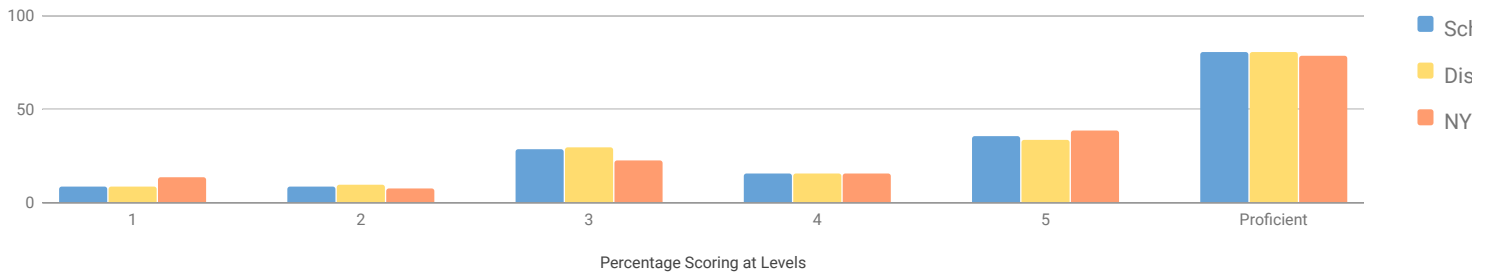


**FRANKFORT-SCHUYLER CENTRAL HIGH SCH - NEW YORK STATE REPORT CARD [2017 - 18]**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). 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.

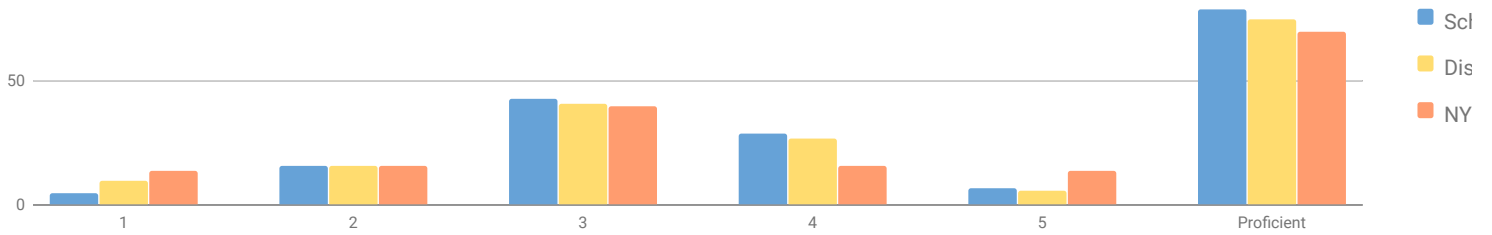
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

**ANNUAL REGENTS ENGLISH (2017-18)**



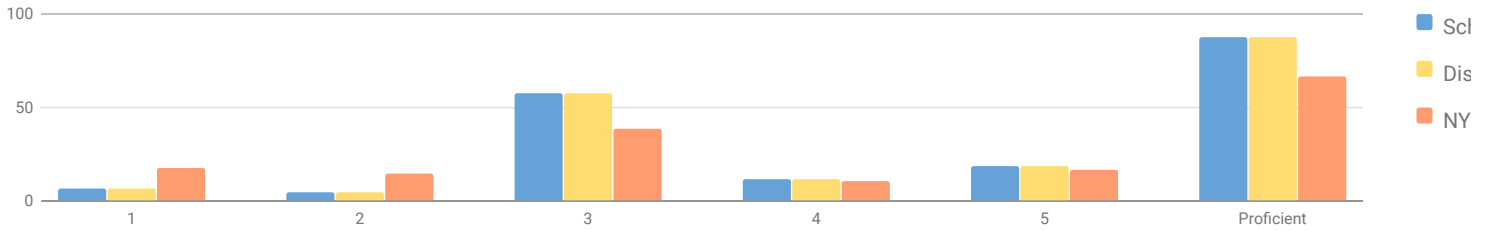
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
General Education	64	4	6%	5	8%	17	27%	11	17%	27	42%	55	86%
Students with Disabilities	11	3	27%	2	18%	5	45%	1	9%	0	0%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	71	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
Female	39	3	8%	2	5%	13	33%	6	15%	15	38%	34	87%
Male	36	4	11%	5	14%	9	25%	6	17%	12	33%	27	75%
Non-English Language Learners	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
Economically Disadvantaged	27	4	15%	4	15%	11	41%	2	7%	6	22%	19	70%
Not Economically Disadvantaged	48	3	6%	3	6%	11	23%	10	21%	21	44%	42	88%
Not Migrant	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
Not Homeless	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
Not in Foster Care	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%
Parent Not in Armed Forces	75	7	9%	7	9%	22	29%	12	16%	27	36%	61	81%

**ANNUAL REGENTS ALGEBRA I (2017-18)**



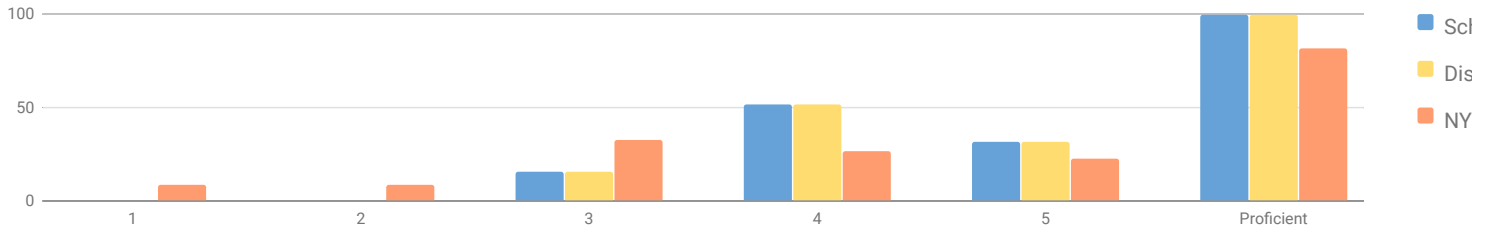
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	58	3	5%	9	16%	25	43%	17	29%	4	7%
General Education	50	1	2%	5	10%	23	46%	17	34%	4	8%	44	88%
Students with Disabilities	8	2	25%	4	50%	2	25%	0	0%	0	0%	2	25%
White	56	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	58	3	5%	9	16%	25	43%	17	29%	4	7%	46	79%
Female	25	0	0%	2	8%	11	44%	10	40%	2	8%	23	92%
Male	33	3	9%	7	21%	14	42%	7	21%	2	6%	23	70%
Non-English Language Learners	58	3	5%	9	16%	25	43%	17	29%	4	7%	46	79%
Economically Disadvantaged	26	2	8%	5	19%	10	38%	8	31%	1	4%	19	73%
Not Economically Disadvantaged	32	1	3%	4	13%	15	47%	9	28%	3	9%	27	84%
Not Migrant	58	3	5%	9	16%	25	43%	17	29%	4	7%	46	79%
Not Homeless	58	3	5%	9	16%	25	43%	17	29%	4	7%	46	79%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	57	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	58	3	5%	9	16%	25	43%	17	29%	4	7%	46	79%

**ANNUAL REGENTS GEOMETRY (2017-18)**



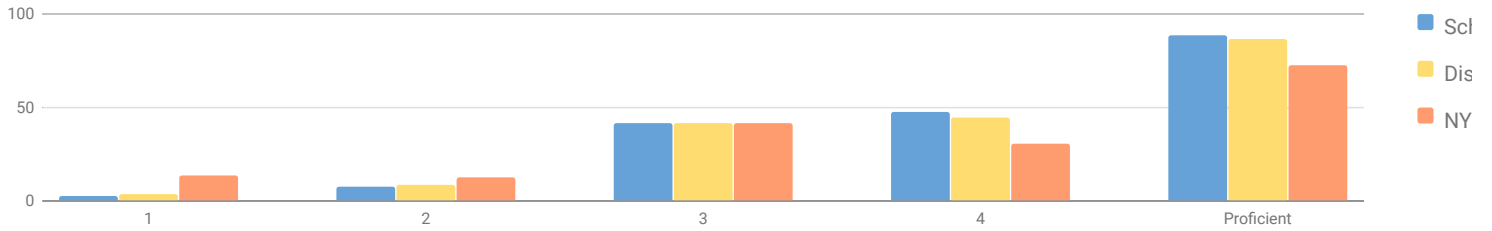
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
General Education	58	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	57	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
Female	32	3	9%	1	3%	19	59%	2	6%	7	22%	28	88%
Male	27	1	4%	2	7%	15	56%	5	19%	4	15%	24	89%
Non-English Language Learners	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
Economically Disadvantaged	15	1	7%	1	7%	11	73%	0	0%	2	13%	13	87%
Not Economically Disadvantaged	44	3	7%	2	5%	23	52%	7	16%	9	20%	39	89%
Not Migrant	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
Not Homeless	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
Not in Foster Care	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%
Parent Not in Armed Forces	59	4	7%	3	5%	34	58%	7	12%	11	19%	52	88%

**ANNUAL REGENTS ALGEBRA II (2017-18)**



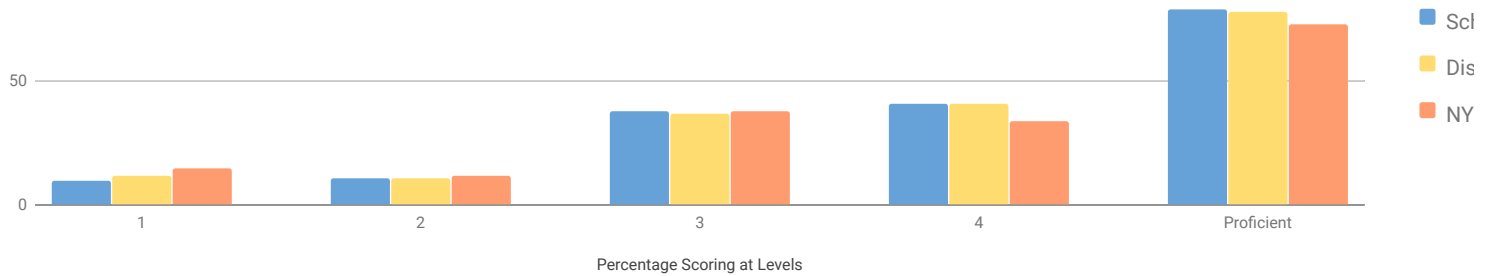
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
General Education	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
White	30	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
Female	19	0	0%	0	0%	4	21%	11	58%	4	21%	19	100%
Male	12	0	0%	0	0%	1	8%	5	42%	6	50%	12	100%
Non-English Language Learners	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	27	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
Not Homeless	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
Not in Foster Care	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%
Parent Not in Armed Forces	31	0	0%	0	0%	5	16%	16	52%	10	32%	31	100%

**ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)**



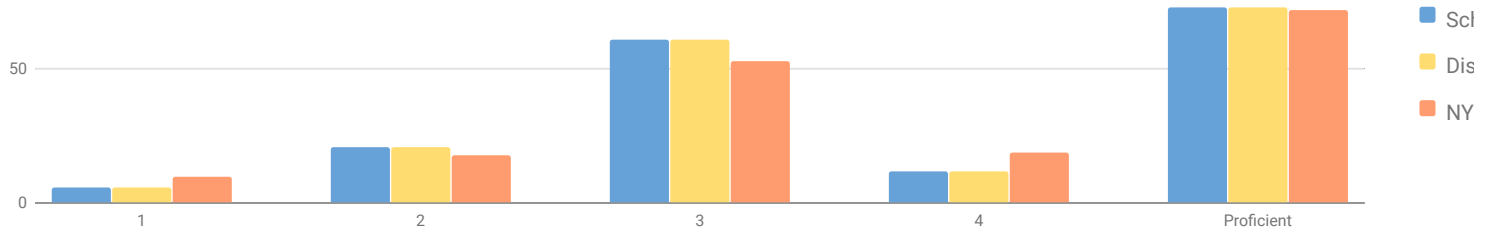
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	2	3%	5	8%	27	42%	31	48%	58	89%
General Education	57	0	0%	0	0%	26	46%	31	54%	57	100%
Students with Disabilities	8	2	25%	5	63%	1	13%	0	0%	1	13%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	62	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	65	2	3%	5	8%	27	42%	31	48%	58	89%
Female	37	2	5%	2	5%	18	49%	15	41%	33	89%
Male	28	0	0%	3	11%	9	32%	16	57%	25	89%
Non-English Language Learners	65	2	3%	5	8%	27	42%	31	48%	58	89%
Economically Disadvantaged	28	2	7%	2	7%	12	43%	12	43%	24	86%
Not Economically Disadvantaged	37	0	0%	3	8%	15	41%	19	51%	34	92%
Not Migrant	65	2	3%	5	8%	27	42%	31	48%	58	89%
Not Homeless	65	2	3%	5	8%	27	42%	31	48%	58	89%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	64	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	65	2	3%	5	8%	27	42%	31	48%	58	89%

## ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	7	10%	8	11%	28	38%	30	41%	58	79%
General Education	58	4	7%	4	7%	20	34%	30	52%	50	86%
Students with Disabilities	15	3	20%	4	27%	8	53%	0	0%	8	53%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	69	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	73	7	10%	8	11%	28	38%	30	41%	58	79%
Female	35	3	9%	6	17%	11	31%	15	43%	26	74%
Male	38	4	11%	2	5%	17	45%	15	39%	32	84%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	72	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	27	3	11%	7	26%	10	37%	7	26%	17	63%
Not Economically Disadvantaged	46	4	9%	1	2%	18	39%	23	50%	41	89%
Not Migrant	73	7	10%	8	11%	28	38%	30	41%	58	79%
Not Homeless	73	7	10%	8	11%	28	38%	30	41%	58	79%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	72	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	73	7	10%	8	11%	28	38%	30	41%	58	79%

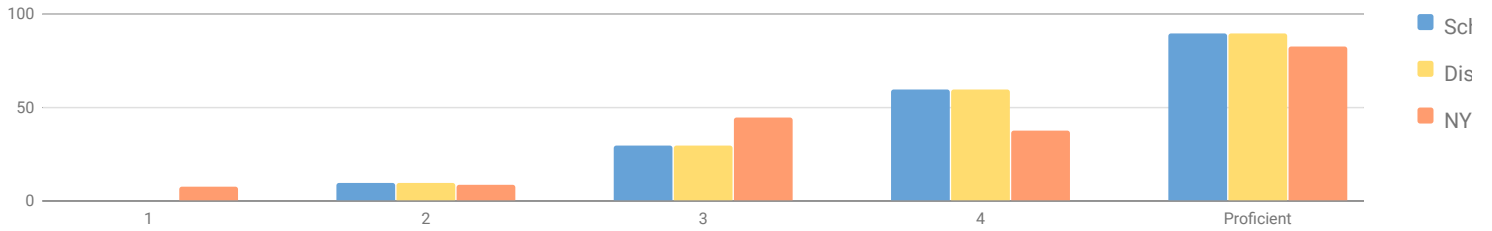
**ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)**



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	7	21%	20	61%	4	12%	24	73%
General Education	32	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
White	33	2	6%	7	21%	20	61%	4	12%	24	73%
Female	21	1	5%	6	29%	12	57%	2	10%	14	67%
Male	12	1	8%	1	8%	8	67%	2	17%	10	83%
Non-English Language Learners	33	2	6%	7	21%	20	61%	4	12%	24	73%
Economically Disadvantaged	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	30	-	-	-	-	-	-	-	-	-	-
Not Migrant	33	2	6%	7	21%	20	61%	4	12%	24	73%
Not Homeless	33	2	6%	7	21%	20	61%	4	12%	24	73%
Not in Foster Care	33	2	6%	7	21%	20	61%	4	12%	24	73%
Parent Not in Armed Forces	33	2	6%	7	21%	20	61%	4	12%	24	73%

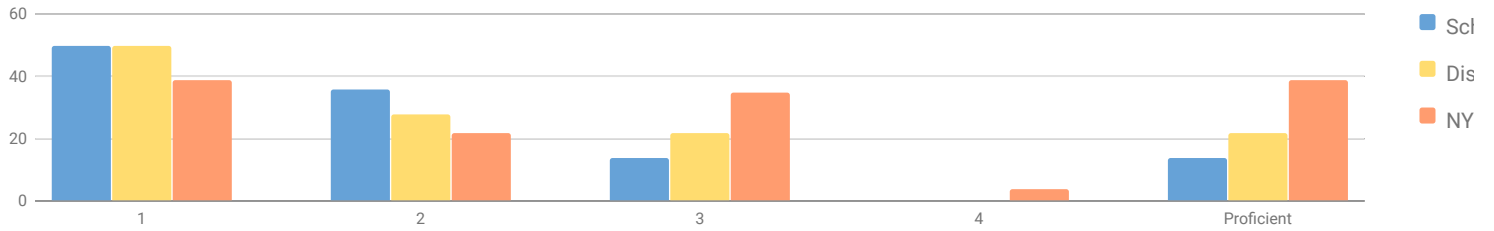


**ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)**



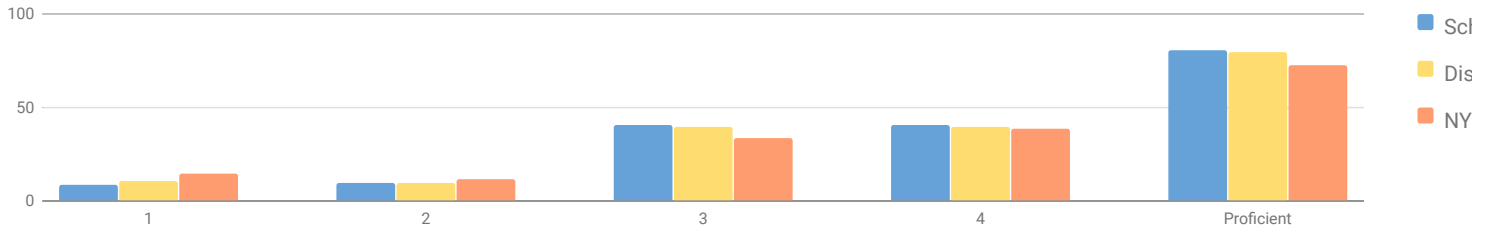
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	10	0	0%	1	10%	3	30%	6	60%
General Education	10	0	0%	1	10%	3	30%	6	60%	9	90%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	9	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	0	0%	1	10%	3	30%	6	60%	9	90%
Female	4	-	-	-	-	-	-	-	-	-	-
Male	6	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	10	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	9	-	-	-	-	-	-	-	-	-	-
Not Migrant	10	0	0%	1	10%	3	30%	6	60%	9	90%
Not Homeless	10	0	0%	1	10%	3	30%	6	60%	9	90%
Not in Foster Care	10	0	0%	1	10%	3	30%	6	60%	9	90%
Parent Not in Armed Forces	10	0	0%	1	10%	3	30%	6	60%	9	90%

**ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)**



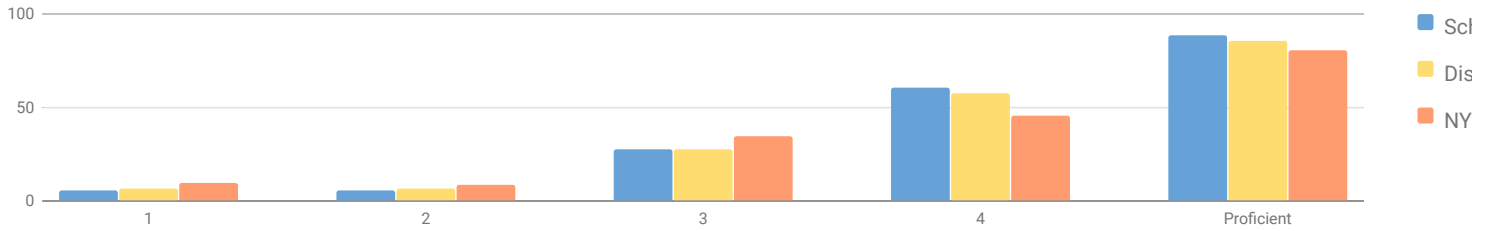
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	14	7	50%	5	36%	2	14%	0	0%
General Education	11	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
White	13	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	14	7	50%	5	36%	2	14%	0	0%	2	14%
Female	7	2	29%	4	57%	1	14%	0	0%	1	14%
Male	7	5	71%	1	14%	1	14%	0	0%	1	14%
Non-English Language Learners	14	7	50%	5	36%	2	14%	0	0%	2	14%
Economically Disadvantaged	7	3	43%	4	57%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	7	4	57%	1	14%	2	29%	0	0%	2	29%
Not Migrant	14	7	50%	5	36%	2	14%	0	0%	2	14%
Not Homeless	14	7	50%	5	36%	2	14%	0	0%	2	14%
Not in Foster Care	14	7	50%	5	36%	2	14%	0	0%	2	14%
Parent Not in Armed Forces	14	7	50%	5	36%	2	14%	0	0%	2	14%

**ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	81	7	9%	8	10%	33	41%	33	41%	66	81%
General Education	74	2	3%	7	9%	32	43%	33	45%	65	88%
Students with Disabilities	7	5	71%	1	14%	1	14%	0	0%	1	14%
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	77	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	81	7	9%	8	10%	33	41%	33	41%	66	81%
Female	38	2	5%	4	11%	16	42%	16	42%	32	84%
Male	43	5	12%	4	9%	17	40%	17	40%	34	79%
Non-English Language Learners	81	7	9%	8	10%	33	41%	33	41%	66	81%
Economically Disadvantaged	32	4	13%	4	13%	15	47%	9	28%	24	75%
Not Economically Disadvantaged	49	3	6%	4	8%	18	37%	24	49%	42	86%
Not Migrant	81	7	9%	8	10%	33	41%	33	41%	66	81%
Not Homeless	81	7	9%	8	10%	33	41%	33	41%	66	81%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	80	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	81	7	9%	8	10%	33	41%	33	41%	66	81%

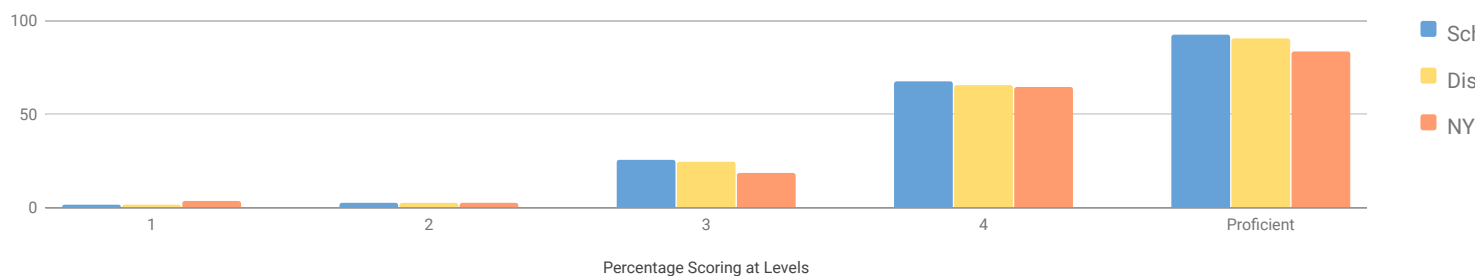
**ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	71	4	6%	4	6%	20	28%	43	61%	63	89%
General Education	64	3	5%	2	3%	17	27%	42	66%	59	92%
Students with Disabilities	7	1	14%	2	29%	3	43%	1	14%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	69	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	71	4	6%	4	6%	20	28%	43	61%	63	89%
Female	39	2	5%	3	8%	11	28%	23	59%	34	87%
Male	32	2	6%	1	3%	9	28%	20	63%	29	91%
Non-English Language Learners	71	4	6%	4	6%	20	28%	43	61%	63	89%
Economically Disadvantaged	26	2	8%	4	15%	9	35%	11	42%	20	77%
Not Economically Disadvantaged	45	2	4%	0	0%	11	24%	32	71%	43	96%
Not Migrant	71	4	6%	4	6%	20	28%	43	61%	63	89%
Not Homeless	71	4	6%	4	6%	20	28%	43	61%	63	89%
Not in Foster Care	71	4	6%	4	6%	20	28%	43	61%	63	89%
Parent Not in Armed Forces	71	4	6%	4	6%	20	28%	43	61%	63	89%

### 2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

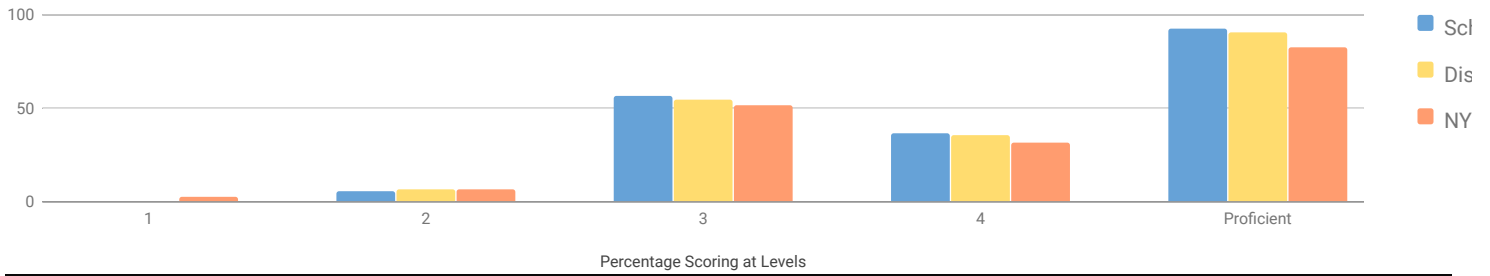
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%
General Education	73	1	1%	72	99%	2	3%	1	1%	14	19%	55	75%	69	95%
Students with Disabilities	17	0	0%	17	100%	0	0%	2	12%	9	53%	6	35%	15	88%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	85	1	1%	84	99%	2	2%	3	4%	22	26%	57	67%	79	93%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Female	52	0	0%	52	100%	2	4%	1	2%	14	27%	35	67%	49	94%
Male	38	1	3%	37	97%	0	0%	2	5%	9	24%	26	68%	35	92%
Non-English Language Learners	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%
Economically Disadvantaged	35	1	3%	34	97%	2	6%	1	3%	11	31%	20	57%	31	89%
Not Economically Disadvantaged	55	0	0%	55	100%	0	0%	2	4%	12	22%	41	75%	53	96%
Not Migrant	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%
Not Homeless	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%
Not in Foster Care	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%
Parent Not in Armed Forces	90	1	1%	89	99%	2	2%	3	3%	23	26%	61	68%	84	93%

**2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS**

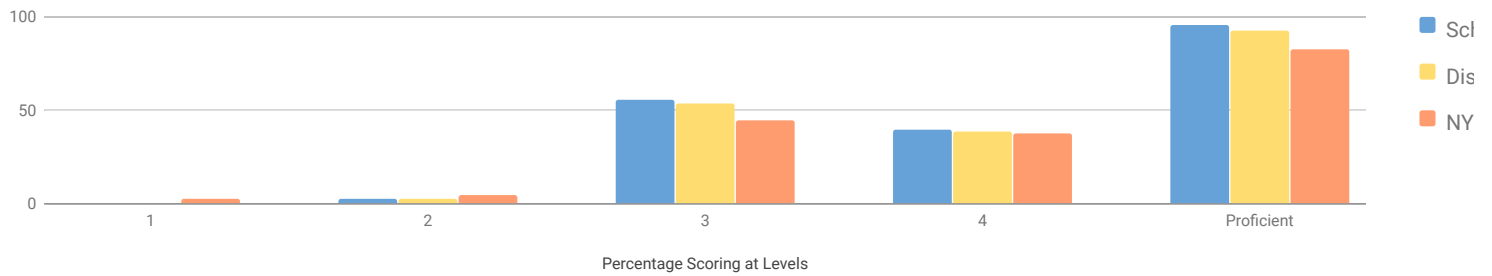
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%
General Education	73	1	1%	72	99%	0	0%	2	3%	39	53%	31	42%	70	96%
Students with Disabilities	17	0	0%	17	100%	0	0%	3	18%	12	71%	2	12%	14	82%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	85	1	1%	84	99%	0	0%	5	6%	47	55%	32	38%	79	93%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Female	52	0	0%	52	100%	0	0%	1	2%	32	62%	19	37%	51	98%
Male	38	1	3%	37	97%	0	0%	4	11%	19	50%	14	37%	33	87%
Non-English Language Learners	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%
Economically Disadvantaged	35	1	3%	34	97%	0	0%	3	9%	19	54%	12	34%	31	89%
Not Economically Disadvantaged	55	0	0%	55	100%	0	0%	2	4%	32	58%	21	38%	53	96%
Not Migrant	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%
Not Homeless	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%
Not in Foster Care	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%
Parent Not in Armed Forces	90	1	1%	89	99%	0	0%	5	6%	51	57%	33	37%	84	93%

### 2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

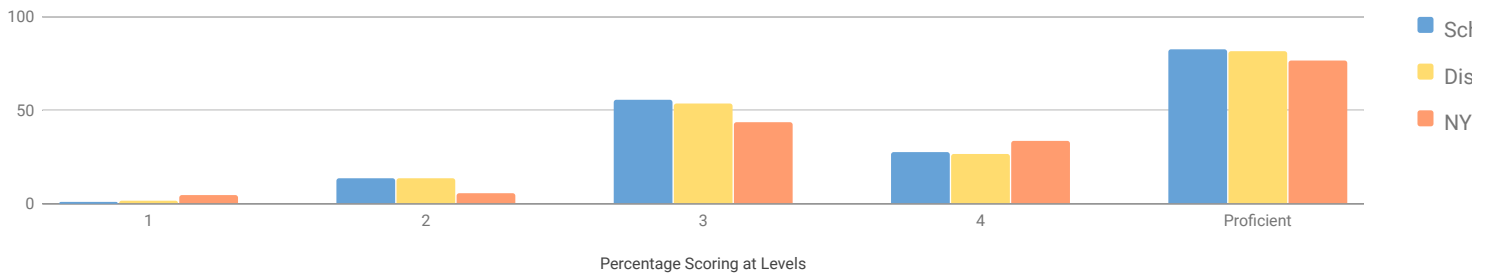
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%
General Education	73	1	1%	72	99%	0	0%	0	0%	39	53%	33	45%	72	99%
Students with Disabilities	17	0	0%	17	100%	0	0%	3	18%	11	65%	3	18%	14	82%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	85	1	1%	84	99%	0	0%	3	4%	45	53%	36	42%	81	95%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Female	52	0	0%	52	100%	0	0%	2	4%	35	67%	15	29%	50	96%
Male	38	1	3%	37	97%	0	0%	1	3%	15	39%	21	55%	36	95%
Non-English Language Learners	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%
Economically Disadvantaged	35	1	3%	34	97%	0	0%	2	6%	19	54%	13	37%	32	91%
Not Economically Disadvantaged	55	0	0%	55	100%	0	0%	1	2%	31	56%	23	42%	54	98%
Not Migrant	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%
Not Homeless	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%
Not in Foster Care	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%
Parent Not in Armed Forces	90	1	1%	89	99%	0	0%	3	3%	50	56%	36	40%	86	96%

### 2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

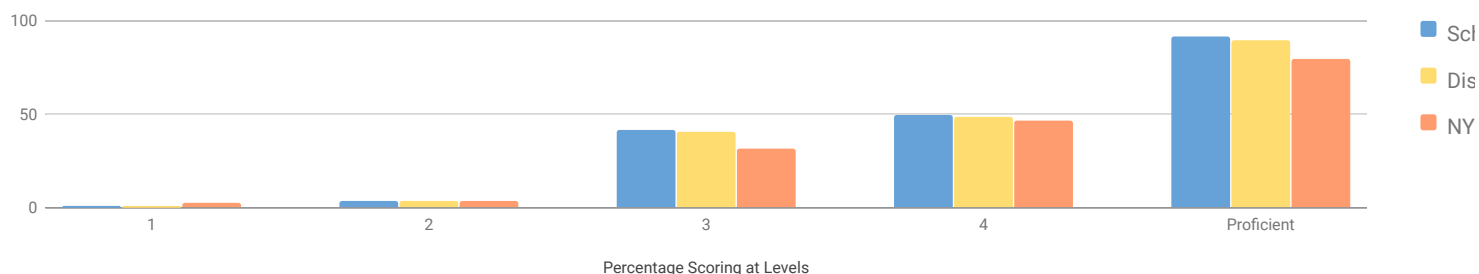


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%
General Education	73	1	1%	72	99%	0	0%	6	8%	43	59%	23	32%	66	90%
Students with Disabilities	17	0	0%	17	100%	1	6%	7	41%	7	41%	2	12%	9	53%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	85	1	1%	84	99%	1	1%	12	14%	46	54%	25	29%	71	84%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Female	52	1	2%	51	98%	0	0%	10	19%	28	54%	13	25%	41	79%
Male	38	0	0%	38	100%	1	3%	3	8%	22	58%	12	32%	34	89%
Non-English Language Learners	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%
Economically Disadvantaged	35	1	3%	34	97%	1	3%	8	23%	17	49%	8	23%	25	71%
Not Economically Disadvantaged	55	0	0%	55	100%	0	0%	5	9%	33	60%	17	31%	50	91%
Not Migrant	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%
Not Homeless	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%
Not in Foster Care	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%
Parent Not in Armed Forces	90	1	1%	89	99%	1	1%	13	14%	50	56%	25	28%	75	83%



### 2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%
General Education	73	2	3%	71	97%	0	0%	2	3%	28	38%	41	56%	69	95%
Students with Disabilities	17	0	0%	17	100%	1	6%	2	12%	10	59%	4	24%	14	82%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	85	2	2%	83	98%	1	1%	4	5%	37	44%	41	48%	78	92%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Female	52	1	2%	51	98%	0	0%	3	6%	21	40%	27	52%	48	92%
Male	38	1	3%	37	97%	1	3%	1	3%	17	45%	18	47%	35	92%
Non-English Language Learners	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%
Economically Disadvantaged	35	2	6%	33	94%	0	0%	4	11%	12	34%	17	49%	29	83%
Not Economically Disadvantaged	55	0	0%	55	100%	1	2%	0	0%	26	47%	28	51%	54	98%
Not Migrant	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%
Not Homeless	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%
Not in Foster Care	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%
Parent Not in Armed Forces	90	2	2%	88	98%	1	1%	4	4%	38	42%	45	50%	83	92%

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	-	1	-	-	-	-	-

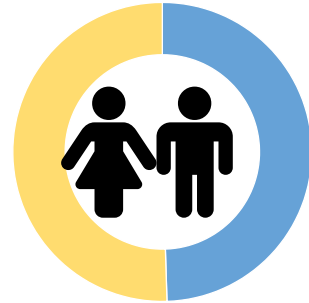
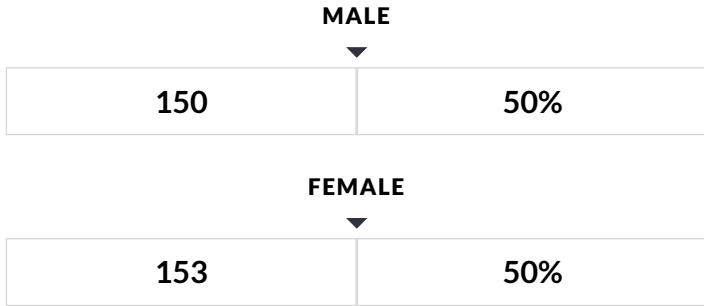


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

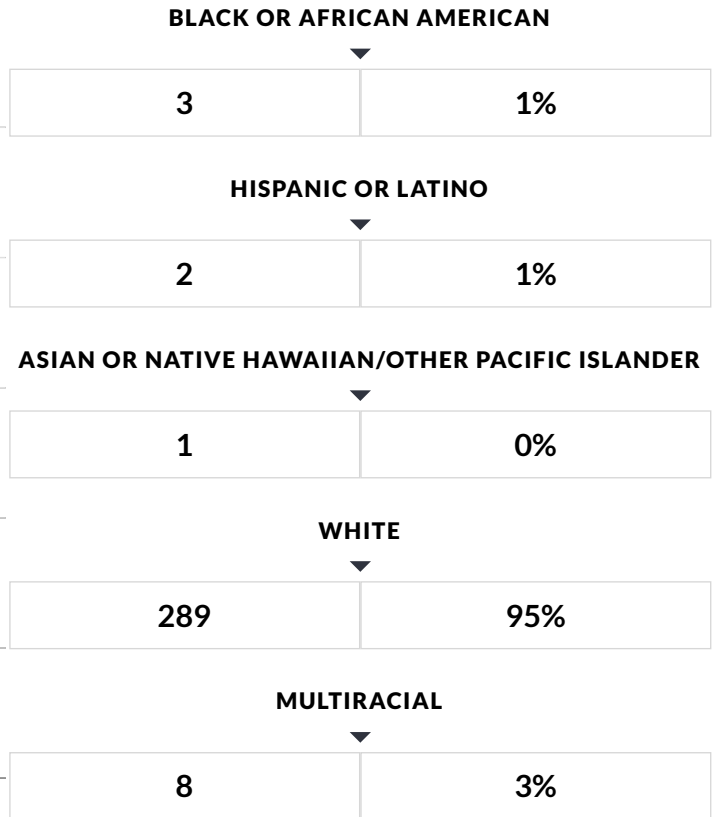
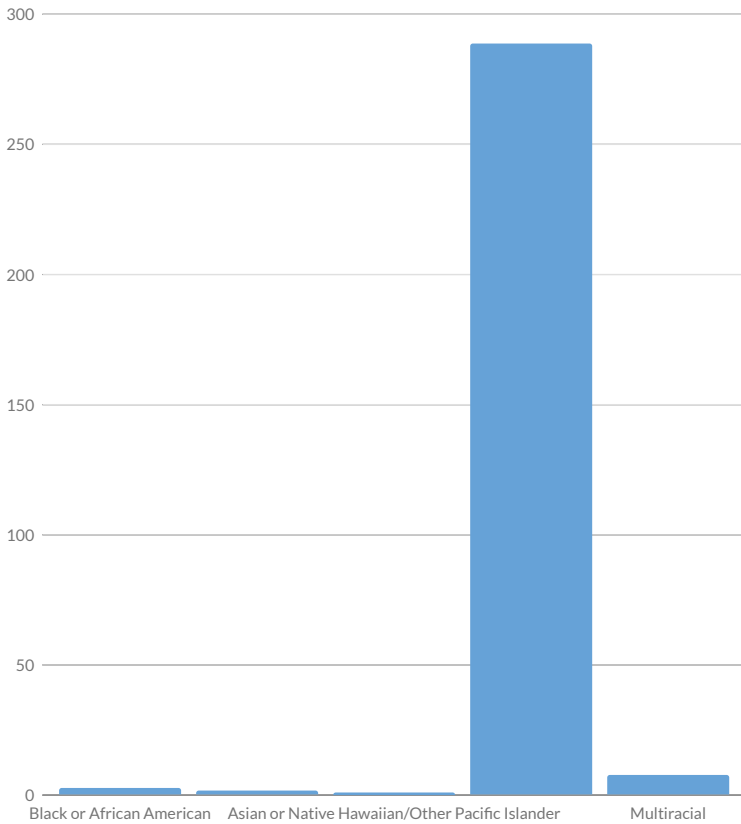
### FRANKFORT-SCHUYLER CENTRAL HIGH SCH ENROLLMENT (2017 - 18)

K-12 Enrollment: 303

#### ENROLLMENT BY GENDER



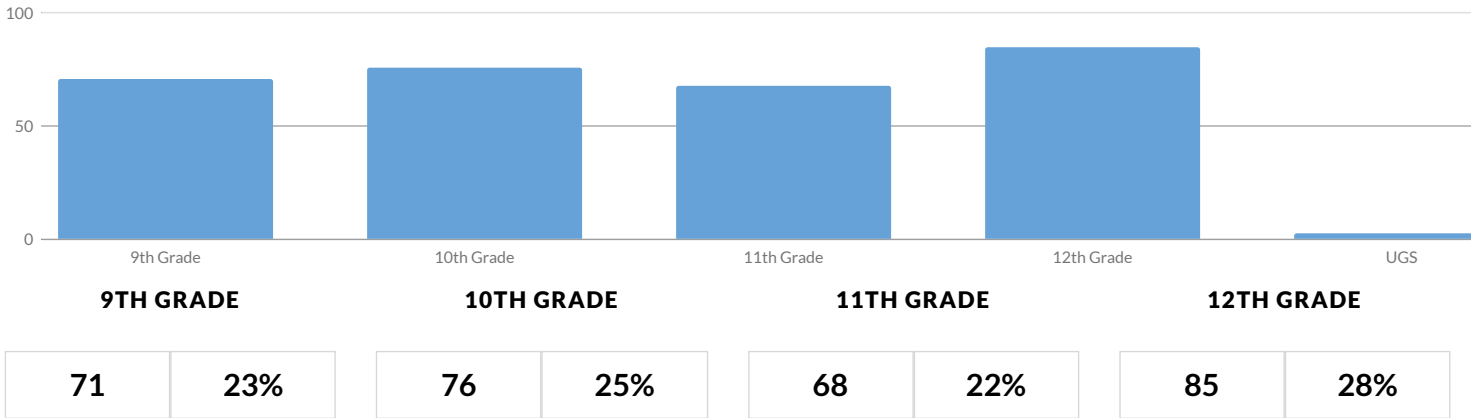
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**

<b>ENGLISH LANGUAGE LEARNERS</b>		<b>STUDENTS WITH DISABILITIES</b>		<b>ECONOMICALLY DISADVANTAGED</b>	
—	—	44	15%	114	38%
<b>MIGRANT</b>		<b>HOMELESS</b>		<b>FOSTER CARE</b>	
—	—	—	—	—	—
				<b>PARENT IN ARMED FORCES</b>	
				—	—

**ENROLLMENT BY GRADE**



**UNGRADED SECONDARY**

3	1%
---	----

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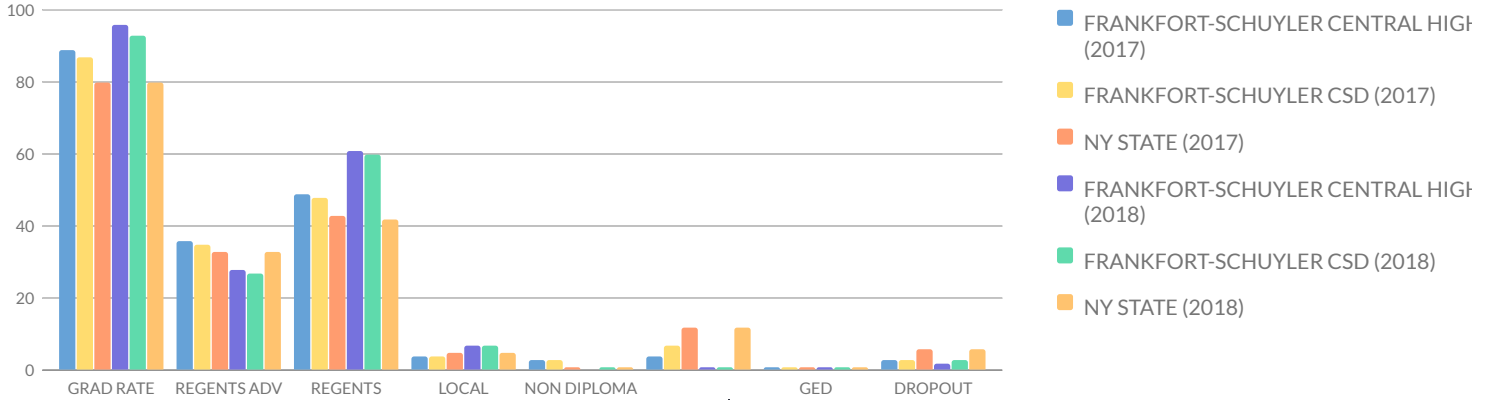
THIS DOCUMENT WAS CREATED ON: APRIL 8, 2019, 3:43 PM EST

**FRANKFORT-SCHUYLER CENTRAL HIGH SCH GRADUATION RATE DATA  
4 YEAR OUTCOME AS OF JUNE**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

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.



**2017**

**2018**

ALL STUDENTS

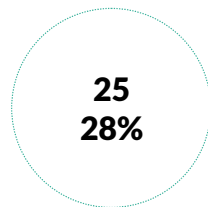
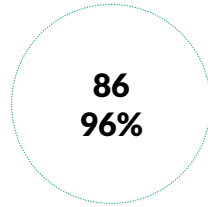
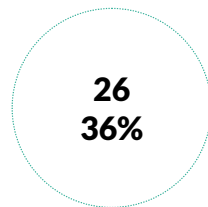
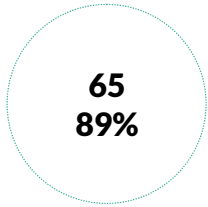
ALL STUDENTS

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...



REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 73

TOTAL STUDENTS IN COHORT: 90

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

2	3%
---	----

3	4%
---	----

0	0%
---	----

1	1%
---	----

GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

1	1%
---	----

2	3%
---	----

1	1%
---	----

2	2%
---	----

**BY GENDER**

**FEMALE**

**FEMALE**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 36**

**TOTAL STUDENTS IN COHORT: 52**

NON DIPLOMA CRED		STILL ENROLLED	
1	3%	3	8%
GED TRANSFER		DROPOUT	
0	0%	0	0%

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	2	4%

**MALE**

**MALE**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 37**

**TOTAL STUDENTS IN COHORT: 38**

**NON DIPLOMA CRED      STILL ENROLLED**

**NON DIPLOMA CRED      STILL ENROLLED**

1	3%
---	----

**GED TRANSFER**

1	3%
---	----

0	0%
---	----

**DROPOUT**

2	5%
---	----

0	0%
---	----

**GED TRANSFER**

1	3%
---	----

1	3%
---	----

**DROPOUT**

0	0%
---	----

**BY ETHNICITY**

**MULTIRACIAL**

**MULTIRACIAL**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS: 0**

**TOTAL STUDENTS: -**

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	
-	-	-	-

**AMERICAN INDIAN OR ALASKA NATIVE**

**AMERICAN INDIAN OR ALASKA NATIVE**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS: 0**

**TOTAL STUDENTS: 0**

NON DIPLOMA CRED		STILL ENROLLED	

NON DIPLOMA CRED		STILL ENROLLED	



0	0%
---	----

**GED TRANSFER**

0	0%
---	----

0	0%
---	----

**DROPOUT**

0	0%
---	----

0	0%
---	----

**GED TRANSFER**

0	0%
---	----

0	0%
---	----

**DROPOUT**

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE      REGENTS WITH ...

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	
-	-	-	-

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

WHITE

WHITE

GRAD RATE      REGENTS WITH ...

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

TOTAL STUDENTS IN COHORT: 85

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	1%
GED TRANSFER		DROPOUT	

-	-	-	-		1	1%	2	2%
---	---	---	---	--	---	----	---	----

**BLACK OR AFRICAN AMERICAN**

**BLACK OR AFRICAN AMERICAN**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS: -**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
-	-	-	-

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
-	-	-	-

**HISPANIC OR LATINO**

**HISPANIC OR LATINO**

**GRAD RATE      REGENTS WITH ...**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS: 0**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
0	0%	0	0%
<b>GED TRANSFER</b>		<b>DROPOUT</b>	

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	

0	0%	0	0%		-	-	-	-
---	----	---	----	--	---	---	---	---

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 67**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
0	0%	3	4%
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
1	1%	2	3%

**STUDENTS WITH DISABILITIES**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 6**

**NON DIPLOMA CRED      STILL ENROLLED**

**GENERAL-EDUCATION STUDENTS**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 73**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
0	0%	0	0%
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
1	1%	2	3%

**STUDENTS WITH DISABILITIES**

**GRAD RATE      REGENTS WITH ...**

**REGENTS DIPLO...      LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 17**

**NON DIPLOMA CRED      STILL ENROLLED**

2	33%
---	-----

**GED TRANSFER**

0	0%
---	----

0	0%
---	----

**DROPOUT**

0	0%
---	----

0	0%
---	----

**GED TRANSFER**

0	0%
---	----

1	6%
---	----

**DROPOUT**

0	0%
---	----

**NON-ENGLISH LANGUAGE LEARNERS**

**GRAD RATE**      **REGENTS WITH ...**

**REGENTS DIPLO...**      **LOCAL DIPLOMA**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
-	-	-	-

**ENGLISH LANGUAGE LEARNERS**

**GRAD RATE**      **REGENTS WITH ...**

**REGENTS DIPLO...**      **LOCAL DIPLOMA**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	

**NON-ENGLISH LANGUAGE LEARNERS**

**GRAD RATE**      **REGENTS WITH ...**

**REGENTS DIPLO...**      **LOCAL DIPLOMA**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	
-	-	-	-

**ENGLISH LANGUAGE LEARNERS**

**GRAD RATE**      **REGENTS WITH ...**

**REGENTS DIPLO...**      **LOCAL DIPLOMA**

**TOTAL STUDENTS: -**

<b>NON DIPLOMA CRED</b>		<b>STILL ENROLLED</b>	
-	-	-	-
<b>GED TRANSFER</b>		<b>DROPOUT</b>	



-	-	-	-		-	-	-	-
---	---	---	---	--	---	---	---	---

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 46

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
1	2%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 27

NON DIPLOMA CRED		STILL ENROLLED	
2	7%	3	11%
GED TRANSFER		DROPOUT	

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 55

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 35

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	3%
GED TRANSFER		DROPOUT	

0	0%	2	7%		1	3%	2	6%
---	----	---	----	--	---	----	---	----

NOT MIGRANT

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	
-	-	-	-

MIGRANT

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	

NOT MIGRANT

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	
-	-	-	-

MIGRANT

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS: -

NON DIPLOMA CRED		STILL ENROLLED	
-	-	-	-
GED TRANSFER		DROPOUT	

-	-	-	-	-	-	-	-
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## FRANKFORT-SCHUYLER CENTRAL HIGH SCH GRADUATION PATHWAYS DATA

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.

### PATHWAYS FOR ALL STUDENTS

**TOTAL GRADUATES IN COHORT: 86**

#### HUMANITIES

78	91%
----	-----

#### ARTS

0	0%
---	----

#### MATH

0	0%
---	----

#### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

#### HUMANITIES ALTERNATIVE

0	0%
---	----

#### CAREER AND TECHNICAL EDUCATION

0	0%
---	----

#### SCIENCE

7	8%
---	----

#### LANGUAGES OTHER THAN ENGLISH

<b>1</b>	<b>1%</b>	<b>0</b>	<b>0%</b>
----------	-----------	----------	-----------

**PATHWAYS FOR FEMALE STUDENTS**

**TOTAL GRADUATES IN COHORT: 50**

**HUMANITIES**

<b>43</b>	<b>86%</b>
-----------	------------

**ARTS**

<b>0</b>	<b>0%</b>
----------	-----------

**MATH**

<b>0</b>	<b>0%</b>
----------	-----------

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

<b>1</b>	<b>2%</b>
----------	-----------

**HUMANITIES ALTERNATIVE**

<b>0</b>	<b>0%</b>
----------	-----------

**CAREER AND TECHNICAL EDUCATION**

<b>0</b>	<b>0%</b>
----------	-----------

**SCIENCE**

<b>6</b>	<b>12%</b>
----------	------------

**LANGUAGES OTHER THAN ENGLISH**

<b>0</b>	<b>0%</b>
----------	-----------

**PATHWAYS FOR MALE STUDENTS**

**TOTAL GRADUATES IN COHORT: 36**

**HUMANITIES**

<b>35</b>	<b>97%</b>
-----------	------------

**ARTS**

<b>0</b>	<b>0%</b>
----------	-----------

**HUMANITIES ALTERNATIVE**

<b>0</b>	<b>0%</b>
----------	-----------

**CAREER AND TECHNICAL EDUCATION**

<b>0</b>	<b>0%</b>
----------	-----------

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**SCIENCE**

1	3%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR MULTIRACIAL STUDENTS**

**TOTAL GRADUATES IN COHORT: 3**

**HUMANITIES**

2	67%
---	-----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

1	33%
---	-----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS**

**TOTAL GRADUATES IN COHORT: 0**

**HUMANITIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----



**ARTS**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**MATH**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS**

**TOTAL GRADUATES IN COHORT: 0**

**HUMANITIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**ARTS**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**MATH**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR WHITE STUDENTS**

**TOTAL GRADUATES IN COHORT: 81****HUMANITIES**

75	93%
----	-----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND  
OCCUPATIONAL STUDIES**

1	1%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL  
EDUCATION**

0	0%
---	----

**SCIENCE**

5	6%
---	----

**LANGUAGES OTHER THAN  
ENGLISH**

0	0%
---	----

**PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS****TOTAL GRADUATES IN COHORT: 1****HUMANITIES**

0	0%
---	----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL  
EDUCATION**

0	0%
---	----

**SCIENCE**

1	100%
---	------

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR HISPANIC OR LATINO STUDENTS**

**TOTAL GRADUATES IN COHORT: 1**

**HUMANITIES**

1	100%
---	------

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**ARTS**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**MATH**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR GENERAL-EDUCATION STUDENTS**

**TOTAL GRADUATES IN COHORT: 70**

**HUMANITIES**

66	94%
----	-----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**ARTS**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

--	--

0	0%
---	----

**MATH**

**SCIENCE**

0	0%
---	----

3	4%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

**LANGUAGES OTHER THAN ENGLISH**

1	1%
---	----

0	0%
---	----

**PATHWAYS FOR STUDENTS WITH DISABILITIES**

**TOTAL GRADUATES IN COHORT: 16**

**HUMANITIES**

**HUMANITIES ALTERNATIVE**

12	75%
----	-----

0	0%
---	----

**ARTS**

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

0	0%
---	----

**MATH**

**SCIENCE**

0	0%
---	----

4	25%
---	-----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

0	0%
---	----

**PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS**

**TOTAL GRADUATES IN COHORT: 86**

**HUMANITIES**

78	91%
----	-----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

1	1%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

7	8%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS**

**TOTAL GRADUATES IN COHORT: 0**

**HUMANITIES**

0	0%
---	----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0

0%

0

0%

**PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS****TOTAL GRADUATES IN COHORT: 55****HUMANITIES**

51

93%

**HUMANITIES ALTERNATIVE**

0

0%

**ARTS**

0

0%

**CAREER AND TECHNICAL  
EDUCATION**

0

0%

**MATH**

0

0%

**SCIENCE**

4

7%

**CAREER DEVELOPMENT AND  
OCCUPATIONAL STUDIES**

0

0%

**LANGUAGES OTHER THAN  
ENGLISH**

0

0%

**PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS****TOTAL GRADUATES IN COHORT: 31****HUMANITIES**

27

87%

**HUMANITIES ALTERNATIVE**

0

0%

**ARTS**

0

0%

**CAREER AND TECHNICAL  
EDUCATION**

0

0%

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

1	3%
---	----

**SCIENCE**

3	10%
---	-----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR NOT MIGRANT STUDENTS**

**TOTAL GRADUATES IN COHORT: 86**

**HUMANITIES**

78	91%
----	-----

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

1	1%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

7	8%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR MIGRANT STUDENTS**

**TOTAL GRADUATES IN COHORT: 0**

**HUMANITIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**ARTS****0****0%****CAREER AND TECHNICAL  
EDUCATION****0****0%****MATH****0****0%****SCIENCE****0****0%****CAREER DEVELOPMENT AND  
OCCUPATIONAL STUDIES****0****0%****LANGUAGES OTHER THAN  
ENGLISH****0****0%**

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