



# The New York State Report Card 2011–12

District **BEMUS POINT CENTRAL SCHOOL  
DISTRICT**

District ID **06-10-01-04-0000**

Superintendent **JACQUELINE LATSHAW**

Telephone **(716) 386-2375**

Grades **PK-12, UE**

Need/Resource

Capacity Category **Average Need Districts**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	22	33	31
Kindergarten	52	41	48
Grade 1	50	51	47
Grade 2	44	49	52
Grade 3	60	48	53
Grade 4	59	61	46
Grade 5	53	62	65
Grade 6	66	51	66
Ungraded Elementary	1	1	1
Grade 7	52	73	53
Grade 8	58	52	71
Grade 9	78	61	53
Grade 10	65	76	63
Grade 11	65	63	72
Grade 12	62	59	59
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>765</b>	<b>748</b>	<b>749</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	17	20	22
<b>Grade 8</b>			
English	19	8	23
Mathematics	13	14	14
Science	14	14	15
Social Studies	19		24
<b>Grade 10</b>			
English			21
Mathematics	16	13	15
Science	21	17	
Social Studies			20

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	54	7%	94	13%	104	14%
Reduced Price Lunch	41	5%	35	5%	34	5%
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	2	0%	8	1%	8	1%
Hispanic or Latino	5	1%	5	1%	5	1%
Asian or Native Hawaiian/Other Pacific Islander	5	1%	8	1%	12	2%
White	744	97%	726	97%	721	96%
Multiracial	9	1%	1	0%	3	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		96%
Student Suspensions	8	1%	14	2%	7	1%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	73	67	64
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	4%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	7%	7%	6%
<b>Total Number of Core Classes</b>	180	178	181
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	250	253	253
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	33%	0%
Turnover Rate of All Teachers	6%	12%	9%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	9	9	8
Total Paraprofessionals*	8	7	8
Assistant Principals	0	0	0
Principals	2	2	2

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

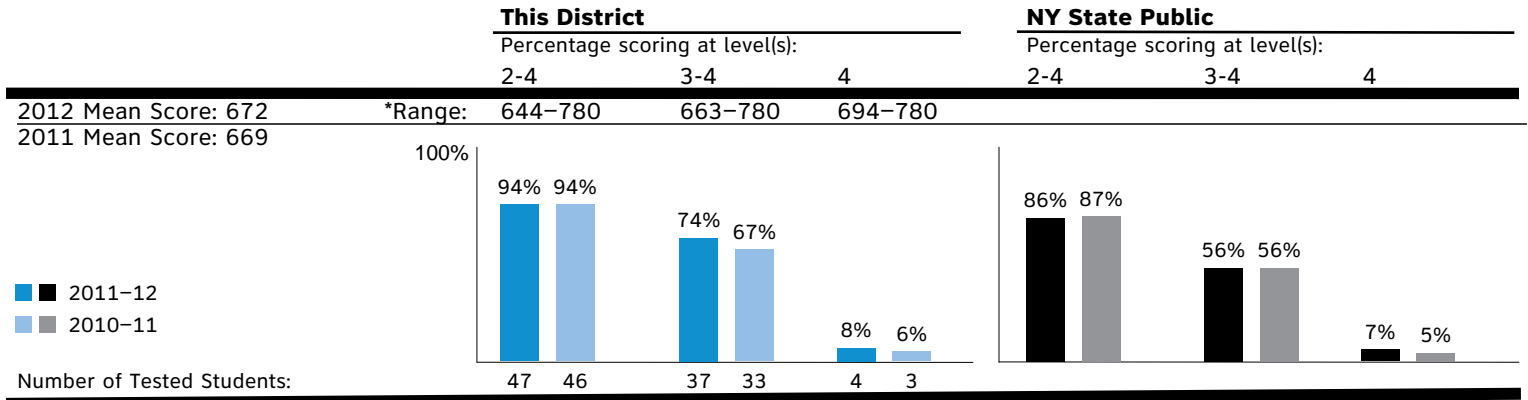
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 3 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	50	94%	74%	8%	49	94%	67%	6%
Female	25	96%	76%	16%	18	94%	61%	6%
Male	25	92%	72%	0%	31	94%	71%	6%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	47	–	–	–	46	–	–	–
Multiracial	–	–	–	–	–	–	–	–
Small Group Totals	50	94%	74%	8%	49	94%	67%	6%
General-Education Students	48	–	–	–	45	–	–	–
Students with Disabilities	2	–	–	–	4	–	–	–
English Proficient	50	94%	74%	8%	49	94%	67%	6%
Limited English Proficient	–	–	–	–	–	–	–	–
Economically Disadvantaged	12	75%	50%	0%	12	92%	33%	0%
Not Disadvantaged	38	100%	82%	11%	37	95%	78%	8%
Migrant	–	–	–	–	–	–	–	–
Not Migrant	50	94%	74%	8%	49	94%	67%	6%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

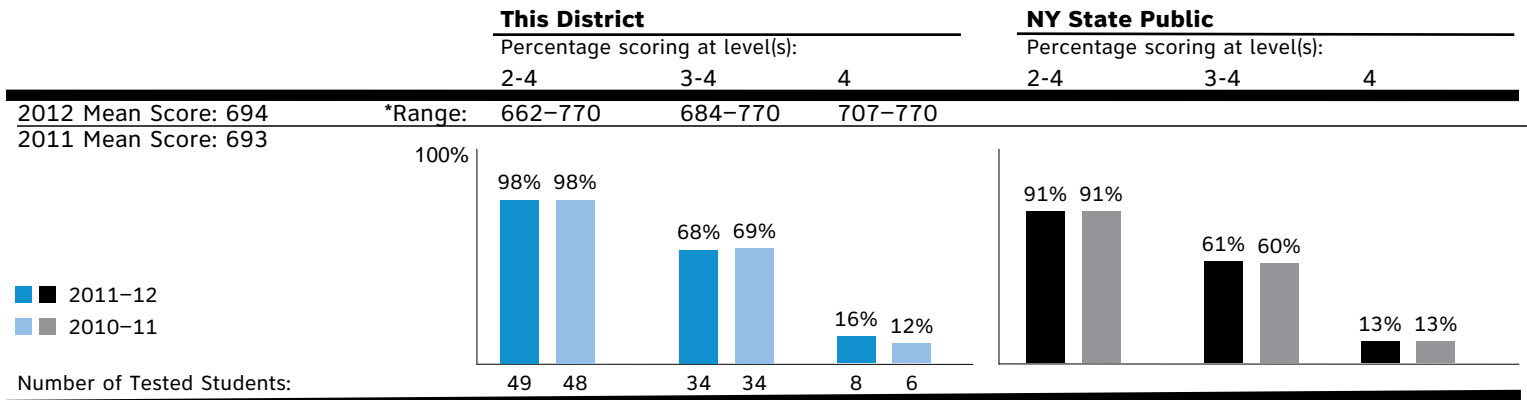
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 3 Mathematics



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	50	98%	68%	16%	49	98%	69%	12%
Female	25	100%	68%	24%	18	100%	67%	11%
Male	25	96%	68%	8%	31	97%	71%	13%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	47	-	-	-	46	-	-	-
Multiracial								
Small Group Totals	50	98%	68%	16%	49	98%	69%	12%
General-Education Students	48	-	-	-	45	-	-	-
Students with Disabilities	2	-	-	-	4	-	-	-
English Proficient	50	98%	68%	16%	49	98%	69%	12%
Limited English Proficient								
Economically Disadvantaged	12	92%	42%	0%	12	92%	42%	0%
Not Disadvantaged	38	100%	76%	21%	37	100%	78%	16%
Migrant								
Not Migrant	50	98%	68%	16%	49	98%	69%	12%

### NOTES

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\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

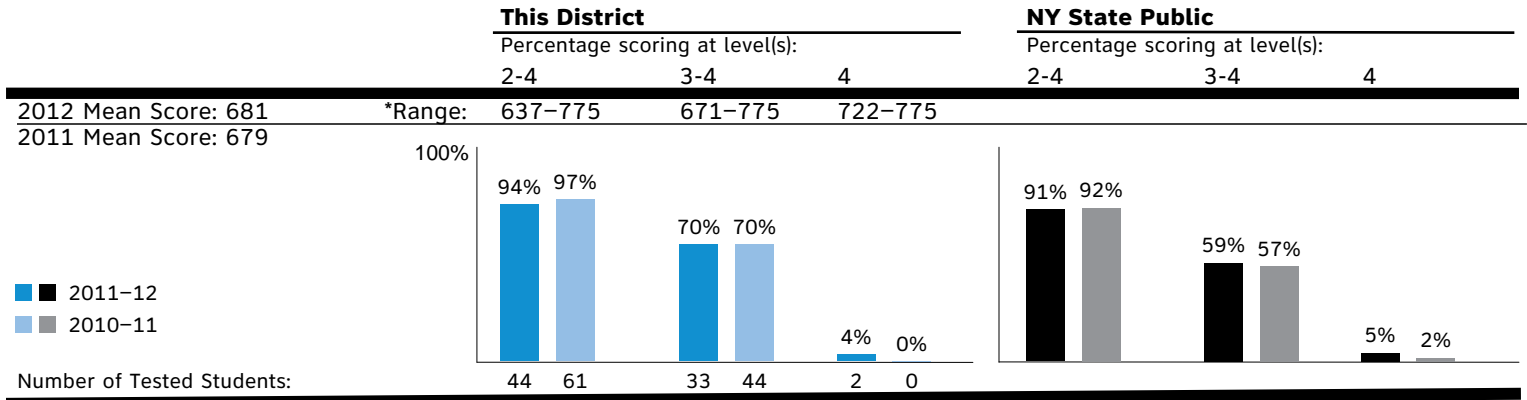


# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 4 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	47	94%	70%	4%	63	97%	70%	0%
Female	17	88%	76%	6%	35	100%	69%	0%
Male	30	97%	67%	3%	28	93%	71%	0%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	59	–	–	–
White	45	–	–	–	–	–	–	–
Multiracial	47	94%	70%	4%	63	97%	70%	0%
Small Group Totals	44	–	–	–	59	–	–	–
General-Education Students	3	–	–	–	4	–	–	–
Students with Disabilities	47	94%	70%	4%	63	97%	70%	0%
English Proficient	10	100%	40%	0%	11	100%	55%	0%
Limited English Proficient	37	92%	78%	5%	52	96%	73%	0%
Economically Disadvantaged	47	94%	70%	4%	63	97%	70%	0%
Not Disadvantaged	47	94%	70%	4%	63	97%	70%	0%
Migrant	47	94%	70%	4%	63	97%	70%	0%
Not Migrant	47	94%	70%	4%	63	97%	70%	0%

### NOTES

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### Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

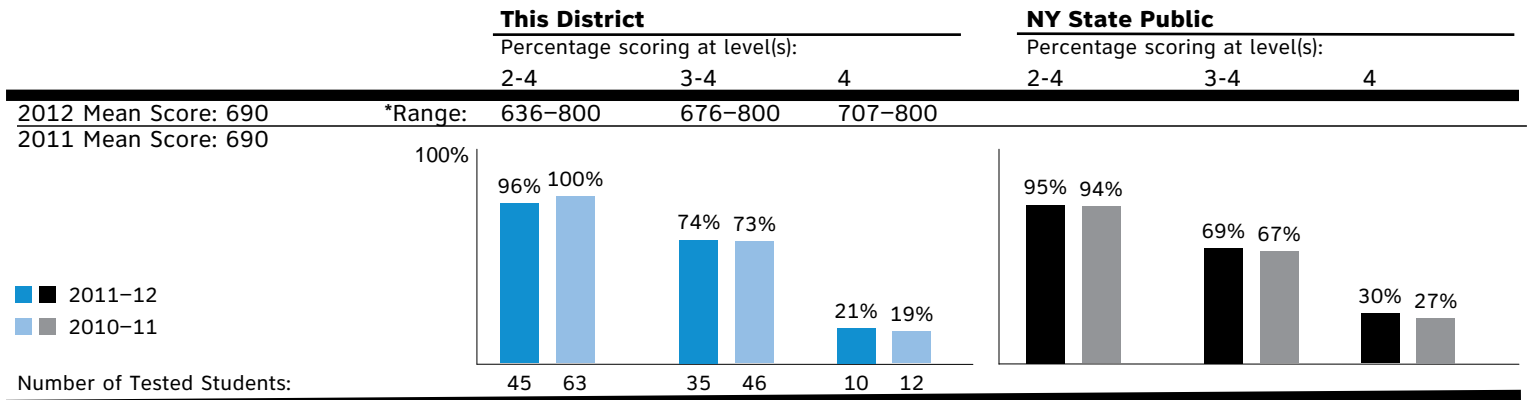


# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 4 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	47	96%	74%	21%	63	100%	73%	19%
Female	17	100%	76%	12%	35	100%	77%	23%
Male	30	93%	73%	27%	28	100%	68%	14%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	59	–	–	–
White	45	–	–	–	63	100%	73%	19%
Multiracial	47	96%	74%	21%	59	–	–	–
Small Group Totals	47	96%	74%	21%	63	100%	73%	19%
General-Education Students	44	–	–	–	4	–	–	–
Students with Disabilities	3	–	–	–	63	100%	73%	19%
English Proficient	47	96%	74%	21%	11	100%	73%	9%
Limited English Proficient	10	80%	30%	10%	52	100%	73%	21%
Economically Disadvantaged	37	100%	86%	24%	63	100%	73%	19%
Not Disadvantaged	47	96%	74%	21%	63	100%	73%	19%
Migrant	47	96%	74%	21%	63	100%	73%	19%
Not Migrant	47	96%	74%	21%	63	100%	73%	19%

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### Other Assessments

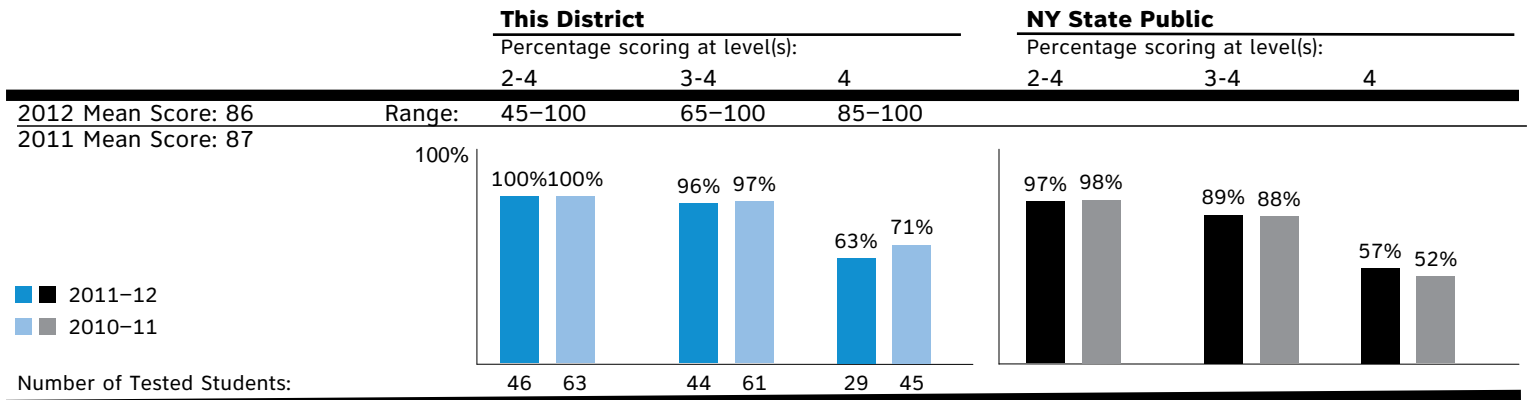
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 4 Science



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	46	100%	96%	63%	63	100%	97%	71%
Female	17	100%	94%	53%	35	100%	97%	71%
Male	29	100%	97%	69%	28	100%	96%	71%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	44	-	-	-	59	-	-	-
Multiracial	44	-	-	-	59	-	-	-
Small Group Totals	46	100%	96%	63%	63	100%	97%	71%
General-Education Students	43	-	-	-	59	-	-	-
Students with Disabilities	3	-	-	-	4	-	-	-
English Proficient	46	100%	96%	63%	63	100%	97%	71%
Limited English Proficient	10	100%	100%	50%	11	100%	91%	64%
Economically Disadvantaged	36	100%	94%	67%	52	100%	98%	73%
Not Disadvantaged	46	100%	96%	63%	63	100%	97%	71%
Migrant	46	100%	96%	63%	63	100%	97%	71%
Not Migrant	46	100%	96%	63%	63	100%	97%	71%

#### NOTES

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### Other Assessments

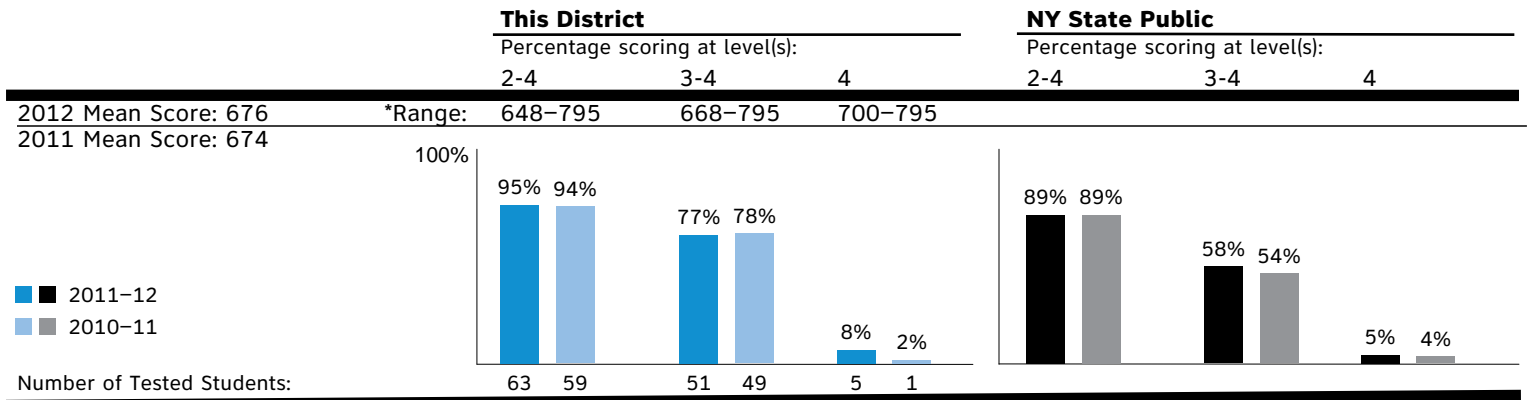
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 5 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	66	95%	77%	8%	63	94%	78%	2%
Female	35	97%	83%	14%	37	100%	86%	3%
Male	31	94%	71%	0%	26	85%	65%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	62	–	–	–	59	–	–	–
White	66	95%	77%	8%	63	94%	78%	2%
Multiracial	62	–	–	–	59	–	–	–
Small Group Totals	66	95%	77%	8%	63	94%	78%	2%
General-Education Students	62	–	–	–	59	–	–	–
Students with Disabilities	4	–	–	–	4	–	–	–
English Proficient	66	95%	77%	8%	63	94%	78%	2%
Limited English Proficient	13	100%	77%	0%	13	77%	62%	0%
Economically Disadvantaged	53	94%	77%	9%	50	98%	82%	2%
Not Disadvantaged	66	95%	77%	8%	63	94%	78%	2%
Migrant	66	95%	77%	8%	63	94%	78%	2%
Not Migrant	66	95%	77%	8%	63	94%	78%	2%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

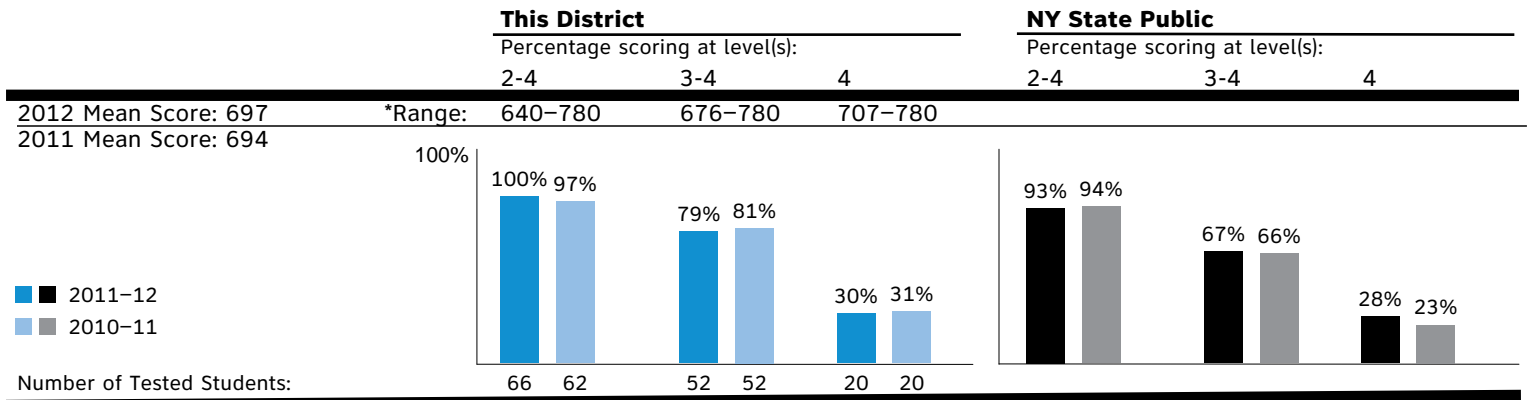
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 5 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	66	100%	79%	30%	64	97%	81%	31%
Female	35	100%	86%	37%	38	100%	84%	21%
Male	31	100%	71%	23%	26	92%	77%	46%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	62	–	–	–	60	–	–	–
White	66	100%	79%	30%	64	97%	81%	31%
Multiracial	62	–	–	–	60	–	–	–
Small Group Totals	66	100%	79%	30%	64	97%	81%	31%
General-Education Students	62	–	–	–	60	–	–	–
Students with Disabilities	4	–	–	–	4	–	–	–
English Proficient	66	100%	79%	30%	64	97%	81%	31%
Limited English Proficient	13	100%	69%	15%	13	92%	69%	15%
Economically Disadvantaged	53	100%	81%	34%	51	98%	84%	35%
Not Disadvantaged	66	100%	79%	30%	64	97%	81%	31%
Migrant								
Not Migrant								

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

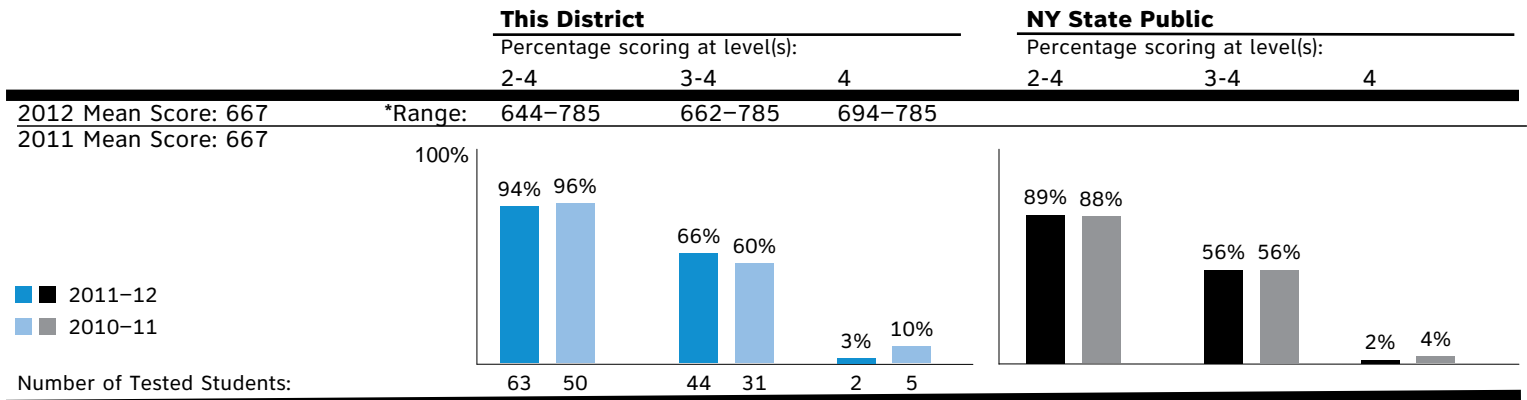
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 6 English Language Arts



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	67	94%	66%	3%	52	96%	60%	10%
Female	37	100%	76%	5%	28	100%	79%	14%
Male	30	87%	53%	0%	24	92%	38%	4%
American Indian or Alaska Native								
Black or African American	2	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	63	–	–	–	47	98%	60%	9%
Multiracial								
Small Group Totals	67	94%	66%	3%	5	80%	60%	20%
General-Education Students	63	–	–	–	45	100%	69%	11%
Students with Disabilities	4	–	–	–	7	71%	0%	0%
English Proficient	67	94%	66%	3%	52	96%	60%	10%
Limited English Proficient								
Economically Disadvantaged	14	86%	43%	0%	14	86%	50%	0%
Not Disadvantaged	53	96%	72%	4%	38	100%	63%	13%
Migrant								
Not Migrant	67	94%	66%	3%	52	96%	60%	10%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

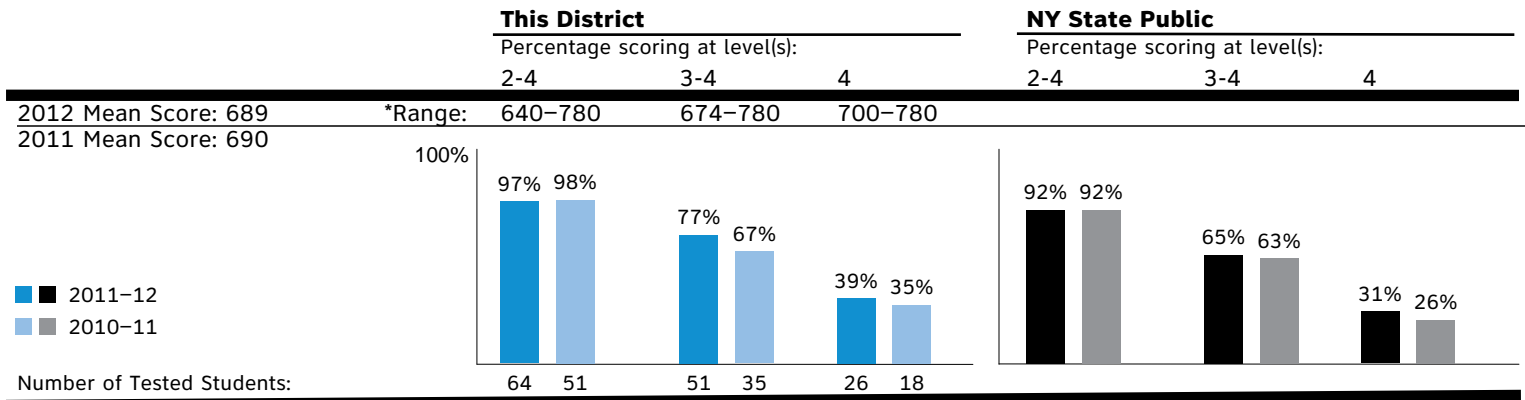
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 6 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	66	97%	77%	39%	52	98%	67%	35%
Female	37	100%	76%	38%	28	100%	79%	46%
Male	29	93%	79%	41%	24	96%	54%	21%
American Indian or Alaska Native								
Black or African American	2	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White	62	–	–	–	47	100%	68%	36%
Multiracial								
Small Group Totals	66	97%	77%	39%	5	80%	60%	20%
General-Education Students	62	–	–	–	45	100%	76%	40%
Students with Disabilities	4	–	–	–	7	86%	14%	0%
English Proficient	66	97%	77%	39%	52	98%	67%	35%
Limited English Proficient								
Economically Disadvantaged	13	92%	46%	23%	14	93%	43%	7%
Not Disadvantaged	53	98%	85%	43%	38	100%	76%	45%
Migrant								
Not Migrant	66	97%	77%	39%	52	98%	67%	35%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

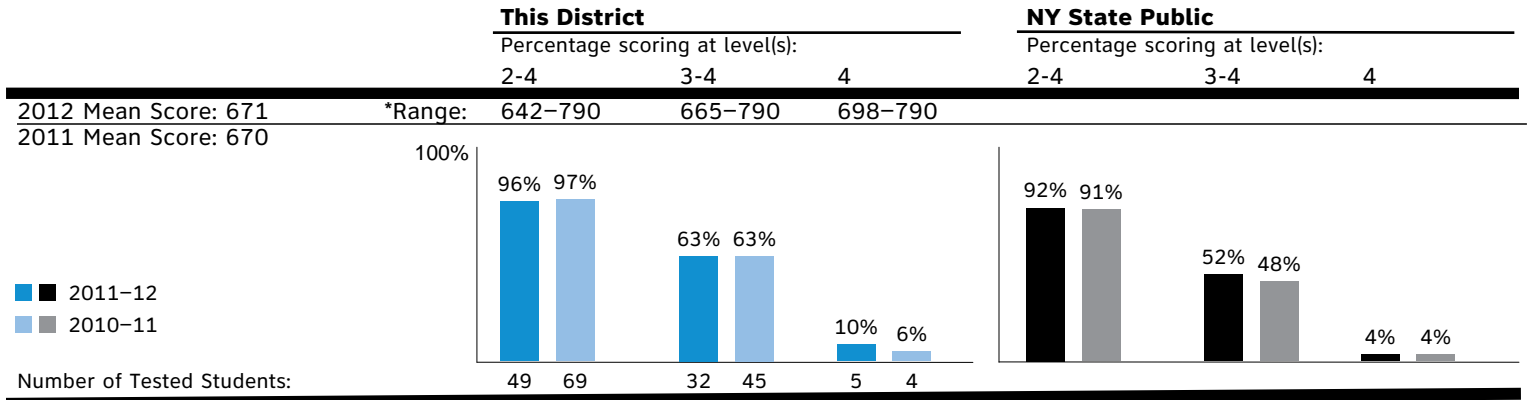
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	–	–	–

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 7 English Language Arts



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	51	96%	63%	10%	71	97%	63%	6%
Female	26	100%	81%	12%	34	94%	62%	9%
Male	25	92%	44%	8%	37	100%	65%	3%
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	46	96%	63%	9%	71	97%	63%	6%
Multiracial								
Small Group Totals	5	100%	60%	20%				
General-Education Students	44	100%	73%	11%	65	100%	66%	6%
Students with Disabilities	7	71%	0%	0%	6	67%	33%	0%
English Proficient	51	96%	63%	10%	71	97%	63%	6%
Limited English Proficient								
Economically Disadvantaged	11	82%	36%	0%	11	82%	45%	0%
Not Disadvantaged	40	100%	70%	13%	60	100%	67%	7%
Migrant								
Not Migrant	51	96%	63%	10%	71	97%	63%	6%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

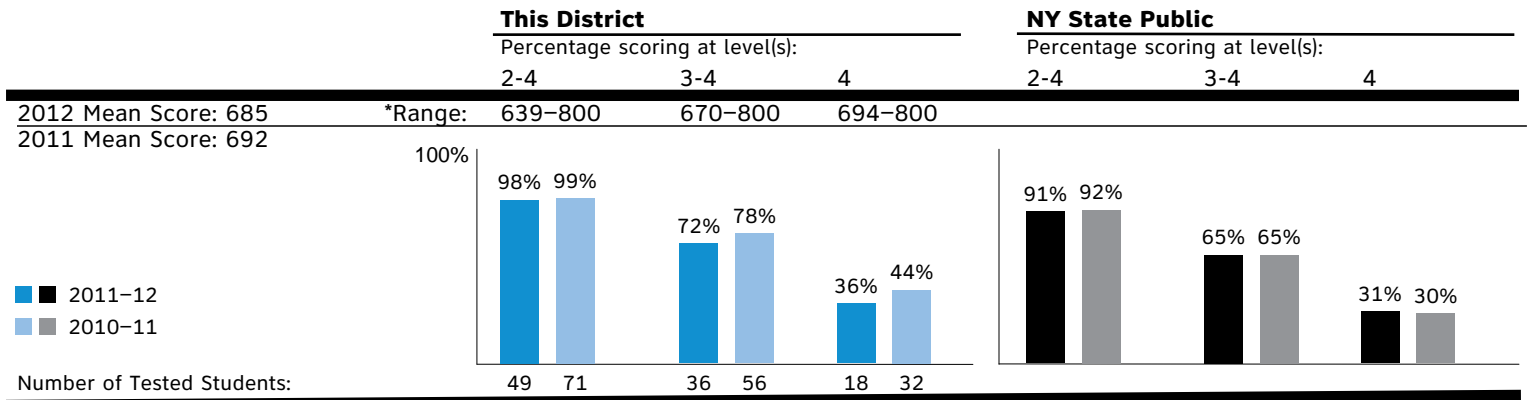


# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 7 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	50	98%	72%	36%	72	99%	78%	44%
Female	26	96%	81%	46%	35	97%	71%	43%
Male	24	100%	63%	25%	37	100%	84%	46%
American Indian or Alaska Native	1	–	–	–				
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	46	–	–	–	72	99%	78%	44%
Multiracial								
Small Group Totals	50	98%	72%	36%				
General-Education Students	44	100%	82%	41%	66	100%	82%	47%
Students with Disabilities	6	83%	0%	0%	6	83%	33%	17%
English Proficient	50	98%	72%	36%	71	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	10	100%	30%	10%	12	92%	58%	17%
Not Disadvantaged	40	98%	83%	43%	60	100%	82%	50%
Migrant								
Not Migrant	50	98%	72%	36%	72	99%	78%	44%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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### Other Assessments

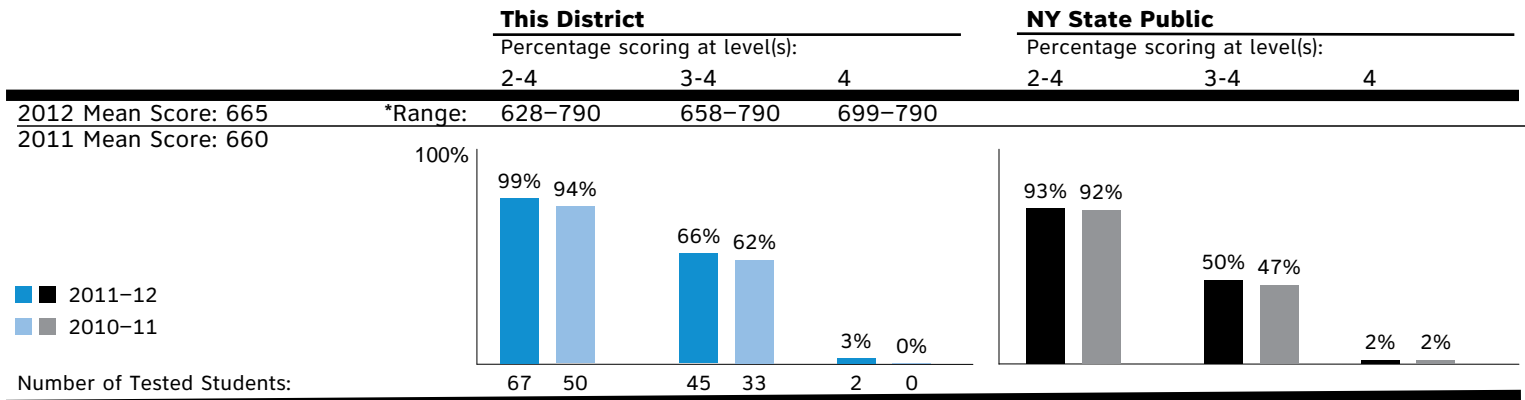
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 8 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	68	99%	66%	3%	53	94%	62%	0%
Female	32	97%	66%	3%	25	88%	68%	0%
Male	36	100%	67%	3%	28	100%	57%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	68	99%	66%	3%	52	–	–	–
Multiracial					1	–	–	–
Small Group Totals					53	94%	62%	0%
General-Education Students	63	100%	68%	3%	46	100%	72%	0%
Students with Disabilities	5	80%	40%	0%	7	57%	0%	0%
English Proficient	68	99%	66%	3%	53	94%	62%	0%
Limited English Proficient								
Economically Disadvantaged	7	86%	29%	14%	7	86%	29%	0%
Not Disadvantaged	61	100%	70%	2%	46	96%	67%	0%
Migrant								
Not Migrant	68	99%	66%	3%	53	94%	62%	0%

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

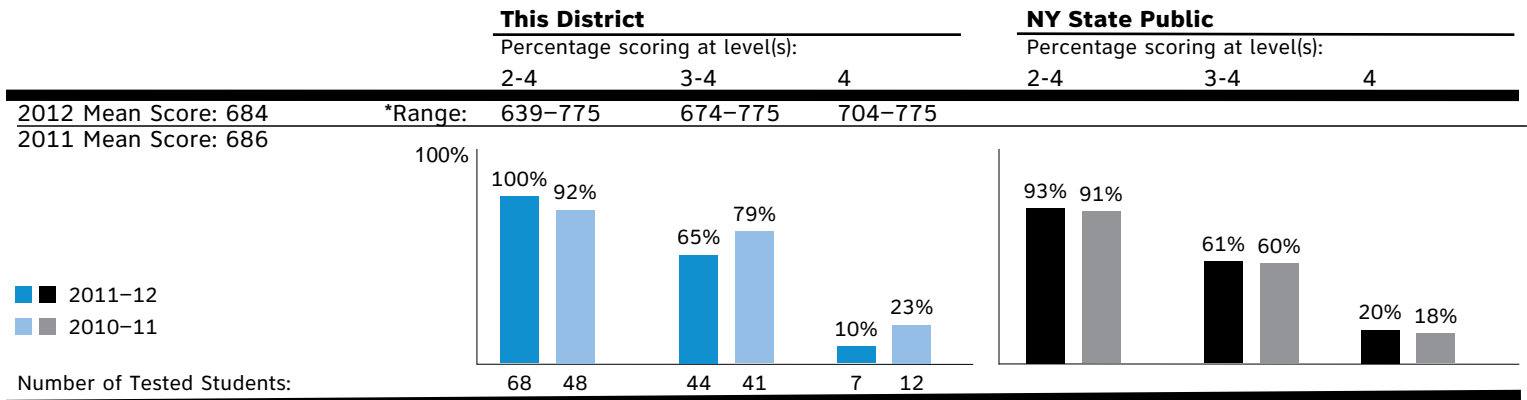
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 8 Mathematics



### Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	68	100%	65%	10%	52	92%	79%	23%
Female	32	100%	72%	3%	25	92%	84%	36%
Male	36	100%	58%	17%	27	93%	74%	11%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	68	100%	65%	10%	51	–	–	–
Multiracial					1	–	–	–
Small Group Totals					52	92%	79%	23%
General-Education Students	63	100%	68%	10%	46	100%	89%	26%
Students with Disabilities	5	100%	20%	20%	6	33%	0%	0%
English Proficient	68	100%	65%	10%	52	92%	79%	23%
Limited English Proficient								
Economically Disadvantaged	7	100%	43%	0%	7	71%	57%	0%
Not Disadvantaged	61	100%	67%	11%	45	96%	82%	27%
Migrant								
Not Migrant	68	100%	65%	10%	52	92%	79%	23%

#### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

### Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	0			

# 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## Results in Grade 8 Science

### This District

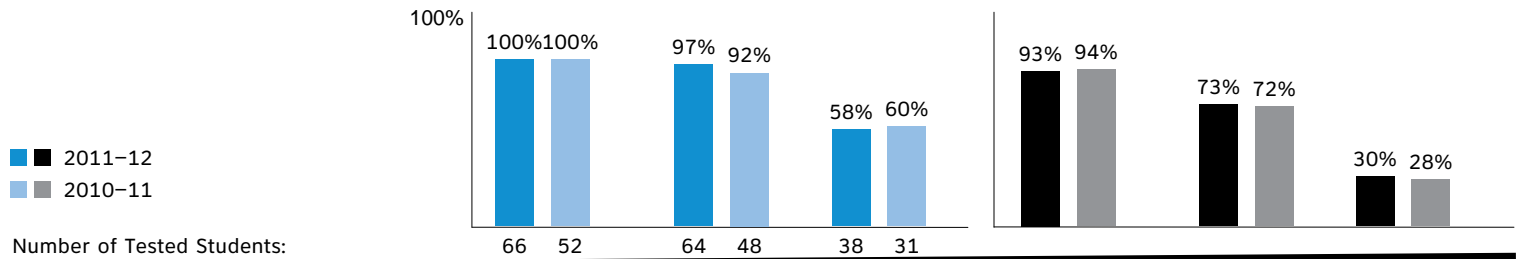
Percentage scoring at level(s):

2-4 3-4 4

### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



### Results by Student Group

#### 2011-12 School Year

#### 2010-11 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	40	100%	95%	40%	41	100%	90%	49%
Female	16	100%	88%	25%	17	100%	82%	29%
Male	24	100%	100%	50%	24	100%	96%	63%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	40	100%	95%	40%	40	—	—	—
Multiracial					1	—	—	—
Small Group Totals					41	100%	90%	49%
General-Education Students	36	—	—	—	34	100%	97%	59%
Students with Disabilities	4	—	—	—	7	100%	57%	0%
English Proficient	40	100%	95%	40%	41	100%	90%	49%
Limited English Proficient								
Economically Disadvantaged	3	—	—	—	7	100%	86%	29%
Not Disadvantaged	37	—	—	—	34	100%	91%	53%
Migrant								
Not Migrant	40	100%	95%	40%	41	100%	90%	49%

### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

#### 2011-12 School Year

#### 2010-11 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	0			
Regents Science	26	26	26	22	11	11	11	11

## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

#### NOTES

\*Reporting standards not met.

\*\*Rounds to 0.

### Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

#### NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

#### This District

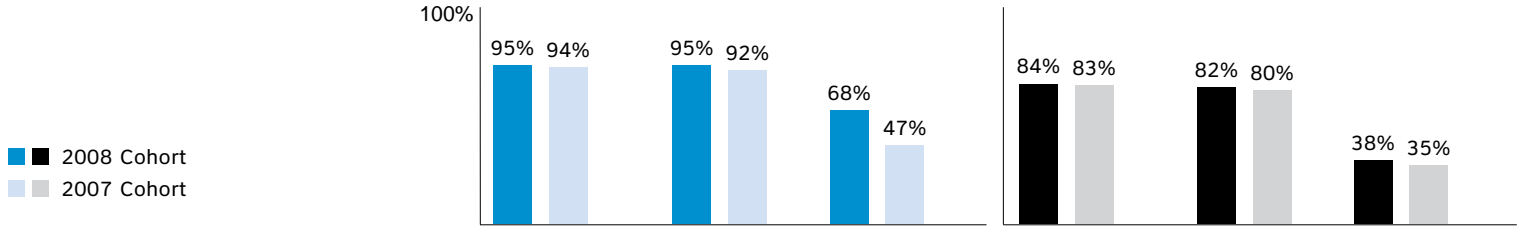
Percentage scoring at level(s):

2-4      3-4      4

#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Results by Student Group

##### 2008 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

##### 2007 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

All Students	62	95%	95%	68%	62	94%	92%	47%
Female	30	100%	100%	77%	25	100%	100%	56%
Male	32	91%	91%	59%	37	89%	86%	41%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	62	95%	95%	68%	61	–	–	–
Multiracial								
Small Group Totals					62	94%	92%	47%
General-Education Students	61	–	–	–	58	–	–	–
Students with Disabilities	1	–	–	–	4	–	–	–
English Proficient	62	95%	95%	68%	62	94%	92%	47%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	60%	7	100%	100%	14%
Not Disadvantaged	57	95%	95%	68%	55	93%	91%	51%
Migrant								
Not Migrant	62	95%	95%	68%	62	94%	92%	47%

#### NOTES

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## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

#### This District

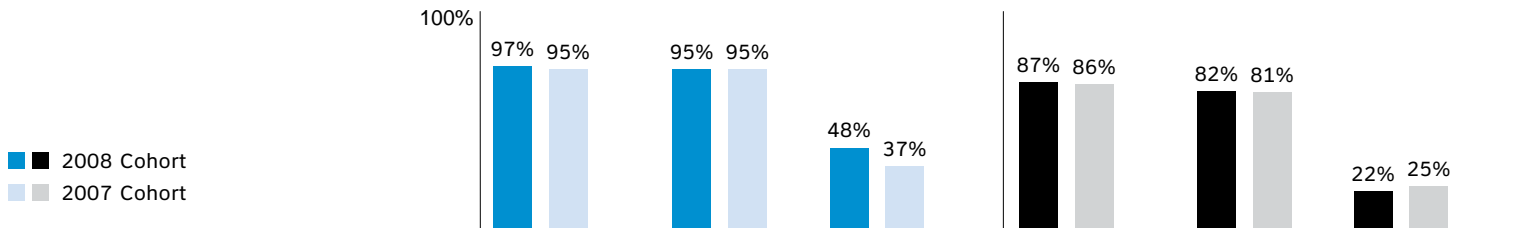
Percentage scoring at level(s):

2-4 3-4 4

#### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



#### Results by Student Group

##### 2008 Cohort

Number of Students Percentage scoring at level(s):  
2-4 3-4 4

##### 2007 Cohort

Number of Students Percentage scoring at level(s):  
2-4 3-4 4

	Number of Students	Percentage scoring at level(s): 2-4	3-4	4	Number of Students	Percentage scoring at level(s): 2-4	3-4	4
<b>All Students</b>	<b>62</b>	<b>97%</b>	<b>95%</b>	<b>48%</b>	<b>62</b>	<b>95%</b>	<b>95%</b>	<b>37%</b>
Female	30	100%	100%	53%	25	100%	100%	44%
Male	32	94%	91%	44%	37	92%	92%	32%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	62	97%	95%	48%	61	—	—	—
Multiracial								
Small Group Totals					62	95%	95%	37%
General-Education Students	61	—	—	—	58	—	—	—
Students with Disabilities	1	—	—	—	4	—	—	—
English Proficient	62	97%	95%	48%	62	95%	95%	37%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	60%	7	100%	100%	14%
Not Disadvantaged	57	96%	95%	47%	55	95%	95%	40%
Migrant								
Not Migrant	62	97%	95%	48%	62	95%	95%	37%

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## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities				
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100	
Global History and Geography	62	2%	34%	58%	61	—	—	—	1	—	—	—	—
U.S. History and Government	62	0%	37%	58%	61	—	—	—	1	—	—	—	—
Science	62	0%	26%	73%	61	—	—	—	1	—	—	—	—

### New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
<b>Secondary Level</b>					
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	75	100%	99%	77%	68	100%	100%	84%	7	100%	86%	14%
	2010-11	60	100%	100%	68%	59	—	—	—	1	—	—	—
	2009-10	62	100%	97%	50%	59	—	—	—	3	—	—	—
Integrated Algebra	2011-12	70	99%	97%	26%	67	—	—	—	3	—	—	—
	2010-11	55	98%	91%	40%	45	98%	96%	49%	10	100%	70%	0%
	2009-10	84	100%	95%	36%	83	—	—	—	1	—	—	—
Geometry	2011-12	42	100%	100%	62%	41	—	—	—	1	—	—	—
	2010-11	62	100%	100%	58%	62	100%	100%	58%	0	—	—	—
	2009-10	58	100%	97%	34%	58	100%	97%	34%	0	—	—	—
Algebra 2/Trigonometry	2011-12	50	100%	96%	58%	50	100%	96%	58%	0	—	—	—
	2010-11	37	95%	89%	32%	37	95%	89%	32%	0	—	—	—
	2009-10	39	90%	85%	31%	38	—	—	—	1	—	—	—
Global History and Geography	2011-12	61	97%	93%	57%	53	98%	96%	66%	8	88%	75%	0%
	2010-11	74	97%	92%	61%	65	100%	98%	68%	9	78%	44%	11%
	2009-10	63	100%	97%	60%	61	—	—	—	2	—	—	—
U.S. History and Government	2011-12	74	100%	96%	57%	67	100%	100%	61%	7	100%	57%	14%
	2010-11	60	100%	100%	60%	59	—	—	—	1	—	—	—
	2009-10	62	100%	98%	68%	59	—	—	—	3	—	—	—
Living Environment	2011-12	54	100%	98%	67%	48	100%	98%	75%	6	100%	100%	0%
	2010-11	75	100%	96%	63%	68	100%	99%	69%	7	100%	71%	0%
	2009-10	64	100%	100%	64%	62	—	—	—	2	—	—	—
Physical Setting/Earth Science	2011-12	70	93%	91%	57%	65	94%	92%	62%	5	80%	80%	0%
	2010-11	66	95%	82%	50%	60	95%	83%	53%	6	100%	67%	17%
	2009-10	84	95%	88%	56%	78	95%	92%	60%	6	100%	33%	0%
Physical Setting/Chemistry	2011-12	52	100%	92%	27%	52	100%	92%	27%	0	—	—	—
	2010-11	38	100%	100%	34%	38	100%	100%	34%	0	—	—	—
	2009-10	41	98%	83%	20%	41	98%	83%	20%	0	—	—	—
Physical Setting/Physics	2011-12	23	100%	96%	30%	23	100%	96%	30%	0	—	—	—
	2010-11	13	92%	92%	54%	13	92%	92%	54%	0	—	—	—
	2009-10	25	100%	100%	72%	25	100%	100%	72%	0	—	—	—

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## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	1	—	0		1	—
	2009-10	3	—	0		3	—
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	3	—	0		3	—
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	3	—	0		3	—
Global Studies	2011-12	1	—	0		1	—
	2010-11	0		0		0	
	2009-10	2	—	0		2	—
U.S. History and Government	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	

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## 2 Student Performance

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

### New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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# 3 Student Outcomes

District **BEMUS POINT CENTRAL SCHOOL DISTRICT**

District ID **06-10-01-04-0000**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011–12	58		58		0	
	2010–11	57		55		2	
	2009–10	63		58		5	
<b>Receiving a Regents Diploma</b>	2011–12	57	98%	57	98%	0	
	2010–11	55	96%	55	100%	0	0%
	2009–10	61	97%	58	100%	3	60%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	36	62%	36	62%	0	
	2010–11	34	60%	34	62%	0	0%
	2009–10	38	60%	38	66%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	0		0		0	
	2010–11	1	N/A	0		1	N/A
	2009–10	0		0		0	

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011–12	1	0%	1	0%	0	
	2010–11	5	2%	2	1%	3	10%
	2009–10	1	0%	1	0%	0	0%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	0	0%	0	0%	0	
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
<b>Total Non-completers</b>	2011–12	1	0%	1	0%	0	
	2010–11	5	2%	2	1%	3	10%
	2009–10	1	0%	1	0%	0	0%

## Post-secondary Plans of 2011–12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	24	41%	24	41%	0	
<b>To 2-year College</b>	30	52%	30	52%	0	
<b>To Other Post-secondary</b>	0	0%	0	0%	0	
<b>To the Military</b>	2	3%	2	3%	0	
<b>To Employment</b>	2	3%	2	3%	0	
<b>To Adult Services</b>	0	0%	0	0%	0	
<b>To Other Known Plans</b>	0	0%	0	0%	0	
<b>Plan Unknown</b>	0	0%	0	0%	0	