

# BOQUET VALLEY CSD - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

## 2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

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Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

## GOOD STANDING\*

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (61.38 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing*
White	Good Standing*
Students with Disabilities	Good Standing*
Economically Disadvantaged	Good Standing*

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## SECONDARY STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing*
White	Good Standing*
Economically Disadvantaged	Good Standing*

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

## SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	32	78.1%
	5-Year	31	90.3%
	6-Year	42	97.6%
American Indian or Alaska Native	4-Year	0	—
	5-Year	2	—
	6-Year	1	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—
	5-Year	0	—
	6-Year	1	—
Black or African American	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Hispanic or Latino	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Multiracial	4-Year	2	—
	5-Year	0	—
	6-Year	0	—
White	4-Year	30	80%
	5-Year	30	90%
	6-Year	40	97.5%
English Language Learners	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Students with Disabilities	4-Year	11	—



Subgroup	Cohort	Number In Cohort	Grad Rate
	5-Year	7	—
	6-Year	11	—
	4-Year	34	73.5%
Economically Disadvantaged	5-Year	35	88.6%
	6-Year	41	85.4%

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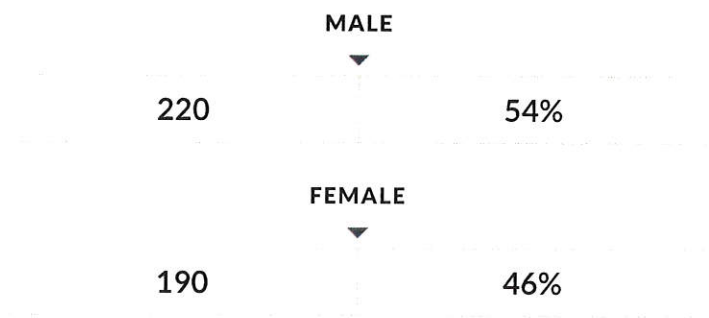
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2019 - 20 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

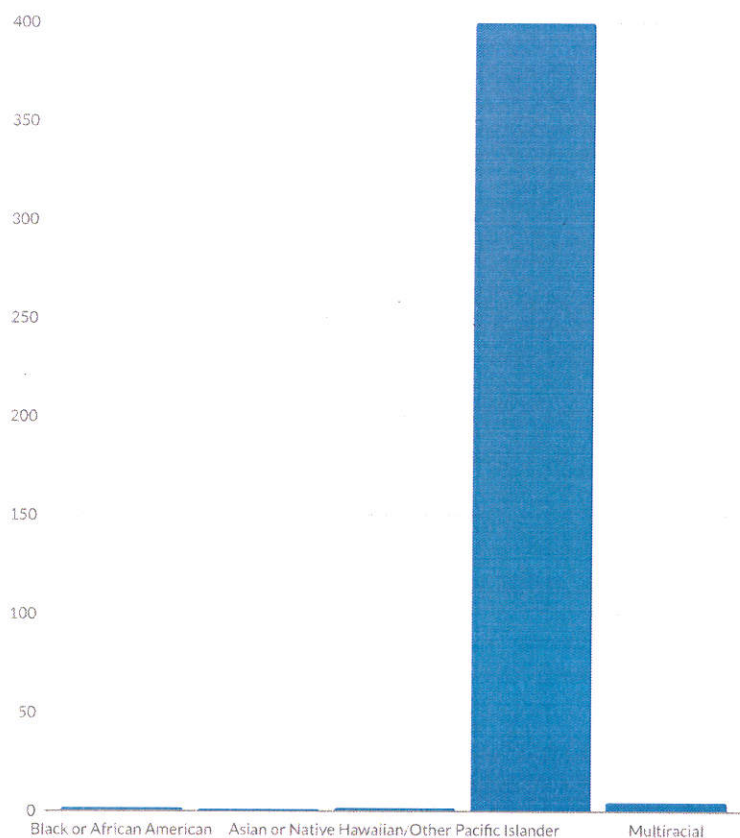
## BOQUET VALLEY CSD ENROLLMENT (2019 - 20)

**K-12 Enrollment: 410**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

2 0%

#### HISPANIC OR LATINO

1 0%

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2 0%

#### WHITE

400 98%

#### MULTIRACIAL

5 1%

## OTHER GROUPS

### ENGLISH LANGUAGE LEARNERS

### STUDENTS WITH DISABILITIES

### ECONOMICALLY DISADVANTAGED

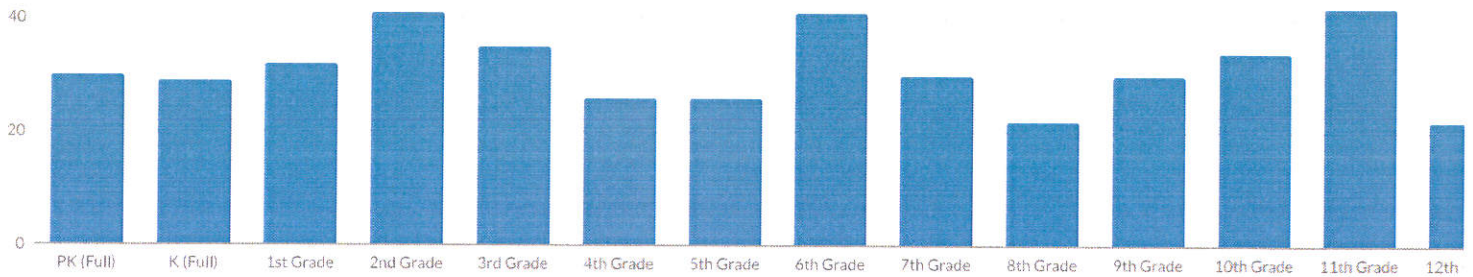
#### MIGRANT

#### HOMELESS

#### FOSTER CARE

#### PARENT IN ARMED FORCES

## ENROLLMENT BY GRADE



### PRE-K (FULL DAY)

### K (FULL DAY)

### 1ST GRADE

### 2ND GRADE

30 7%

29 7%

32 7%

41 9%

### 3RD GRADE

### 4TH GRADE

### 5TH GRADE

### 6TH GRADE

35 8%

26 6%

26 6%

41 9%

### 7TH GRADE

### 8TH GRADE

### 9TH GRADE

### 10TH GRADE

30 7%

22 5%

30 7%

34 8%

### 11TH GRADE

### 12TH GRADE

42 10%

22 5%

## BOQUET VALLEY CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

## 2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	44	100%	37	84%	7	16%
Female	24	55%	21	88%	3	13%
Male	20	45%	16	80%	4	20%
General Education Students	30	68%	27	90%	3	10%
Students with Disabilities	14	32%	10	71%	4	29%
White	44	100%	37	84%	7	16%
Economically Disadvantaged	34	77%	29	85%	5	15%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	10	23%	8	80%	2	20%
Non-English Language Learner	44	100%	37	84%	7	16%
Not in Foster Care	44	100%	37	84%	7	16%
Not Homeless	44	100%	37	84%	7	16%
Migrant	1	2%	1	100%	0	0%
Not Migrant	43	98%	36	84%	7	16%
Parent Not in Armed Forces	44	100%	37	84%	7	16%

## 2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	32	100%	28	88%	4	13%
Female	14	44%	14	100%	0	0%
Male	18	56%	14	78%	4	22%
General Education Students	29	91%	26	90%	3	10%
Students with Disabilities	3	9%	2	67%	1	33%
White	32	100%	28	88%	4	13%
Economically Disadvantaged	19	59%	16	84%	3	16%
Not Economically Disadvantaged	13	41%	12	92%	1	8%
Non-English Language Learner	32	100%	28	88%	4	13%
Not in Foster Care	32	100%	28	88%	4	13%
Not Homeless	32	100%	28	88%	4	13%
Not Migrant	32	100%	28	88%	4	13%
Parent Not in Armed Forces	32	100%	28	88%	4	13%

## 2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	28	100%	27	96%	1	4%
Female	11	39%	11	100%	0	0%
Male	17	61%	16	94%	1	6%
General Education Students	22	79%	22	100%	0	0%
Students with Disabilities	6	21%	5	83%	1	17%
White	28	100%	27	96%	1	4%
Economically Disadvantaged	16	57%	16	100%	0	0%
Not Economically Disadvantaged	12	43%	11	92%	1	8%
Non-English Language Learner	28	100%	27	96%	1	4%
Not in Foster Care	28	100%	27	96%	1	4%
Not Homeless	28	100%	27	96%	1	4%
Not Migrant	28	100%	27	96%	1	4%
Parent Not in Armed Forces	28	100%	27	96%	1	4%

## 2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	27	100%	22	81%	5	19%
Female	13	48%	10	77%	3	23%
Male	14	52%	12	86%	2	14%
General Education Students	25	93%	21	84%	4	16%
Students with Disabilities	2	7%	1	50%	1	50%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	27	100%	22	81%	5	19%
Economically Disadvantaged	11	41%	7	64%	4	36%
Not Economically Disadvantaged	16	59%	15	94%	1	6%
Non-English Language Learner	27	100%	22	81%	5	19%
Not in Foster Care	27	100%	22	81%	5	19%
Not Homeless	27	100%	22	81%	5	19%
Not Migrant	27	100%	22	81%	5	19%
Parent Not in Armed Forces	27	100%	22	81%	5	19%

## 2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	38	100%	23	61%	15	39%
Female	19	50%	10	53%	9	47%
Male	19	50%	13	68%	6	32%
General Education Students	30	79%	17	57%	13	43%
Students with Disabilities	8	21%	6	75%	2	25%
White	38	100%	23	61%	15	39%
Economically Disadvantaged	19	50%	10	53%	9	47%
Not Economically Disadvantaged	19	50%	13	68%	6	32%
Non-English Language Learner	38	100%	23	61%	15	39%
Not in Foster Care	38	100%	23	61%	15	39%
Not Homeless	38	100%	23	61%	15	39%
Not Migrant	38	100%	23	61%	15	39%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	38	100%	23	61%	15	39%

## 2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	28	100%	18	64%	10	36%
Female	12	43%	6	50%	6	50%
Male	16	57%	12	75%	4	25%
General Education Students	24	86%	15	63%	9	38%
Students with Disabilities	4	14%	3	75%	1	25%
White	28	100%	18	64%	10	36%
Economically Disadvantaged	12	43%	8	67%	4	33%
Not Economically Disadvantaged	16	57%	10	63%	6	38%
Non-English Language Learner	28	100%	18	64%	10	36%
Not in Foster Care	28	100%	18	64%	10	36%
Not Homeless	28	100%	18	64%	10	36%
Not Migrant	28	100%	18	64%	10	36%
Parent Not in Armed Forces	28	100%	18	64%	10	36%

## 2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	37	1	3%	10	27%	17	46%	9	24%	26	70%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	21	0	0%	5	24%	10	48%	6	29%	16	76%
Male	16	1	6%	5	31%	7	44%	3	19%	10	63%
General Education Students	27	1	4%	5	19%	12	44%	9	33%	21	78%
Students with Disabilities	10	0	0%	5	50%	5	50%	0	0%	5	50%
White	37	1	3%	10	27%	17	46%	9	24%	26	70%
Economically Disadvantaged	29	1	3%	8	28%	13	45%	7	24%	20	69%
Not Economically Disadvantaged	8	0	0%	2	25%	4	50%	2	25%	6	75%
Non-English Language Learner	37	1	3%	10	27%	17	46%	9	24%	26	70%
Not in Foster Care	37	1	3%	10	27%	17	46%	9	24%	26	70%
Not Homeless	37	1	3%	10	27%	17	46%	9	24%	26	70%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	36	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	37	1	3%	10	27%	17	46%	9	24%	26	70%

## 2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	28	4	14%	11	39%	4	14%	9	32%	13	46%
Female	14	3	21%	5	36%	2	14%	4	29%	6	43%
Male	14	1	7%	6	43%	2	14%	5	36%	7	50%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	26	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	28	4	14%	11	39%	4	14%	9	32%	13	46%
Economically Disadvantaged	16	3	19%	7	44%	2	13%	4	25%	6	38%
Not Economically Disadvantaged	12	1	8%	4	33%	2	17%	5	42%	7	58%
Non-English Language Learner	28	4	14%	11	39%	4	14%	9	32%	13	46%
Not in Foster Care	28	4	14%	11	39%	4	14%	9	32%	13	46%
Not Homeless	28	4	14%	11	39%	4	14%	9	32%	13	46%
Not Migrant	28	4	14%	11	39%	4	14%	9	32%	13	46%
Parent Not in Armed Forces	28	4	14%	11	39%	4	14%	9	32%	13	46%

## 2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	27	5	19%	5	19%	9	33%	8	30%	17	63%
Female	11	2	18%	1	9%	5	45%	3	27%	8	73%
Male	16	3	19%	4	25%	4	25%	5	31%	9	56%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	22	1	5%	4	18%	9	41%	8	36%	17	77%
Students with Disabilities	5	4	80%	1	20%	0	0%	0	0%	0	0%
White	27	5	19%	5	19%	9	33%	8	30%	17	63%
Economically Disadvantaged	16	3	19%	4	25%	5	31%	4	25%	9	56%
Not Economically Disadvantaged	11	2	18%	1	9%	4	36%	4	36%	8	73%
Non-English Language Learner	27	5	19%	5	19%	9	33%	8	30%	17	63%
Not in Foster Care	27	5	19%	5	19%	9	33%	8	30%	17	63%
Not Homeless	27	5	19%	5	19%	9	33%	8	30%	17	63%
Not Migrant	27	5	19%	5	19%	9	33%	8	30%	17	63%
Parent Not in Armed Forces	27	5	19%	5	19%	9	33%	8	30%	17	63%

## 2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	22	1	5%	5	23%	2	9%	14	64%	16	73%
Female	10	1	10%	0	0%	1	10%	8	80%	9	90%
Male	12	0	0%	5	42%	1	8%	6	50%	7	58%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	21	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	22	1	5%	5	23%	2	9%	14	64%	16	73%
Economically Disadvantaged	7	1	14%	2	29%	0	0%	4	57%	4	57%
Not Economically Disadvantaged	15	0	0%	3	20%	2	13%	10	67%	12	80%
Non-English Language Learner	22	1	5%	5	23%	2	9%	14	64%	16	73%
Not in Foster Care	22	1	5%	5	23%	2	9%	14	64%	16	73%
Not Homeless	22	1	5%	5	23%	2	9%	14	64%	16	73%
Not Migrant	22	1	5%	5	23%	2	9%	14	64%	16	73%
Parent Not in Armed Forces	22	1	5%	5	23%	2	9%	14	64%	16	73%

## 2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	23	4	17%	10	43%	3	13%	6	26%	9	39%
Female	10	2	20%	4	40%	1	10%	3	30%	4	40%
Male	13	2	15%	6	46%	2	15%	3	23%	5	38%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	17	2	12%	7	41%	2	12%	6	35%	8	47%
Students with Disabilities	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	23	4	17%	10	43%	3	13%	6	26%	9	39%
Economically Disadvantaged	10	3	30%	4	40%	1	10%	2	20%	3	30%
Not Economically Disadvantaged	13	1	8%	6	46%	2	15%	4	31%	6	46%
Non-English Language Learner	23	4	17%	10	43%	3	13%	6	26%	9	39%
Not in Foster Care	23	4	17%	10	43%	3	13%	6	26%	9	39%
Not Homeless	23	4	17%	10	43%	3	13%	6	26%	9	39%
Not Migrant	23	4	17%	10	43%	3	13%	6	26%	9	39%
Parent Not in Armed Forces	23	4	17%	10	43%	3	13%	6	26%	9	39%

## 2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	1	6%	6	33%	6	33%	5	28%	11	61%
Female	6	0	0%	2	33%	2	33%	2	33%	4	67%
Male	12	1	8%	4	33%	4	33%	3	25%	7	58%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	15	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
White	18	1	6%	6	33%	6	33%	5	28%	11	61%
Economically Disadvantaged	8	1	13%	6	75%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	10	0	0%	0	0%	5	50%	5	50%	10	100%
Non-English Language Learner	18	1	6%	6	33%	6	33%	5	28%	11	61%
Not in Foster Care	18	1	6%	6	33%	6	33%	5	28%	11	61%
Not Homeless	18	1	6%	6	33%	6	33%	5	28%	11	61%
Not Migrant	18	1	6%	6	33%	6	33%	5	28%	11	61%
Parent Not in Armed Forces	18	1	6%	6	33%	6	33%	5	28%	11	61%

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## BOQUET VALLEY CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

### 2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	44	100%	39	89%	5	11%
Female	24	55%	21	88%	3	13%
Male	20	45%	18	90%	2	10%
General Education Students	30	68%	27	90%	3	10%
Students with Disabilities	14	32%	12	86%	2	14%
White	44	100%	39	89%	5	11%
Economically Disadvantaged	34	77%	30	88%	4	12%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	10	23%	9	90%	1	10%
Non-English Language Learner	44	100%	39	89%	5	11%
Not in Foster Care	44	100%	39	89%	5	11%
Not Homeless	44	100%	39	89%	5	11%
Migrant	1	2%	1	100%	0	0%
Not Migrant	43	98%	38	88%	5	12%
Parent Not in Armed Forces	44	100%	39	89%	5	11%

## 2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	32	100%	24	75%	8	25%
Female	14	44%	11	79%	3	21%
Male	18	56%	13	72%	5	28%
General Education Students	29	91%	22	76%	7	24%
Students with Disabilities	3	9%	2	67%	1	33%
White	32	100%	24	75%	8	25%
Economically Disadvantaged	19	59%	12	63%	7	37%
Not Economically Disadvantaged	13	41%	12	92%	1	8%
Non-English Language Learner	32	100%	24	75%	8	25%
Not in Foster Care	32	100%	24	75%	8	25%
Not Homeless	32	100%	24	75%	8	25%
Not Migrant	32	100%	24	75%	8	25%
Parent Not in Armed Forces	32	100%	24	75%	8	25%



## 2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	28	100%	22	79%	6	21%
Female	11	39%	10	91%	1	9%
Male	17	61%	12	71%	5	29%
General Education Students	22	79%	17	77%	5	23%
Students with Disabilities	6	21%	5	83%	1	17%
White	28	100%	22	79%	6	21%
Economically Disadvantaged	16	57%	12	75%	4	25%
Not Economically Disadvantaged	12	43%	10	83%	2	17%
Non-English Language Learner	28	100%	22	79%	6	21%
Not in Foster Care	28	100%	22	79%	6	21%
Not Homeless	28	100%	22	79%	6	21%
Not Migrant	28	100%	22	79%	6	21%
Parent Not in Armed Forces	28	100%	22	79%	6	21%

## 2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	27	100%	20	74%	7	26%
Female	13	48%	7	54%	6	46%
Male	14	52%	13	93%	1	7%
General Education Students	25	93%	19	76%	6	24%
Students with Disabilities	2	7%	1	50%	1	50%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	27	100%	20	74%	7	26%
Economically Disadvantaged	11	41%	6	55%	5	45%
Not Economically Disadvantaged	16	59%	14	88%	2	13%
Non-English Language Learner	27	100%	20	74%	7	26%
Not in Foster Care	27	100%	20	74%	7	26%
Not Homeless	27	100%	20	74%	7	26%
Not Migrant	27	100%	20	74%	7	26%
Parent Not in Armed Forces	27	100%	20	74%	7	26%

## 2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	38	100%	21	55%	17	45%
Female	19	50%	10	53%	9	47%
Male	19	50%	11	58%	8	42%
General Education Students	30	79%	16	53%	14	47%
Students with Disabilities	8	21%	5	63%	3	38%
White	38	100%	21	55%	17	45%
Economically Disadvantaged	19	50%	7	37%	12	63%
Not Economically Disadvantaged	19	50%	14	74%	5	26%
Non-English Language Learner	38	100%	21	55%	17	45%
Not in Foster Care	38	100%	21	55%	17	45%
Not Homeless	38	100%	21	55%	17	45%
Not Migrant	38	100%	21	55%	17	45%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	38	100%	21	55%	17	45%

## 2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	28	100%	8	29%	20	71%
Female	12	43%	2	17%	10	83%
Male	16	57%	6	38%	10	63%
General Education Students	24	86%	5	21%	19	79%
Students with Disabilities	4	14%	3	75%	1	25%
White	28	100%	8	29%	20	71%
Economically Disadvantaged	12	43%	6	50%	6	50%
Not Economically Disadvantaged	16	57%	2	13%	14	88%
Non-English Language Learner	28	100%	8	29%	20	71%
Not in Foster Care	28	100%	8	29%	20	71%
Not Homeless	28	100%	8	29%	20	71%
Not Migrant	28	100%	8	29%	20	71%
Parent Not in Armed Forces	28	100%	8	29%	20	71%

## 2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	39	13	33%	11	28%	10	26%	5	13%	15	38%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	21	4	19%	6	29%	8	38%	3	14%	11	52%
Male	18	9	50%	5	28%	2	11%	2	11%	4	22%
General Education Students	27	6	22%	7	26%	9	33%	5	19%	14	52%
Students with Disabilities	12	7	58%	4	33%	1	8%	0	0%	1	8%
White	39	13	33%	11	28%	10	26%	5	13%	15	38%
Economically Disadvantaged	30	11	37%	8	27%	7	23%	4	13%	11	37%
Not Economically Disadvantaged	9	2	22%	3	33%	3	33%	1	11%	4	44%
Non-English Language Learner	39	13	33%	11	28%	10	26%	5	13%	15	38%
Not in Foster Care	39	13	33%	11	28%	10	26%	5	13%	15	38%
Not Homeless	39	13	33%	11	28%	10	26%	5	13%	15	38%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	38	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	39	13	33%	11	28%	10	26%	5	13%	15	38%

## 2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	24	9	38%	7	29%	5	21%	3	13%	8	33%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	11	3	27%	5	45%	2	18%	1	9%	3	27%
Male	13	6	46%	2	15%	3	23%	2	15%	5	38%
General Education Students	22	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	24	9	38%	7	29%	5	21%	3	13%	8	33%
Economically Disadvantaged	12	7	58%	2	17%	2	17%	1	8%	3	25%
Not Economically Disadvantaged	12	2	17%	5	42%	3	25%	2	17%	5	42%
Non-English Language Learner	24	9	38%	7	29%	5	21%	3	13%	8	33%
Not in Foster Care	24	9	38%	7	29%	5	21%	3	13%	8	33%
Not Homeless	24	9	38%	7	29%	5	21%	3	13%	8	33%
Not Migrant	24	9	38%	7	29%	5	21%	3	13%	8	33%
Parent Not in Armed Forces	24	9	38%	7	29%	5	21%	3	13%	8	33%

## 2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	22	8	36%	9	41%	4	18%	1	5%	5	23%
Female	10	3	30%	4	40%	3	30%	0	0%	3	30%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	12	5	42%	5	42%	1	8%	1	8%	2	17%
General Education Students	17	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	—	—	—	—	—	—	—	—	—	—
White	22	8	36%	9	41%	4	18%	1	5%	5	23%
Economically Disadvantaged	12	5	42%	5	42%	2	17%	0	0%	2	17%
Not Economically Disadvantaged	10	3	30%	4	40%	2	20%	1	10%	3	30%
Non-English Language Learner	22	8	36%	9	41%	4	18%	1	5%	5	23%
Not in Foster Care	22	8	36%	9	41%	4	18%	1	5%	5	23%
Not Homeless	22	8	36%	9	41%	4	18%	1	5%	5	23%
Not Migrant	22	8	36%	9	41%	4	18%	1	5%	5	23%
Parent Not in Armed Forces	22	8	36%	9	41%	4	18%	1	5%	5	23%

## 2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	20	1	5%	5	25%	10	50%	4	20%	14	70%
Female	7	1	14%	0	0%	4	57%	2	29%	6	86%
Male	13	0	0%	5	38%	6	46%	2	15%	8	62%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	20	1	5%	5	25%	10	50%	4	20%	14	70%
Economically Disadvantaged	6	1	17%	3	50%	1	17%	1	17%	2	33%
Not Economically Disadvantaged	14	0	0%	2	14%	9	64%	3	21%	12	86%
Non-English Language Learner	20	1	5%	5	25%	10	50%	4	20%	14	70%
Not in Foster Care	20	1	5%	5	25%	10	50%	4	20%	14	70%
Not Homeless	20	1	5%	5	25%	10	50%	4	20%	14	70%
Not Migrant	20	1	5%	5	25%	10	50%	4	20%	14	70%
Parent Not in Armed Forces	20	1	5%	5	25%	10	50%	4	20%	14	70%

## 2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	21	3	14%	11	52%	7	33%	0	0%	7	33%
Female	10	1	10%	4	40%	5	50%	0	0%	5	50%
Male	11	2	18%	7	64%	2	18%	0	0%	2	18%
General Education Students	16	0	0%	9	56%	7	44%	0	0%	7	44%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	5	3	60%	2	40%	0	0%	0	0%	0	0%
White	21	3	14%	11	52%	7	33%	0	0%	7	33%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	14	2	14%	5	36%	7	50%	0	0%	7	50%
Non-English Language Learner	21	3	14%	11	52%	7	33%	0	0%	7	33%
Not in Foster Care	21	3	14%	11	52%	7	33%	0	0%	7	33%
Not Homeless	21	3	14%	11	52%	7	33%	0	0%	7	33%
Not Migrant	21	3	14%	11	52%	7	33%	0	0%	7	33%
Parent Not in Armed Forces	21	3	14%	11	52%	7	33%	0	0%	7	33%

## 2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	2	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—
General Education Students	5	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
White	8	3	38%	3	38%	2	25%	0	0%	2	25%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	8	3	38%	3	38%	2	25%	0	0%	2	25%
Not in Foster Care	8	3	38%	3	38%	2	25%	0	0%	2	25%
Not Homeless	8	3	38%	3	38%	2	25%	0	0%	2	25%
Not Migrant	8	3	38%	3	38%	2	25%	0	0%	2	25%
Parent Not in Armed Forces	8	3	38%	3	38%	2	25%	0	0%	2	25%

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**BOQUET VALLEY CSD ENGLISH LANGUAGE  
LEARNERS ENROLLMENT (2020 - 21)****K-12 ELL Enrollment: 0**  
**K-12 Former ELL**  
**Enrollment: 0****ELL ENROLLMENT BY GENDER****MALE****0****0%****FEMALE****0****0%****ELL ENROLLMENT BY ETHNICITY****OTHER GROUPS****STUDENTS WITH DISABILITIES****—****—****ECONOMICALLY DISADVANTAGED****—****—****ELL ENROLLMENT BY GRADE**

**COUNTS OF ELL STUDENTS INCLUDED IN THE HOME LANGUAGES,  
THE ENGLISH LANGUAGE LEARNERS BREAKDOWN, AND  
ENGLISH LANGUAGE LEARNERS PROGRAMS CATEGORIES WERE  
IDENTIFIED AS ELL DURING THE SCHOOL YEAR AND ARE  
SUPPRESSED DUE TO COUNTS LESS THAN FIVE (5) TO ENSURE  
STUDENT LEVEL DATA PRIVACY AT THE DISTRICT LEVEL.**

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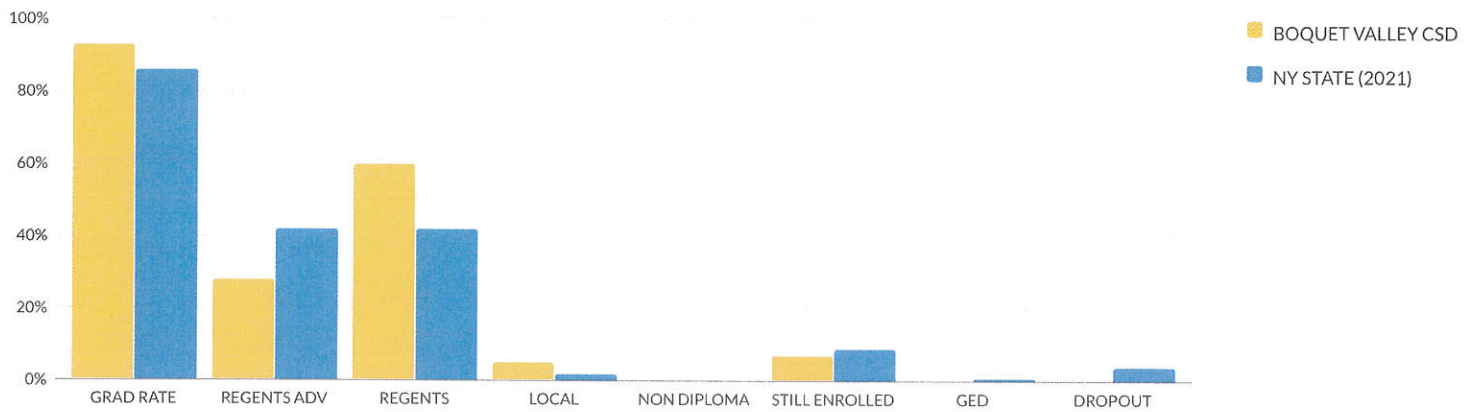
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**BOQUET VALLEY CSD GRADUATION RATE DATA  
4 YEAR OUTCOME AS OF AUGUST 2021**

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

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

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





## GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%
Female	19	18	95%	6	32%	11	58%	1	5%	0	0%	1	5%	0	0%	0	0%
Male	24	22	92%	6	25%	15	63%	1	4%	0	0%	2	8%	0	0%	0	0%
General Education Students	35	32	91%	12	34%	20	57%	0	0%	0	0%	3	9%	0	0%	0	0%
Students with Disabilities	8	8	100%	0	0%	6	75%	2	25%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	20	91%	2	9%	18	82%	0	0%	0	0%	2	9%	0	0%	0	0%
Not Economically Disadvantaged	21	20	95%	10	48%	8	38%	2	10%	0	0%	1	5%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	43	40	93%	12	28%	26	60%	2	5%	0	0%	3	7%	0	0%	0	0%

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## BOQUET VALLEY CSD GRADUATION PATHWAYS DATA 2021

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%
Female	18	6	33%	0	0%	0	0%	0	0%	4	22%	7	39%	1	6%	0	0%
Male	22	11	50%	0	0%	0	0%	0	0%	6	27%	5	23%	0	0%	0	0%
General Education Students	32	11	34%	0	0%	0	0%	0	0%	9	28%	12	38%	0	0%	0	0%
Students with Disabilities	8	6	75%	0	0%	0	0%	0	0%	1	13%	0	0%	1	13%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	39	17	44%	0	0%	0	0%	0	0%	10	26%	11	28%	1	3%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	20	10	50%	0	0%	0	0%	0	0%	4	20%	6	30%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	20	7	35%	0	0%	0	0%	0	0%	6	30%	6	30%	1	5%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	40	17	43%	0	0%	0	0%	0	0%	10	25%	12	30%	1	3%	0	0%

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# BOQUET VALLEY CSD

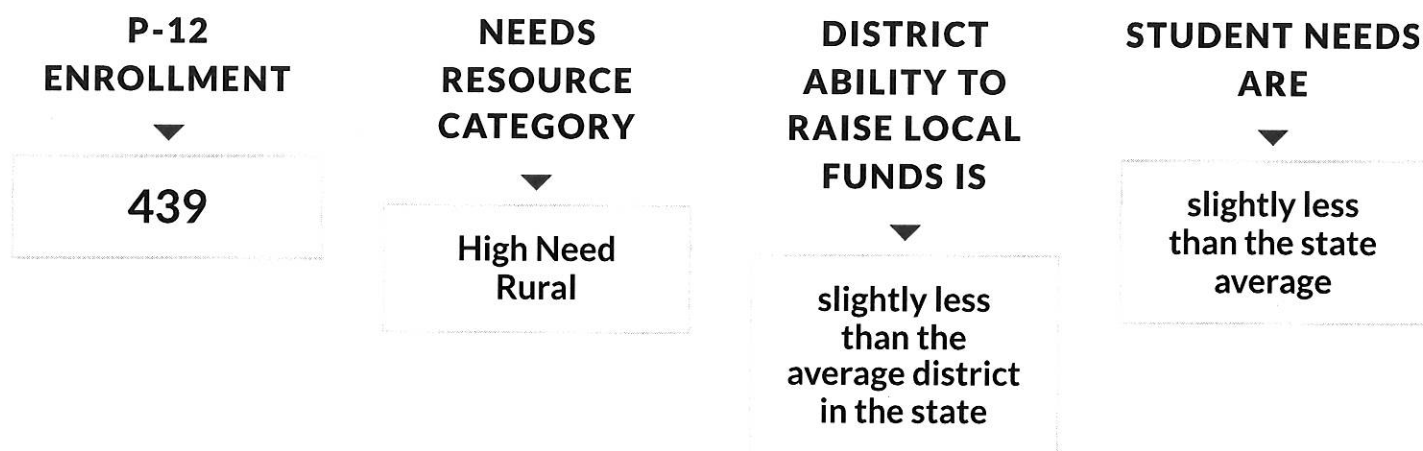
## 2020-21 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics



## Student Demographics

Enrollment	BOQUET VALLEY CSD
All Students	439
Economically Disadvantaged	54%
Students with Disabilities	16%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	BOQUET VALLEY CSD
Student-to-Teacher Ratio	9
Teachers with Fewer than 4 years of Experience %	17%
Teachers with 4-20 Years of Experience %	52%
Teachers with 21+ Years of Experience %	31%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$29,947.97	\$27,428.14	\$23,470.91

### Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	BOQUET VALLEY CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$14,469.74
» B. Administration (B1 + B2 + B3)	\$640.13
» C. All Other Spending (C1 + C2 + C3)	\$880.61

Report View One Per Pupil Expenditure Categories	BOQUET VALLEY CSD
D. Total School Level (A + B + C)	\$15,990.48
» E. Central Instruction (E1 + E2 + E3 + E4)	\$538.66
» F. Central Administration (F1 + F2 + F3)	\$2,366.06
» G. All Other Central Spending (G1 + G2 + G3)	\$11,052.77
H. Total Central Costs	\$13,957.49
I. Total Spending (D + H)	\$29,947.97

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	BOQUET VALLEY CSD
J. Total School Level Local/State Spending	\$15,117.15
» K. Total School Level Federal Spending	\$873.33
L. Total Central Level Local/State Spending	\$13,803.01
M. Total Central Level Federal Spending	\$154.48
N. Total Spending (J + K + L + M)	\$29,947.97

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?



Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	BOQUET VALLEY CSD
1. Transportation	\$685,393.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$194,511.00
4. Debt Service	\$293,749.00
5. Other	\$428,368.00
Percent Excluded from Total	11%
<b>Total Expenditures</b>	<b>\$14,749,180.00</b>

# BOQUET VALLEY CSD

## 2020-21 AP/IB REPORT

This report provides information to the public of Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. This data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. The data are used as part of the calculation of an institution's College, Career, and Civic Readiness. The data are aggregated by grade level and can be filtered by student subgroups.

Data is reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages the data to be reviewed by the district for accuracy as the underlying data used to create this report are included in other L2RPTs that are required to be certified. For the most updated information, please contact the school district.

### AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Computer Science Principles	Computer Sciences	1	2%	3	8%	0		0		0	
AP English Literature and Composition	ELA	9	23%	0		0		0		0	
AP U.S. History	Social Studies	0		10	27%	0		0		0	

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