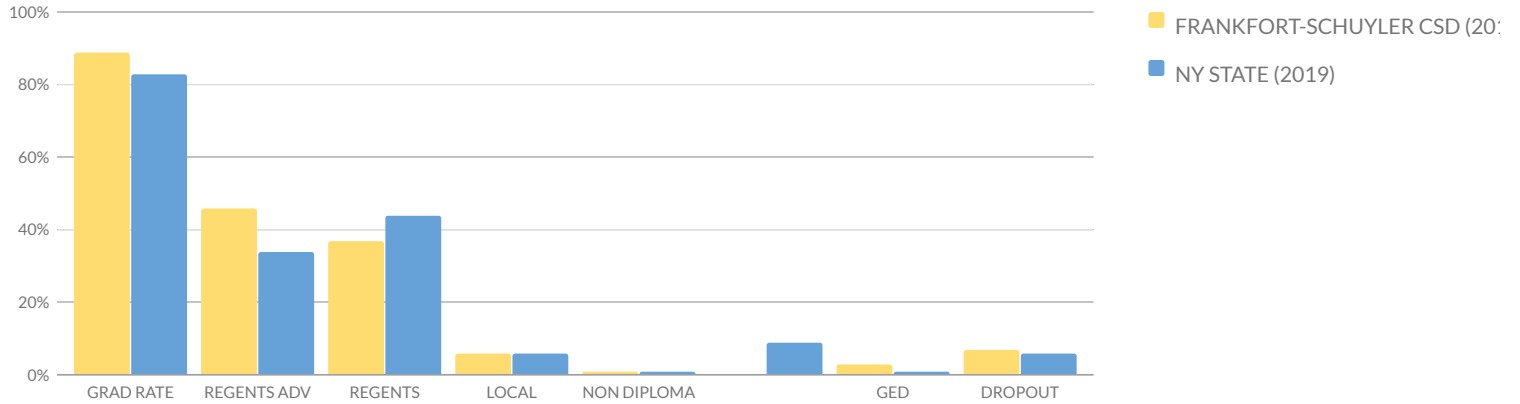


FRANKFORT-SCHUYLER CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	62	89%	32	46%	26	37%	4	6%	1	1%	0	0%	2	3%	5	7%
Female	33	32	97%	19	58%	11	33%	2	6%	0	0%	0	0%	0	0%	1	3%
Male	37	30	81%	13	35%	15	41%	2	5%	1	3%	0	0%	2	5%	4	11%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	64	58	91%	32	50%	25	39%	1	2%	0	0%	0	0%	2	3%	4	6%
Students with Disabilities	6	4	67%	0	0%	1	17%	3	50%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learners	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learners	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	45	41	91%	28	62%	11	24%	2	4%	1	2%	0	0%	2	4%	1	2%
Economically Disadvantaged	25	21	84%	4	16%	15	60%	2	8%	0	0%	0	0%	0	0%	4	16%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

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FRANKFORT-SCHUYLER CSD GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Female	32	32	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	30	28	93%	0	0%	0	0%	0	0%	0	0%	1	3%	1	3%	0	0%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	58	57	98%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%
Black or African American	2	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	58	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	4	2	50%	0	0%	0	0%	0	0%	0	0%	1	25%	1	25%	0	0%
Non-English Language Learners	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	19	90%	0	0%	0	0%	0	0%	0	0%	1	5%	1	5%	0	0%
Not Migrant	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	62	60	97%	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

FRANKFORT-SCHUYLER CSD - NEW YORK STATE REPORT CARD [2018 - 19]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	3	4	3	—	2	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—
White	3	4	3	—	2	3	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	3	3	3	—	—	4	—
Economically Disadvantaged	3	3	3	—	1	3	4

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	61	175	190	3
	Math	61	171		
	Science	61	225		
	Social Studies	61	229		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
White	ELA	57	177	193	3
	Math	57	173		
	Science	57	227		
	Social Studies	57	233		
Students with Disabilities	ELA	21	112	129	3
	Math	21	95		
	Science	21	179		
	Social Studies	21	186		
Economically Disadvantaged	ELA	49	150	165	3
	Math	49	136		
	Science	49	210		
	Social Studies	49	204		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	83.9%	92	93.5%	84.7%	82.8%	85%	90%	–	–	95%	4	4
	5-Year	78.7%	75	92%	80.1%	85%	86.8%	91.4%	–	–	96%	4	
	6-Year	76.8%	87	87.4%	78.4%	85.1%	87.3%	92.2%	–	–	97%	4	
American Indian or Alaska Native	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	3	–	–	–	–	–	–	–	–	–	
	6-Year	–	2	–	–	–	–	–	–	–	–	–	
Black or African American	4-Year	–	4	–	–	–	–	–	–	–	–	–	–
	5-Year	–	6	–	–	–	–	–	–	–	–	–	
	6-Year	–	4	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	4-Year	–	1	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Multiracial	4-Year	–	3	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	2	–	–	–	–	–	–	–	–	–	
White	4-Year	82.5%	87	93.1%	83.5%	90.2%	91%	93%	–	–	95%	4	4
	5-Year	79.3%	71	93%	80.7%	91.5%	92.3%	94.2%	–	–	96%	4	
	6-Year	76.8%	80	86.3%	78.4%	91.2%	92.4%	94.7%	–	Y	97%	3	
English Language Learners	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Students with Disabilities	4-Year	54.2%	29	75.9%	57.4%	59.7%	66.1%	80.6%	–	–	95%	4	3
	5-Year	40%	20	65%	44.4%	63%	69%	82.5%	–	–	96%	3	
	6-Year	51.9%	24	62.5%	55.5%	61.4%	67.8%	82.4%	–	–	97%	3	
Economically Disadvantaged	4-Year	75%	37	83.8%	76.6%	76.9%	79.9%	87.5%	–	–	95%	4	3
	5-Year	76.5%	64	81.3%	78.1%	80.4%	83%	89.5%	–	–	96%	3	
	6-Year	71.4%	35	82.9%	73.4%	80.7%	83.5%	90.3%	–	–	97%	3	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
White	3
Students with Disabilities	3
Economically Disadvantaged	3

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	2	–	–	–	–
English Language Learners	2	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	1	–	–	–	–

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	181	61	175	184	191	194	204	N	–	215	1	2
	Math	156	61	171	159	151	158	179	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	–	2	–	–	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–	–	
White	ELA	183	57	177	186	208	209	212	N	–	215	1	2
	Math	158	57	173	161	168	172	186	–	–	200	4	
Students with Disabilities	ELA	–	21	–	–	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–	–	
Economically Disadvantaged	ELA	158	49	150	163	171	177	196	N	–	215	1	1
	Math	139	49	136	144	131	140	170	–	N	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	22.2	293	47	16%	20.8%	22.6%	19.8%	12.4%	–	–	5%	4
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–	–	–	–	–	–	–	–	–
Black or African American	–	7	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	6	–	–	–	–	–	–	–	–	–	–
Multiracial	–	13	–	–	–	–	–	–	–	–	–	–
White	21.8	277	43	15.5%	20.4%	15.6%	14%	9.5%	–	–	5%	3
English Language Learners	–	6	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	37.5	44	11	25%	34.9%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	37.5	129	36	27.9%	34.9%	30.2%	25.8%	15.4%	–	–	5%	3

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	147.3	176.1	149.5	130.2	137.8	156.4	–	–	175	4
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	147.2	177.7	149.4	149.7	154.1	164.6	–	–	175	4
Students with Disabilities	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	119.8	155.6	124.2	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliiteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	69	0	58	0	4	3	4
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	–	–	–	–
Black or African American	3	0	–	–	–	–	–
Multiracial	4	0	–	–	–	–	–
White	65	0	56	0	2	3	4
Students with Disabilities	25	0	–	–	–	–	–
Economically Disadvantaged	62	0	42	2	9	1	8

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	64	100%	154	100%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–	–	–
Black or African American	–	2	–	–	–
Hispanic or Latino	–	0	–	–	–
Multiracial	–	1	–	–	–
White	✓	60	100%	146	100%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	5	–	–	–
Economically Disadvantaged	–	22	–	–	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	64	100%	154	99.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–	–	–
Black or African American	–	2	–	–	–
Hispanic or Latino	–	0	–	–	–
Multiracial	–	1	–	–	–
White	✓	60	100%	146	99.3%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	5	–	–	–
Economically Disadvantaged	–	22	–	–	–

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