDENTS WITH DISABILITIES | 60 | 49 | 30 61% |

| GROUP | REGENTS WITH ADVANCED DESIGNATION | REGENTS WITH CTE ENDORSEMENT | LOCAL DIPLOMAS | COMPLETMENT CREDENTIALS |
|----------------------------|-----------------------------------|------------------------------|----------------|-------------------------|
| ALL STUDENTS | 285 57% | 29 6% | 24 5% | 11 2% |
| GENERAL EDUCATION | 276 62% | 25 6% | 5 1% | 0 0% |
| STUDENTS WITH DISABILITIES | 9 18% | 4 8% | 19 39% | 11 18% |

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

| GROUP | DROPPED OUT | ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM | TOTAL NON-COMPLETERS |
|----------------------------|-------------|--------------------------------------------------------------|----------------------|
| ALL STUDENTS | 21 1% | 2 0% | 23 1% |
| GENERAL EDUCATION | 16 1% | 0 0% | 16 1% |
| STUDENTS WITH DISABILITIES | 5 2% | 2 1% | 7 3% |

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

| GROUP | TO FOUR-YEAR COLLEGE | TO TWO-YEAR COLLEGE | TO OTHER POST-SECONDARY | TO THE MILITARY |
|----------------------------|----------------------|---------------------|-------------------------|-----------------|
| ALL STUDENTS | 282 56% | 156 31% | 8 2% | 10 2% |
| GENERAL EDUCATION | 274 61% | 127 28% | 2 0% | 10 2% |
| STUDENTS WITH DISABILITIES | 8 13% | 29 48% | 6 10% | 0 0% |

| GROUP | TO EMPLOYMENT | TO ADULT SERVICES | TO OTHER UNKNOWN PLANS | PLANS UNKNOWN |
|----------------------------|---------------|-------------------|------------------------|---------------|
| ALL STUDENTS | 44 9% | 1 0% | 4 1% | 3 1% |
| GENERAL EDUCATION | 29 6% | 0 0% | 4 1% | 2 0% |
| STUDENTS WITH DISABILITIES | 15 25% | 1 2% | 0 0% | 1 2% |

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 24, 2018, 2:30 PM EST

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

| |
|----------------------------|
| INSTRUCTIONAL EXPENDITURES |
| \$52,548,115 |
| PUPILS |
| 5,542 |
| EXPENDITURES PER PUPIL |
| \$9,482 |

SPECIAL EDUCATION

| |
|----------------------------|
| INSTRUCTIONAL EXPENDITURES |
| \$18,374,693 |
| PUPILS |
| 743 |
| EXPENDITURES PER PUPIL |
| \$24,730 |

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

| |
|----------------------------|
| INSTRUCTIONAL EXPENDITURES |
| \$8,395,886,432 |
| PUPILS |
| 747,643 |
| EXPENDITURES PER PUPIL |
| \$11,230 |

SPECIAL EDUCATION

| |
|----------------------------|
| INSTRUCTIONAL EXPENDITURES |
| \$3,487,990,842 |
| PUPILS |
| 110,460 |
| EXPENDITURES PER PUPIL |
| \$31,577 |

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

PUPILS

2,649,519

EXPENDITURES PER PUPIL

\$12,615

INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

PUPILS

460,996

EXPENDITURES PER PUPIL

\$31,423

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$17,873

SIMILAR DISTRICT GROUP

\$21,790

NY STATE

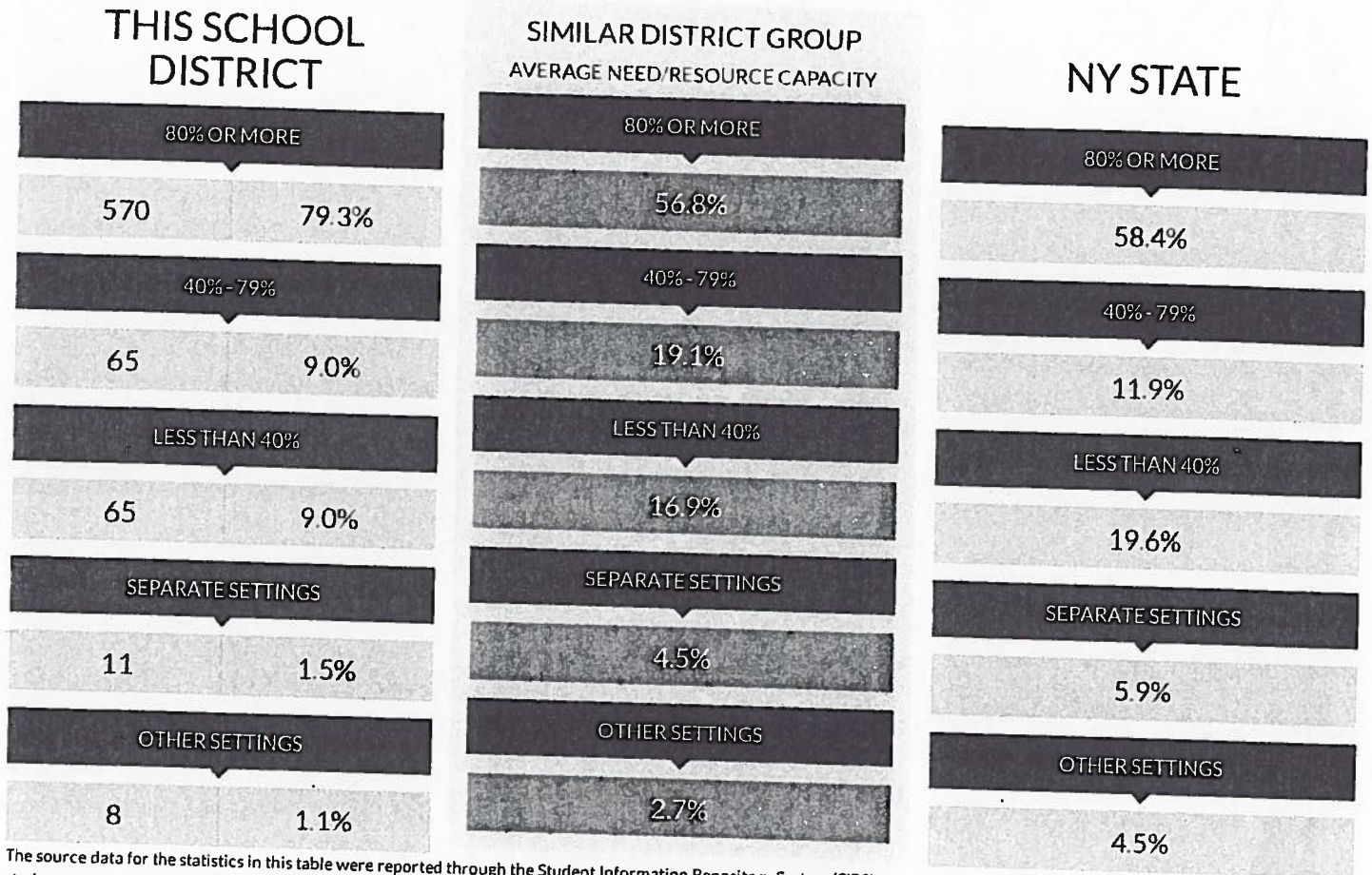
\$23,361

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

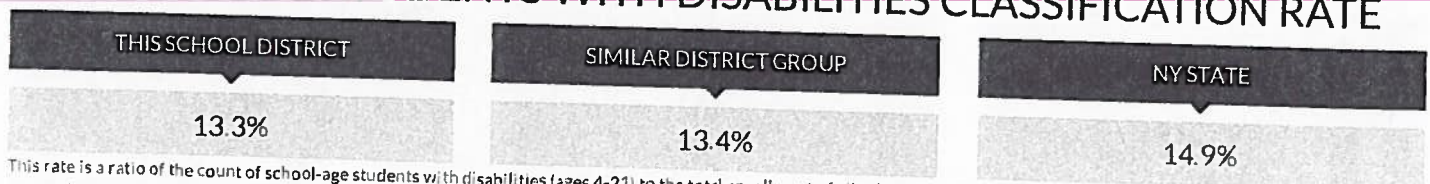
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource Capacity Index. More information is available on our NRC capacity categories page.

CHARLES W BAKER HIGH SCHOOL ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

1,390

ENROLLMENT BY GENDER

MALE

FEMALE

712

51%

648

47%

ENROLLMENT BY ETHNICITY

| GROUP | TOTAL | PERCENT |
|-------------------------------------------------|-------|---------|
| AMERICAN INDIAN OR ALASKA NATIVE | 7 | 1% |
| BLACK OR AFRICAN AMERICAN | 41 | 3% |
| HISPANIC OR LATINO | 46 | 3% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | 26 | 2% |
| WHITE | 1,237 | 89% |
| MULTIRACIAL | 33 | 2% |

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

172

12%

344

25%

ENROLLMENT BY GRADE

| GROUP | TOTAL | PERCENT |
|--------------------|-------|---------|
| 10TH GRADE | 437 | 31% |
| 11TH GRADE | 445 | 32% |
| 12TH GRADE | 500 | 36% |
| UNGRADED SECONDARY | 8 | 1% |

AVERAGE CLASS SIZE (2016 - 17)

| GROUP | CLASS SIZE |
|-------------------------|------------|
| GRADE 10 ENGLISH | 22 |
| GRADE 10 MATHEMATICS | 23 |
| GRADE 10 SCIENCE | 24 |
| GRADE 10 SOCIAL STUDIES | 26 |

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

| ELIGIBLE FOR FREE LUNCH | ELIGIBLE FOR REDUCED-PRICE LUNCH |
|-------------------------|----------------------------------|
| 267 | 51 |
| 19% | 4% |

ATTENDANCE (2015 - 16)

| | |
|------------------------|-----|
| ANNUAL ATTENDANCE RATE | 94% |
|------------------------|-----|

STUDENT SUSPENSIONS (2015 - 16)

| | |
|-----|----|
| 131 | 9% |
|-----|----|

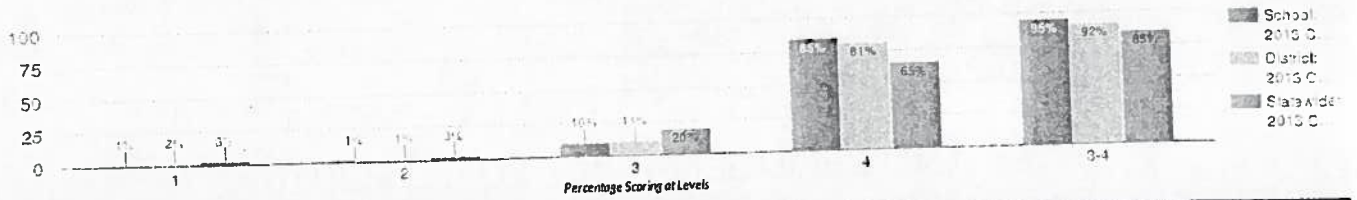
STAFF COUNTS (2016 - 17)

| GROUP | STAFF |
|--------------------------|-------|
| PRINCIPALS | 1 |
| ASSISTANT PRINCIPALS | 4 |
| OTHER PROFESSIONAL STAFF | 8 |
| PARAPROFESSIONALS | 0 |

TEACHER QUALIFICATIONS (2016 - 17)

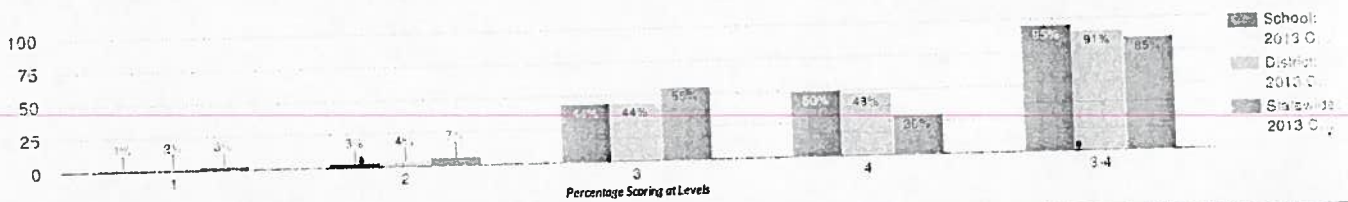
| | |
|--------------------------------------------------------------|-----|
| TOTAL TEACHERS | 84 |
| PERCENT WITH NO VALID TEACHING CERTIFICATE | 0% |
| PERCENT TEACHING OUT OF CERTIFICATE | 1% |
| PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE | 1% |
| PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OF DOCTORATE | 12% |
| TOTAL NUMBER OF CLASSES | 216 |
| PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION | 1% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|------------------------------------------|--------------|------------|---------|---------|---------|---------|----|-----|-----|-----|
| ALL STUDENTS | 501 | 95% | 5 | 1% | 3 | 1% | 51 | 10% | 426 | 85% |
| GENERAL EDUCATION | 451 | 97% | 0 | 0% | 0 | 0% | 39 | 9% | 400 | 89% |
| STUDENTS WITH DISABILITIES | 50 | 76% | 5 | 10% | 3 | 6% | 12 | 24% | 26 | 52% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | 0% | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC | 13 | 100% | 0 | 0% | 0 | 0% | 1 | 8% | 12 | 92% |
| BLACK OR AFRICAN AMERICAN | 14 | 71% | 2 | 14% | 1 | 7% | 5 | 36% | 5 | 36% |
| HISPANIC OR LATINO | 25 | 100% | 0 | 0% | 0 | 0% | 2 | 8% | 23 | 92% |
| WHITE | 435 | 96% | 3 | 1% | 2 | 0% | 39 | 9% | 378 | 87% |
| MULTIRACIAL | 13 | 0% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 14 | 86% | 0 | 0% | 0 | 0% | 4 | 29% | 8 | 57% |
| FEMALE | 237 | 96% | 0 | 0% | 1 | 0% | 15 | 6% | 212 | 89% |
| MALE | 264 | 95% | 5 | 2% | 2 | 1% | 36 | 14% | 214 | 81% |
| NON-ENGLISH LANGUAGE LEARNERS | 500 | 0% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | 0% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 115 | 83% | 4 | 3% | 3 | 3% | 22 | 19% | 73 | 63% |
| NOT ECONOMICALLY DISADVANTAGED | 386 | 99% | 1 | 0% | 0 | 0% | 29 | 8% | 353 | 91% |
| NOT MIGRANT | 501 | 95% | 5 | 1% | 3 | 1% | 51 | 10% | 426 | 85% |

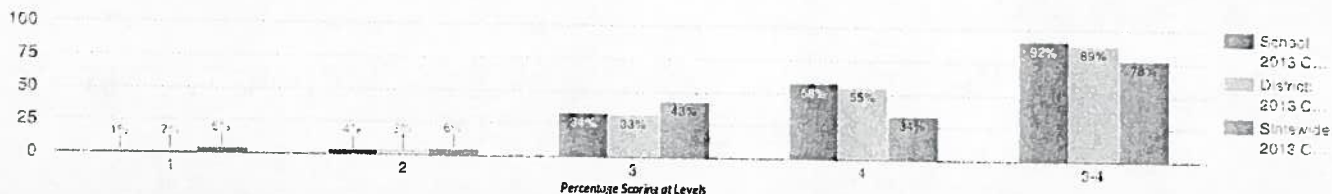
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|------------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 501 | 95% | 6 | 1% | 15 | 3% | 221 | 44% | 253 | 50% |
| GENERAL EDUCATION | 451 | 98% | 2 | 0% | 5 | 1% | 195 | 43% | 245 | 54% |
| STUDENTS WITH DISABILITIES | 50 | 68% | 4 | 8% | 10 | 20% | 26 | 52% | 8 | 16% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | 0% | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC | 13 | 92% | 1 | 8% | 0 | 0% | 3 | 23% | 9 | 69% |
| BLACK OR AFRICAN AMERICAN | 14 | 79% | 3 | 21% | 0 | 0% | 9 | 64% | 2 | 14% |
| HISPANIC OR LATINO | 25 | 96% | 0 | 0% | 0 | 0% | 15 | 60% | 9 | 36% |
| WHITE | 435 | 95% | 2 | 0% | 14 | 3% | 166 | 43% | 227 | 53% |
| MULTIRACIAL | 13 | 0% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 14 | 86% | 0 | 0% | 1 | 7% | 8 | 57% | 4 | 29% |
| FEMALE | 237 | 96% | 1 | 0% | 7 | 3% | 101 | 43% | 126 | 53% |

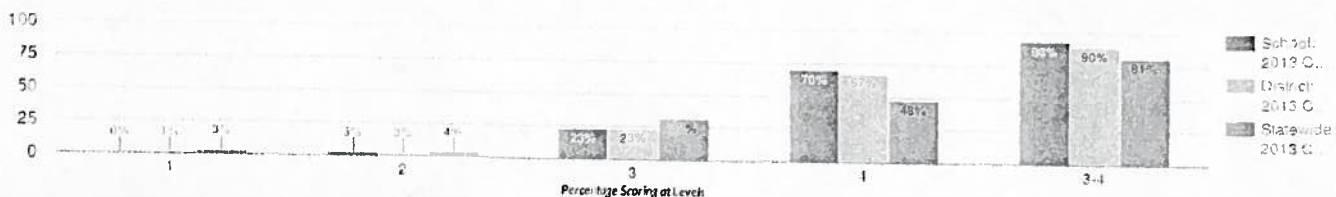
| | | | | | | | | | | |
|--------------------------------|-----|-----|---|----|----|----|-----|-----|-----|-----|
| MALE | 264 | 94% | 5 | 2% | 8 | 3% | 120 | 45% | 127 | 48% |
| NON-ENGLISH LANGUAGE LEARNERS | 500 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 115 | 86% | 5 | 4% | 6 | 5% | 74 | 64% | 25 | 22% |
| NOT ECONOMICALLY DISADVANTAGED | 386 | 97% | 1 | 0% | 9 | 2% | 147 | 38% | 228 | 59% |
| NOT MIGRANT | 501 | 95% | 6 | 1% | 15 | 3% | 221 | 44% | 253 | 50% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|-------------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 501 | 92% | 7 | 1% | 20 | 4% | 169 | 34% | 292 | 58% |
| GENERAL EDUCATION | 451 | 96% | 1 | 0% | 11 | 2% | 153 | 34% | 279 | 62% |
| STUDENTS WITH DISABILITIES | 50 | 58% | 6 | 12% | 9 | 18% | 16 | 32% | 13 | 26% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | % | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 13 | 100% | 0 | 0% | 0 | 0% | 2 | 15% | 11 | 85% |
| BLACK OR AFRICAN AMERICAN | 14 | 71% | 1 | 7% | 1 | 7% | 7 | 50% | 3 | 21% |
| HISPANIC OR LATINO | 25 | 92% | 0 | 0% | 0 | 0% | 12 | 48% | 11 | 44% |
| WHITE | 435 | 93% | 6 | 1% | 16 | 4% | 142 | 33% | 262 | 60% |
| MULTIRACIAL | 13 | % | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 14 | 79% | 0 | 0% | 3 | 21% | 6 | 43% | 5 | 36% |
| FEMALE | 237 | 92% | 2 | 1% | 12 | 5% | 82 | 35% | 135 | 57% |
| MALE | 264 | 92% | 5 | 2% | 8 | 3% | 87 | 33% | 157 | 59% |
| NON-ENGLISH LANGUAGE LEARNERS | 500 | % | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | % | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 115 | 76% | 5 | 4% | 13 | 11% | 51 | 44% | 36 | 31% |
| NOT ECONOMICALLY DISADVANTAGED | 386 | 97% | 2 | 1% | 7 | 2% | 118 | 31% | 256 | 66% |
| NOT MIGRANT | 501 | 92% | 7 | 1% | 20 | 4% | 169 | 34% | 292 | 58% |

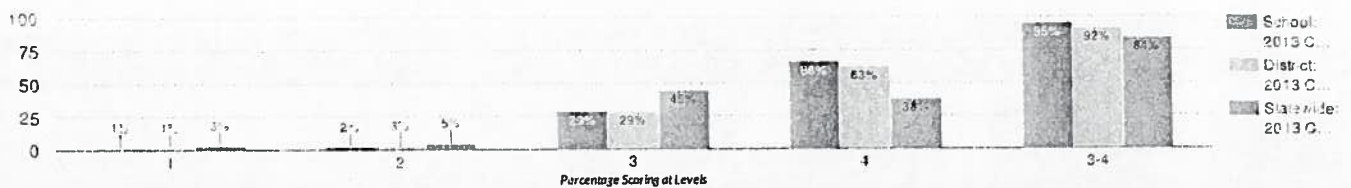
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|-------------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 501 | 93% | 2 | 0% | 14 | 3% | 116 | 23% | 350 | 70% |
| GENERAL EDUCATION | 451 | 96% | 0 | 0% | 5 | 1% | 100 | 22% | 334 | 74% |
| STUDENTS WITH DISABILITIES | 50 | 64% | 2 | 4% | 9 | 18% | 16 | 32% | 16 | 32% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | % | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 13 | 100% | 0 | 0% | 0 | 0% | 3 | 23% | 10 | 77% |
| BLACK OR AFRICAN AMERICAN | 14 | 71% | 0 | 0% | 1 | 7% | 6 | 43% | 4 | 29% |

| | | | | | | | | | | |
|--------------------------------|-----|-----|---|----|----|----|-----|-----|-----|-----|
| HISPANIC OR LATINO | 25 | 96% | 0 | 0% | 1 | 4% | 8 | 32% | 16 | 64% |
| WHITE | 435 | 94% | 2 | 0% | 12 | 3% | 94 | 22% | 313 | 72% |
| MULTIRACIAL | 13 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 14 | 86% | 0 | 0% | 0 | 0% | 5 | 36% | 7 | 50% |
| FEMALE | 237 | 93% | 1 | 0% | 7 | 3% | 58 | 24% | 153 | 69% |
| MALE | 264 | 93% | 1 | 0% | 7 | 3% | 58 | 22% | 187 | 71% |
| NON-ENGLISH LANGUAGE LEARNERS | 500 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 115 | 77% | 2 | 2% | 9 | 8% | 41 | 36% | 48 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 386 | 98% | 0 | 0% | 5 | 1% | 75 | 19% | 302 | 78% |
| NOT MIGRANT | 501 | 93% | 2 | 0% | 14 | 3% | 116 | 23% | 350 | 70% |

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | | | | |
|-------------------------------------------|--------------|------------|---------|---------|---------|---------|-----|-----|-----|-----|
| ALL STUDENTS | 501 | 95% | 4 | 1% | 10 | 2% | 145 | 29% | 332 | 66% |
| GENERAL EDUCATION | 451 | 98% | 1 | 0% | 4 | 1% | 119 | 26% | 321 | 71% |
| STUDENTS WITH DISABILITIES | 50 | 74% | 3 | 6% | 6 | 12% | 26 | 52% | 11 | 22% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | _% | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 13 | 100% | 0 | 0% | 0 | 0% | 2 | 15% | 11 | 85% |
| BLACK OR AFRICAN AMERICAN | 14 | 71% | 1 | 7% | 2 | 14% | 6 | 43% | 4 | 29% |
| HISPANIC OR LATINO | 25 | 92% | 0 | 0% | 0 | 0% | 12 | 48% | 11 | 44% |
| WHITE | 435 | 97% | 2 | 0% | 7 | 2% | 121 | 28% | 299 | 69% |
| MULTIRACIAL | 13 | _% | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 14 | 79% | 1 | 7% | 1 | 7% | 4 | 29% | 7 | 50% |
| FEMALE | 237 | 95% | 2 | 1% | 6 | 3% | 74 | 31% | 152 | 64% |
| MALE | 264 | 95% | 2 | 1% | 4 | 2% | 71 | 27% | 180 | 68% |
| NON-ENGLISH LANGUAGE LEARNERS | 500 | _% | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | _% | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 115 | 83% | 3 | 3% | 8 | 7% | 51 | 44% | 44 | 38% |
| NOT ECONOMICALLY DISADVANTAGED | 386 | 99% | 1 | 0% | 2 | 1% | 94 | 24% | 288 | 75% |
| NOT MIGRANT | 501 | 95% | 4 | 1% | 10 | 2% | 145 | 29% | 332 | 66% |

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | | | | | |
|-------------------------------------------|--------------|---------|---------|---------|---------|---------|-----|----|-----|-----|-----|
| ALL STUDENTS | 441 | 16 | 4% | 7 | 2% | 45 | 10% | 58 | 13% | 315 | 71% |
| GENERAL EDUCATION | 398 | 7 | 2% | 4 | 1% | 36 | 9% | 43 | 11% | 308 | 77% |
| STUDENTS WITH DISABILITIES | 43 | 9 | 21% | 3 | 7% | 9 | 21% | 15 | 35% | 7 | 16% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 8 | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | |
|--------------------------------|-----|----|-----|---|----|----|-----|----|-----|-----|------|
| BLACK OR AFRICAN AMERICAN | 14 | 3 | 21% | 1 | 7% | 1 | 7% | 3 | 21% | 6 | 43% |
| HISPANIC OR LATINO | 10 | 0 | 0% | 0 | 0% | 1 | 10% | 1 | 10% | 8 | 80% |
| WHITE | 393 | 13 | 3% | 5 | 1% | 40 | 10% | 54 | 14% | 281 | 72% |
| MULTIRACIAL | 13 | 0 | 0% | 1 | 8% | 3 | 23% | 0 | 0% | 9 | 69% |
| SMALL GROUP TOTAL | 11 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 100% |
| FEMALE | 199 | 2 | 1% | 1 | 1% | 14 | 7% | 17 | 9% | 165 | 83% |
| MALE | 242 | 14 | 6% | 6 | 2% | 31 | 13% | 41 | 17% | 150 | 62% |
| NON-ENGLISH LANGUAGE LEARNERS | 441 | 16 | 4% | 7 | 2% | 45 | 10% | 58 | 13% | 315 | 71% |
| ECONOMICALLY DISADVANTAGED | 99 | 8 | 8% | 4 | 4% | 22 | 22% | 23 | 23% | 42 | 42% |
| NOT ECONOMICALLY DISADVANTAGED | 342 | 8 | 2% | 3 | 1% | 23 | 7% | 35 | 10% | 273 | 80% |
| NOT MIGRANT | 441 | 16 | 4% | 7 | 2% | 45 | 10% | 58 | 13% | 315 | 71% |

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|----|-----|----|-----|----|-----|
| ALL STUDENTS | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| GENERAL EDUCATION | 14 | - | - | - | - | - | - |
| STUDENTS WITH DISABILITIES | 1 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | - | - | - | - | - | - |
| WHITE | 13 | - | - | - | - | - | - |
| MULTIRACIAL | 1 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| FEMALE | 10 | 4 | 40% | 2 | 20% | 1 | 10% |
| MALE | 5 | 4 | 80% | 4 | 80% | 2 | 40% |
| NON-ENGLISH LANGUAGE LEARNERS | 15 | 8 | 53% | 6 | 40% | 3 | 20% |
| ECONOMICALLY DISADVANTAGED | 3 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 12 | - | - | - | - | - | - |
| NOT MIGRANT | 15 | 8 | 53% | 6 | 40% | 3 | 20% |

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | | | | | |
|-------------------------------------------|--------------|---------|---------|---------|---------|---------|------|---|----|---|-----|
| ALL STUDENTS | 82 | 7 | 9% | 18 | 22% | 49 | 60% | 1 | 1% | 7 | 9% |
| GENERAL EDUCATION | 48 | 0 | 0% | 7 | 15% | 33 | 69% | 1 | 2% | 7 | 15% |
| STUDENTS WITH DISABILITIES | 34 | 7 | 21% | 11 | 32% | 16 | 47% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | - | - | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 8 | 1 | 13% | 1 | 13% | 6 | 75% | 0 | 0% | 0 | 0% |
| HISPANIC OR LATINO | 2 | - | - | - | - | - | - | - | - | - | - |
| WHITE | 69 | 6 | 9% | 17 | 25% | 38 | 55% | 1 | 1% | 7 | 10% |
| MULTIRACIAL | 2 | - | - | - | - | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 5 | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% |
| FEMALE | 31 | 3 | 10% | 4 | 13% | 21 | 68% | 1 | 3% | 2 | 6% |
| MALE | 51 | 4 | 8% | 14 | 27% | 28 | 55% | 0 | 0% | 5 | 10% |
| NON-ENGLISH LANGUAGE LEARNERS | 81 | - | - | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 43 | 6 | 14% | 8 | 19% | 29 | 67% | 0 | 0% | 0 | 0% |
| NOT ECONOMICALLY DISADVANTAGED | 39 | 1 | 3% | 10 | 26% | 20 | 51% | 1 | 3% | 7 | 18% |
| NOT MIGRANT | 82 | 7 | 9% | 18 | 22% | 49 | 60% | 1 | 1% | 7 | 9% |

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | | | | | |
|-------------------------------------------|--------------|---------|---------|---------|---------|---------|-----|----|-----|----|----|
| ALL STUDENTS | 273 | 40 | 15% | 61 | 22% | 142 | 52% | 19 | 7% | 11 | 4% |
| GENERAL EDUCATION | 261 | 37 | 14% | 57 | 22% | 137 | 52% | 19 | 7% | 11 | 4% |
| STUDENTS WITH DISABILITIES | 12 | 3 | 25% | 4 | 33% | 5 | 42% | 0 | 0% | 0 | 0% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 1 | - | - | - | - | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 7 | - | - | - | - | - | - | - | - | - | - |
| HISPANIC OR LATINO | 10 | 2 | 20% | 2 | 20% | 5 | 50% | 1 | 10% | 0 | 0% |
| WHITE | 245 | 31 | 13% | 54 | 22% | 131 | 53% | 18 | 7% | 11 | 4% |
| MULTIRACIAL | 10 | 3 | 30% | 3 | 30% | 4 | 40% | 0 | 0% | 0 | 0% |
| SMALL GROUP TOTAL | 8 | 4 | 50% | 2 | 25% | 2 | 25% | 0 | 0% | 0 | 0% |
| FEMALE | 125 | 19 | 14% | 29 | 23% | 65 | 52% | 9 | 7% | 4 | 3% |
| MALE | 148 | 22 | 15% | 32 | 22% | 77 | 52% | 10 | 7% | 7 | 5% |
| NON-ENGLISH LANGUAGE LEARNERS | 271 | - | - | - | - | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 2 | - | - | - | - | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 68 | 15 | 22% | 22 | 32% | 28 | 41% | 2 | 3% | 1 | 1% |
| NOT ECONOMICALLY DISADVANTAGED | 205 | 25 | 12% | 39 | 19% | 114 | 56% | 17 | 8% | 10 | 5% |
| NOT MIGRANT | 273 | 40 | 15% | 61 | 22% | 142 | 52% | 19 | 7% | 11 | 4% |

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

| GROUP | TOTAL TESTED | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|-------------------------------------------|--------------|---------|---------|---------|---------|---------|
| ALL STUDENTS | 313 | 13 4% | 21 7% | 152 49% | 83 27% | 44 14% |
| GENERAL EDUCATION | 302 | 13 4% | 18 6% | 145 48% | 82 27% | 44 15% |
| STUDENTS WITH DISABILITIES | 11 | 0 0% | 3 27% | 7 64% | 1 9% | 0 0% |
| AMERICAN INDIAN OR ALASKA NATIVE | 2 | | | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 7 | 0 0% | 0 0% | 3 43% | 2 29% | 2 29% |
| BLACK OR AFRICAN AMERICAN | 4 | | | | | |
| HISPANIC OR LATINO | 7 | 1 14% | 1 14% | 4 57% | 1 14% | 0 0% |
| WHITE | 286 | 10 3% | 19 7% | 198 48% | 77 27% | 42 15% |
| MULTIRACIAL | 7 | 1 14% | 1 14% | 4 57% | 1 14% | 0 0% |
| SMALL GROUP TOTAL | 6 | 1 17% | 0 0% | 3 50% | 2 33% | 0 0% |
| FEMALE | 164 | 11 7% | 13 8% | 66 40% | 49 30% | 25 15% |
| MALE | 149 | 2 1% | 8 5% | 86 58% | 34 23% | 19 13% |
| NON-ENGLISH LANGUAGE LEARNERS | 313 | 13 4% | 21 7% | 152 49% | 83 27% | 44 14% |
| ECONOMICALLY DISADVANTAGED | 51 | 7 14% | 6 12% | 28 55% | 8 16% | 2 4% |
| NOT ECONOMICALLY DISADVANTAGED | 262 | 6 2% | 15 6% | 124 47% | 75 29% | 42 16% |
| NOT MIGRANT | 313 | 13 4% | 21 7% | 152 49% | 83 27% | 44 14% |

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

| GROUP | TOTAL TESTED | 55 | 65 | 85 |
|-------------------------------------------|--------------|---------|---------|---------|
| ALL STUDENTS | 478 | 434 91% | 395 83% | 216 45% |
| GENERAL EDUCATION | 407 | 390 96% | 364 89% | 211 52% |
| STUDENTS WITH DISABILITIES | 71 | 44 62% | 31 44% | 5 7% |
| AMERICAN INDIAN OR ALASKA NATIVE | 1 | | | |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | 4 | | | |
| BLACK OR AFRICAN AMERICAN | 14 | 8 57% | 6 43% | 0 0% |
| HISPANIC OR LATINO | 13 | 13 100% | 13 100% | 5 38% |
| WHITE | 434 | 398 92% | 363 84% | 203 47% |
| MULTIRACIAL | 12 | 10 83% | 8 67% | 3 25% |
| SMALL GROUP TOTAL | 5 | 5 100% | 5 100% | 5 100% |
| FEMALE | 228 | 220 96% | 197 86% | 105 46% |
| MALE | 250 | 214 86% | 198 79% | 111 44% |
| NON-ENGLISH LANGUAGE LEARNERS | 475 | | | |
| ENGLISH LANGUAGE LEARNERS | 3 | | | |
| ECONOMICALLY DISADVANTAGED | 139 | 115 83% | 95 68% | 31 22% |
| NOT ECONOMICALLY DISADVANTAGED | 339 | 319 94% | 300 88% | 185 55% |
| NOT MIGRANT | 478 | 434 91% | 395 83% | 216 45% |

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|-----|------|-----|------|-----|-----|
| ALL STUDENTS | 448 | 435 | 97% | 416 | 93% | 297 | 66% |
| GENERAL EDUCATION | 406 | 399 | 98% | 389 | 96% | 285 | 70% |
| STUDENTS WITH DISABILITIES | 42 | 36 | 86% | 27 | 64% | 12 | 29% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 8 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 17 | 15 | 88% | 12 | 71% | 3 | 18% |
| HISPANIC OR LATINO | 9 | 9 | 100% | 8 | 89% | 7 | 78% |
| WHITE | 398 | 387 | 97% | 372 | 93% | 272 | 68% |
| MULTIRACIAL | 13 | 13 | 100% | 13 | 100% | 6 | 46% |
| SMALL GROUP TOTAL | 11 | 11 | 100% | 11 | 100% | 9 | 82% |
| FEMALE | 210 | 207 | 99% | 197 | 94% | 141 | 67% |
| MALE | 238 | 228 | 96% | 219 | 92% | 156 | 66% |
| NON-ENGLISH LANGUAGE LEARNERS | 448 | 435 | 97% | 416 | 93% | 297 | 66% |
| ECONOMICALLY DISADVANTAGED | 110 | 102 | 93% | 88 | 80% | 45 | 41% |
| NOT ECONOMICALLY DISADVANTAGED | 338 | 333 | 99% | 328 | 97% | 252 | 75% |
| NOT MIGRANT | 448 | 435 | 97% | 416 | 93% | 297 | 66% |

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|------|----|-----|----|-----|
| ALL STUDENTS | 45 | 40 | 89% | 25 | 56% | 5 | 11% |
| GENERAL EDUCATION | 27 | 25 | 93% | 19 | 70% | 5 | 19% |
| STUDENTS WITH DISABILITIES | 18 | 15 | 83% | 6 | 33% | 0 | 0% |
| BLACK OR AFRICAN AMERICAN | 6 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - |
| WHITE | 35 | 32 | 91% | 21 | 60% | 5 | 14% |
| MULTIRACIAL | 1 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 10 | 8 | 80% | 4 | 40% | 0 | 0% |
| FEMALE | 18 | 18 | 100% | 10 | 56% | 3 | 17% |
| MALE | 27 | 22 | 81% | 15 | 56% | 2 | 7% |
| NON-ENGLISH LANGUAGE LEARNERS | 45 | 40 | 89% | 25 | 56% | 5 | 11% |
| ECONOMICALLY DISADVANTAGED | 28 | 24 | 86% | 11 | 39% | 2 | 7% |
| NOT ECONOMICALLY DISADVANTAGED | 17 | 16 | 94% | 14 | 82% | 3 | 18% |
| NOT MIGRANT | 45 | 40 | 89% | 25 | 56% | 5 | 11% |

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|--------------------------------|--------------|----|-----|----|-----|----|----|
| ALL STUDENTS | 59 | 40 | 68% | 28 | 47% | 3 | 5% |
| GENERAL EDUCATION | 24 | 20 | 83% | 14 | 58% | 1 | 4% |
| STUDENTS WITH DISABILITIES | 35 | 20 | 57% | 14 | 40% | 2 | 6% |
| BLACK OR AFRICAN AMERICAN | 4 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 3 | - | - | - | - | - | - |
| WHITE | 49 | 35 | 71% | 26 | 53% | 3 | 6% |
| MULTIRACIAL | 3 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 10 | 5 | 50% | 2 | 20% | 0 | 0% |
| FEMALE | 23 | 14 | 61% | 10 | 43% | 0 | 0% |
| MALE | 36 | 26 | 72% | 18 | 50% | 3 | 8% |
| NON-ENGLISH LANGUAGE LEARNERS | 58 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 32 | 21 | 66% | 13 | 41% | 1 | 3% |
| NOT ECONOMICALLY DISADVANTAGED | 27 | 19 | 70% | 15 | 56% | 2 | 7% |
| NOT MIGRANT | 59 | 40 | 68% | 28 | 47% | 3 | 5% |

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

| GROUP | TOTAL TESTED | 55 | | 65 | | 85 | |
|----------------------------------------|--------------|-----|------|-----|-----|----|-----|
| ALL STUDENTS | 429 | 400 | 93% | 346 | 81% | 96 | 22% |
| GENERAL EDUCATION | 418 | 390 | 93% | 341 | 82% | 95 | 23% |
| STUDENTS WITH DISABILITIES | 11 | 10 | 91% | 5 | 45% | 1 | 9% |
| AMERICAN INDIAN OR ALASKA NATIVE | 3 | - | - | - | - | - | - |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 7 | 6 | 86% | 5 | 71% | 2 | 29% |
| BLACK OR AFRICAN AMERICAN | 4 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 10 | 10 | 100% | 8 | 80% | 0 | 0% |
| WHITE | 396 | 371 | 94% | 322 | 81% | 93 | 23% |
| MULTIRACIAL | 9 | 6 | 67% | 6 | 67% | 0 | 0% |
| SMALL GROUP TOTAL | 7 | 7 | 100% | 5 | 71% | 1 | 14% |
| FEMALE | 221 | 208 | 94% | 182 | 82% | 56 | 25% |
| MALE | 208 | 192 | 92% | 164 | 79% | 40 | 19% |
| NON-ENGLISH LANGUAGE LEARNERS | 428 | - | - | - | - | - | - |
| ENGLISH LANGUAGE LEARNERS | 1 | - | - | - | - | - | - |
| ECONOMICALLY DISADVANTAGED | 69 | 60 | 87% | 46 | 67% | 10 | 14% |
| NOT ECONOMICALLY DISADVANTAGED | 360 | 340 | 94% | 300 | 83% | 86 | 24% |
| NOT MIGRANT | 429 | 400 | 93% | 346 | 81% | 96 | 22% |

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

| GROUP | TOTAL TESTED | 55 | 65 | 85 | | | |
|----------------------------------------|--------------|----|------|----|------|----|-----|
| ALL STUDENTS | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| GENERAL EDUCATION | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | 1 | - | - | - | - | - | - |
| BLACK OR AFRICAN AMERICAN | 2 | - | - | - | - | - | - |
| HISPANIC OR LATINO | 1 | - | - | - | - | - | - |
| WHITE | 61 | 61 | 100% | 59 | 97% | 39 | 64% |
| MULTIRACIAL | 2 | - | - | - | - | - | - |
| SMALL GROUP TOTAL | 6 | 6 | 100% | 6 | 100% | 3 | 50% |
| FEMALE | 25 | 25 | 100% | 25 | 100% | 15 | 60% |
| MALE | 42 | 42 | 100% | 40 | 95% | 27 | 64% |
| NON-ENGLISH LANGUAGE LEARNERS | 67 | 67 | 100% | 65 | 97% | 42 | 63% |
| ECONOMICALLY DISADVANTAGED | 1 | - | - | - | - | - | - |
| NOT ECONOMICALLY DISADVANTAGED | 66 | - | - | - | - | - | - |
| NOT MIGRANT | 67 | 67 | 100% | 65 | 97% | 42 | 63% |

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

| GROUP | TOTAL TESTED | PROFICIENT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--------------------------------|--------------|------------|---------|---------|---------|---------|
| SECONDARY-LEVEL ELA | 1 | % | - | - | - | - |
| SECONDARY-LEVEL MATH | 1 | % | - | - | - | - |
| SECONDARY-LEVEL SCIENCE | 1 | % | - | - | - | - |
| SECONDARY-LEVEL SOCIAL STUDIES | 1 | % | - | - | - | - |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 10

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|-------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 3 | | | | | |
| GENERAL EDUCATION | 3 | | | | | |

GRADE 12

| GROUP | TOTAL TESTED | ENTERING | EMERGING | TRANSITIONING | EXPANDING | COMMANDING |
|----------------------------|--------------|----------|----------|---------------|-----------|------------|
| ALL STUDENTS | 1 | | | | | |
| STUDENTS WITH DISABILITIES | 1 | | | | | |

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 24, 2019, 3:33 PM EST

CHARLES W BAKER HIGH SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 25% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI - EAMO OR SAFE HARBOR TARGET | 2013 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|--------------------------------------------|----------|------------|--------------|------------------------------------------------|---------------------------------|------------------------------------|------|------|--------------------|
| ALL STUDENTS | YES | YES | 499 | 100% | YES | 484 | 184 | 173 | 173 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 11 | — | — | 15 | — | — | — |
| HISPANIC OR LATINO | — | — | 24 | — | — | 25 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/ OTHER PACIFIC... | — | — | 13 | — | — | 13 | — | — | — |
| WHITE | YES | YES | 440 | 100% | YES | 421 | 186 | 181 | 181 |
| MULTIRACIAL | — | — | 8 | — | — | 10 | — | — | — |
| STUDENTS WITH DISABILITIES | YES | YES | 48 | 98% | YES | 49† | 137† | 130 | 130 |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | YES | 111 | 98% | NO | 104 | 157 | 158 | 158 |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|-------------------------------------------|--------------|------------------------------------------------|------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 496 | 100% | 484 | 184 |
| NOT BLACK OR AFRICAN AMERICAN | 488 | 100% | 469 | 186 |
| NOT HISPANIC OR LATINO | 475 | 100% | 459 | 183 |
| NOT ASIAN OR NATIVE HAWAIIAN/ OTHER PA... | 486 | 100% | 471 | 183 |
| NOT WHITE | 59 | 100% | 63 | 167 |
| NOT MULTIRACIAL | 491 | 100% | 474 | 184 |
| GENERAL EDUCATION | 451 | 100% | 436 | 189 |
| ENGLISH PROFICIENT | 499 | 100% | 483 | 184 |
| NOT ECONOMICALLY DISADVANTAGED | 388 | 100% | 380 | 191 |
| MALE | 263 | 100% | 257 | 179 |
| FEMALE | 236 | 99% | 227 | 139 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 499 | 100% | 484 | 184 |

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

| GROUP | MADE AYP | TESTED 25% | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | PI - EAMO OR SAFE HARBOR TARGET | 2013 ACCOUNTABILITY COHORT MEMBERS | PI | EAMO | SAFE HARBOR TARGET |
|--------------|----------|------------|--------------|------------------------------------------------|---------------------------------|------------------------------------|-----|------|--------------------|
| ALL STUDENTS | NO | YES | 499 | 100% | NO | 484 | 156 | 160 | 160 |

| | | | | | | | | | |
|----------------------------------------|----|-----|-----|------|----|-----|-----|-----|-----|
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | 3 | — | — | 0 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | — | 11 | — | — | 15 | — | — | — |
| HISPANIC OR LATINO | — | — | 24 | — | — | 25 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | 13 | — | — | 13 | — | — | — |
| WHITE | NO | YES | 440 | 100% | NO | 421 | 159 | 170 | 170 |
| MULTIRACIAL | — | — | 8 | — | — | 10 | — | — | — |
| STUDENTS WITH DISABILITIES | NO | YES | 48 | 100% | NO | 49† | 88† | 122 | 122 |
| LIMITED ENGLISH PROFICIENT | — | — | 0 | — | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | NO | YES | 111 | 99% | NO | 104 | 123 | 144 | 144 |

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

| GROUP | 12TH GRADERS | PERCENT OF 12TH GRADERS WITH VALID TEST SCORES | 2013 ACCOUNTABILITY COHORT MEMBERS | PI |
|---------------------------------------|--------------|------------------------------------------------|------------------------------------|-----|
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 496 | 100% | 484 | 156 |
| NOT BLACK OR AFRICAN AMERICAN | 488 | 100% | 469 | 158 |
| NOT HISPANIC OR LATINO | 475 | 100% | 459 | 158 |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA | 486 | 100% | 471 | 156 |
| NOT WHITE | 59 | 98% | 63 | 141 |
| NOT MULTIRACIAL | 491 | 100% | 474 | 157 |
| GENERAL EDUCATION | 451 | 100% | 436 | 164 |
| ENGLISH PROFICIENT | 499 | 100% | 483 | 157 |
| NOT ECONOMICALLY DISADVANTAGED | 388 | 100% | 380 | 166 |
| MALE | 263 | 99% | 257 | 153 |
| FEMALE | 236 | 100% | 227 | 160 |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 499 | 100% | 484 | 156 |

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

| GROUP | ELEMENTARY/MIDDLE-LEVEL ELA PI | ELEMENTARY/MIDDLE-LEVEL MATH PI | SECONDARY-LEVEL ELA PI | SECONDARY-LEVEL MATH PI | UNWEIGHTED COMBINED PI |
|----------------------------------------|--------------------------------|---------------------------------|------------------------|-------------------------|------------------------|
| ALL STUDENTS | — | — | 184 | 156 | 170 |
| AMERICAN INDIAN OR ALASKA NATIVE | — | — | — | — | 0 |
| BLACK OR AFRICAN AMERICAN | — | — | — | — | 0 |
| HISPANIC OR LATINO | — | — | — | — | 0 |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | — | — | — | 0 |
| WHITE | — | — | 186 | 159 | 173 |
| MULTIRACIAL | — | — | — | — | 0 |
| STUDENTS WITH DISABILITIES | — | — | 137 | 88 | 113 |
| LIMITED ENGLISH PROFICIENT | — | — | — | — | 0 |
| ECONOMICALLY DISADVANTAGED | — | — | 157 | 123 | 140 |

— There were not enough students to determine a Performance Index

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

| GROUP | MADE AYP |
|-------------------------------------------------|----------|
| ALL STUDENTS | YES |
| AMERICAN INDIAN OR ALASKA NATIVE | — |
| BLACK OR AFRICAN AMERICAN | — |
| HISPANIC OR LATINO | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | — |
| WHITE | YES |
| MULTIRACIAL | — |
| STUDENTS WITH DISABILITIES | YES |
| LIMITED ENGLISH PROFICIENT | — |
| ECONOMICALLY DISADVANTAGED | YES |

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION | 2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|-------------------------------------------|-------------------------------|---------------------------------------------|-----------------|----------------|-----------------|
| ALL STUDENTS | YES | 446 | 94% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 7 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 3 | — | — | — |
| HISPANIC OR LATINO | — | 16 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC... | — | 8 | — | — | — |
| WHITE | YES | 401 | 95% | 80% | 80% |
| MULTIRACIAL | — | 11 | — | — | — |
| STUDENTS WITH DISABILITIES | NO | 48† | 71%† | 80% | 77% |
| LIMITED ENGLISH PROFICIENT | — | 0 | — | — | — |
| ECONOMICALLY DISADVANTAGED | YES | 96 | 84% | 80% | 80% |

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

| GROUP | MET GRADUATION-RATE CRITERION | 2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | STATE STANDARD | PROGRESS TARGET |
|----------------------------------------|-------------------------------|---------------------------------------------|-----------------|----------------|-----------------|
| ALL STUDENTS | YES | 466 | 95% | 80% | 80% |
| AMERICAN INDIAN OR ALASKA NATIVE | — | 1 | — | — | — |
| BLACK OR AFRICAN AMERICAN | — | 9 | — | — | — |
| HISPANIC OR LATINO | — | 10 | — | — | — |
| ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC | — | 8 | — | — | — |
| WHITE | YES | 427 | 96% | 80% | 80% |
| MULTIRACIAL | — | 11 | — | — | — |
| STUDENTS WITH DISABILITIES | YES | 43 † | 77% † | 80% | 74% |
| LIMITED ENGLISH PROFICIENT | — | 1 | — | — | — |
| ECONOMICALLY DISADVANTAGED | YES | 84 | 85% | 80% | 80% |

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

| GROUP | FOUR-YEAR GRADUATION-RATE TOTAL COHORT | | FIVE-YEAR GRADUATION-RATE TOTAL COHORT | |
|------------------------------------------|---------------------------------------------|-----------------|---------------------------------------------|-----------------|
| | 2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE | 2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT | GRADUATION RATE |
| NOT AMERICAN INDIAN OR ALASKA NATIVE | 439 | 95% | 465 | 95% |
| NOT BLACK OR AFRICAN AMERICAN | 443 | 94% | 457 | 96% |
| NOT HISPANIC OR LATINO | 430 | 94% | 456 | 95% |
| NOT ASIAN OR NATIVE HAWAIIAN/OTHER PA... | 438 | 94% | 458 | 96% |
| NOT WHITE | 45 | 91% | 39 | 90% |
| NOT MULTIRACIAL | 435 | 94% | 455 | 96% |
| GENERAL EDUCATION | 398 | 97% | 424 | 97% |
| ENGLISH PROFICIENT | 446 | 94% | 465 | 95% |
| NOT ECONOMICALLY DISADVANTAGED | 350 | 97% | 382 | 98% |
| MALE | 236 | 92% | 239 | 93% |
| FEMALE | 210 | 97% | 227 | 98% |
| MIGRANT | 0 | — | 0 | — |
| NOT MIGRANT | 446 | 94% | 466 | 95% |

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

PERCENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS SCHOOL)

58%

PERCENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)

31%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE

YES

PERCENTS DIPLOMA WITH CTE ENDORSEMENT (THIS SCHOOL)

7%

PERCENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)

5%

PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE

YES

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT. ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 24, 2018, 9:34 PM EST

