

## FLORIDA UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

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.

### 2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	–	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	3	2	–	–
Hispanic or Latino	2	2	–	3
Multiracial	–	–	–	–
White	3	3	–	3
English Language Learner	2	2	–	4
Students with Disabilities	3	3	–	3
Economically Disadvantaged	3	3	–	3

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	243	143.8	3
	Math	252	153.4	
	Combined	495	148.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	168.8	–
	Math	8	200	
	Combined	16	–	
Black or African American	ELA	14	135.7	3
	Math	13	142.3	
	Combined	27	138.9	
Hispanic or Latino	ELA	78	122.4	2
	Math	75	135.3	
	Combined	153	128.8	
Multiracial	ELA	7	142.9	–
	Math	7	178.6	
	Combined	14	–	
White	ELA	136	155.5	3
	Math	149	159.7	
	Combined	285	157.7	
English Language Learner	ELA	16	50	2
	Math	14	64.3	
	Combined	30	56.7	
Students with Disabilities	ELA	39	67.9	3
	Math	37	85.1	
	Combined	76	76.3	
Economically Disadvantaged	ELA	96	120.8	3
	Math	91	127.5	
	Combined	187	124.1	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	320	109.2	2
	Math	319	121.2	
	Combined	639	115.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	135	–
	Math	10	160	
	Combined	20	–	
Black or African American	ELA	18	105.6	2
	Math	18	102.8	
	Combined	36	104.2	
Hispanic or Latino	ELA	91	104.9	2
	Math	90	112.8	
	Combined	181	108.8	
Multiracial	ELA	10	100	–
	Math	10	125	
	Combined	20	–	
White	ELA	191	110.7	3
	Math	191	124.6	
	Combined	382	117.7	
English Language Learner	ELA	17	47.1	2
	Math	16	56.3	
	Combined	33	51.5	
Students with Disabilities	ELA	51	52	3
	Math	50	63	
	Combined	101	57.4	
Economically Disadvantaged	ELA	120	96.7	3
	Math	119	97.5	
	Combined	239	97.1	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	28	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	21	–	–	–	–
Multiracial	0	–	–	–	–
White	5	–	–	–	–
English Language Learner	28	–	–	–	–
Students with Disabilities	12	–	–	–	–
Economically Disadvantaged	25	–	–	–	–

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	446	75	16.8%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–
Black or African American	28	–	–	–
Hispanic or Latino	126	24	19%	3
Multiracial	15	–	–	–
White	264	46	17.4%	3
English Language Learner	53	6	11.3%	4
Students with Disabilities	78	18	23.1%	3
Economically Disadvantaged	174	44	25.3%	3

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	346	72.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	21	—
Hispanic or Latino	X	102	82.4%
Multiracial	—	12	—
White	X	201	67.7%
English Language Learner	—	19	—
Students with Disabilities	X	51	72.6%
Economically Disadvantaged	X	129	76.7%

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	345	75.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	21	—
Hispanic or Latino	X	101	80.2%
Multiracial	—	12	—
White	X	201	74.1%
English Language Learner	—	18	—
Students with Disabilities	X	50	70%
Economically Disadvantaged	X	128	73.4%

### NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	0

### SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	3	–	3
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	2	2	2	–	3
Multiracial	–	–	–	–	–
White	2	2	3	–	3
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	2
Economically Disadvantaged	2	2	4	–	3

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	62	187.9	116.1	2
	Math	32	62.5		
	Science	27	88.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	5	170	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	21	154.8	117.7	2
	Math	7	71.4		
	Science	8	131.3		
White	ELA	35	210	124.6	2
	Math	21	66.7		
	Science	15	83.3		
Students with Disabilities	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
Economically Disadvantaged	ELA	18	141.7	101.6	2
	Math	8	75		
	Science	8	81.3		



## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	62	187.9	92.3	2
	Math	62	32.3		
	Science	62	38.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	5	170	—	—
	Math	5	20		
	Science	5	20		
Hispanic or Latino	ELA	21	154.8	79.5	2
	Math	21	23.8		
	Science	21	50		
White	ELA	35	210	102.7	2
	Math	35	40		
	Science	35	35.7		
Students with Disabilities	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Economically Disadvantaged	ELA	18	141.7	74.7	2
	Math	18	33.3		
	Science	18	36.1		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	64	56	87.5%	93.1%	3
	5-year	59	55	93.2%		
	6-year	69	68	98.6%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	–	–	–	–
	5-year	3	–	–		
	6-year	1	–	–		
Black or African American	4-year	5	–	–	–	–
	5-year	3	–	–		
	6-year	5	–	–		
Hispanic or Latino	4-year	19	15	78.9%	89.5%	2
	5-year	16	16	100%		
	6-year	10	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	3	–	–		
White	4-year	37	33	89.2%	92.8%	3
	5-year	37	33	89.2%		
	6-year	50	50	100%		
English Language Learner	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	15	–	–	–	–
	5-year	9	–	–		
	6-year	9	–	–		
Economically Disadvantaged	4-year	16	15	93.8%	93.8%	4
	5-year	13	–	–		
	6-year	13	–	–		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	227	47	20.7%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–
Black or African American	18	–	–	–
Hispanic or Latino	75	14	18.7%	3
Multiracial	4	–	–	–
White	127	31	24.4%	3
English Language Learner	2	–	–	–
Students with Disabilities	32	12	37.5%	2
Economically Disadvantaged	70	22	31.4%	3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	62	98.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	7	–
Hispanic or Latino	–	20	–
Multiracial	–	0	–
White	–	34	–
English Language Learner	–	0	–
Students with Disabilities	–	1	–
Economically Disadvantaged	–	18	–

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	62	51.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	7	—
Hispanic or Latino	—	20	—
Multiracial	—	0	—
White	—	34	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	18	—

## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	11	20%	44	80%	15	34%	10	23%	14	32%	5	11%	19	43%
Grade 4	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%
Grade 5	59	15	25%	44	75%	11	25%	10	23%	16	36%	7	16%	23	52%
Grade 6	64	21	33%	43	67%	7	16%	15	35%	15	35%	6	14%	21	49%
Grade 7	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Grade 8	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%
Grades 3-8	346	99	29%	247	71%	45	18%	76	31%	92	37%	34	14%	126	51%

## GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.





## GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%
Female	28	5	18%	23	82%	4	17%	8	35%	8	35%	3	13%	11	48%
Male	30	6	20%	24	80%	1	4%	11	46%	10	42%	2	8%	12	50%
General Education Students	48	9	19%	39	81%	3	8%	14	36%	17	44%	5	13%	22	56%
Students with Disabilities	10	2	20%	8	80%	2	25%	5	63%	1	13%	0	0%	1	13%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	1	5%	20	95%	–	–	–	–	–	–	–	–	–	–
White	34	9	26%	25	74%	2	8%	7	28%	13	52%	3	12%	16	64%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	3	14%	12	55%	5	23%	2	9%	7	32%
Economically Disadvantaged	22	3	14%	19	86%	3	16%	10	53%	5	26%	1	5%	6	32%
Not Economically Disadvantaged	36	8	22%	28	78%	2	7%	9	32%	13	46%	4	14%	17	61%
English Language Learner	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	53	11	21%	42	79%	3	7%	16	38%	18	43%	5	12%	23	55%
Not in Foster Care	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%
Not Homeless	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%
Not Migrant	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%
Parent Not in Armed Forces	58	11	19%	47	81%	5	11%	19	40%	18	38%	5	11%	23	49%

## GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	15	25%	44	75%	11	25%	10	23%	16	36%	7	16%	23	52%
Female	23	8	35%	15	65%	5	33%	3	20%	5	33%	2	13%	7	47%
Male	36	7	19%	29	81%	6	21%	7	24%	11	38%	5	17%	16	55%
General Education Students	47	10	21%	37	79%	5	14%	9	24%	16	43%	7	19%	23	62%
Students with Disabilities	12	5	42%	7	58%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	4	27%	11	73%	4	36%	5	45%	1	9%	1	9%	2	18%
White	35	9	26%	26	74%	7	27%	1	4%	13	50%	5	19%	18	69%
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	4	57%	2	29%	1	14%	3	43%
Economically Disadvantaged	19	7	37%	12	63%	5	42%	5	42%	2	17%	0	0%	2	17%
Not Economically Disadvantaged	40	8	20%	32	80%	6	19%	5	16%	14	44%	7	22%	21	66%
English Language Learner	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	53	14	26%	39	74%	8	21%	8	21%	16	41%	7	18%	23	59%
Not in Foster Care	59	15	25%	44	75%	11	25%	10	23%	16	36%	7	16%	23	52%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	58	14	24%	44	76%	11	25%	10	23%	16	36%	7	16%	23	52%
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	58	14	24%	44	76%	11	25%	10	23%	16	36%	7	16%	23	52%
Parent Not in Armed Forces	59	15	25%	44	75%	11	25%	10	23%	16	36%	7	16%	23	52%

## GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	21	33%	43	67%	7	16%	15	35%	15	35%	6	14%	21	49%
Female	27	11	41%	16	59%	0	0%	4	25%	7	44%	5	31%	12	75%
Male	37	10	27%	27	73%	7	26%	11	41%	8	30%	1	4%	9	33%
General Education Students	55	17	31%	38	69%	4	11%	13	34%	15	39%	6	16%	21	55%
Students with Disabilities	9	4	44%	5	56%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	2	12%	15	88%	4	27%	5	33%	3	20%	3	20%	6	40%
White	34	16	47%	18	53%	2	11%	5	28%	8	44%	3	17%	11	61%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	1	10%	5	50%	4	40%	0	0%	4	40%
Economically Disadvantaged	25	7	28%	18	72%	4	22%	7	39%	6	33%	1	6%	7	39%
Not Economically Disadvantaged	39	14	36%	25	64%	3	12%	8	32%	9	36%	5	20%	14	56%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	62	21	34%	41	66%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	63	20	32%	43	68%	7	16%	15	35%	15	35%	6	14%	21	49%
Not Homeless	64	21	33%	43	67%	7	16%	15	35%	15	35%	6	14%	21	49%
Not Migrant	64	21	33%	43	67%	7	16%	15	35%	15	35%	6	14%	21	49%
Parent Not in Armed Forces	64	21	33%	43	67%	7	16%	15	35%	15	35%	6	14%	21	49%

## GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Female	27	11	41%	16	59%	1	6%	5	31%	10	63%	0	0%	10	63%
Male	21	5	24%	16	76%	3	19%	10	63%	2	13%	1	6%	3	19%
General Education Students	43	11	26%	32	74%	4	13%	15	47%	12	38%	1	3%	13	41%
Students with Disabilities	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	3	20%	12	80%	–	–	–	–	–	–	–	–	–	–
White	26	10	38%	16	62%	3	19%	8	50%	4	25%	1	6%	5	31%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	6	27%	16	73%	1	6%	7	44%	8	50%	0	0%	8	50%
Economically Disadvantaged	17	4	24%	13	76%	3	23%	4	31%	6	46%	0	0%	6	46%
Not Economically Disadvantaged	31	12	39%	19	61%	1	5%	11	58%	6	32%	1	5%	7	37%
Non-English Language Learner	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Not in Foster Care	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Not Homeless	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Not Migrant	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%
Parent Not in Armed Forces	48	16	33%	32	67%	4	13%	15	47%	12	38%	1	3%	13	41%

## GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%
Female	36	14	39%	22	61%	1	5%	5	23%	12	55%	4	18%	16	73%
Male	26	11	42%	15	58%	2	13%	2	13%	5	33%	6	40%	11	73%
General Education Students	56	24	43%	32	57%	2	6%	3	9%	17	53%	10	31%	27	84%
Students with Disabilities	6	1	17%	5	83%	1	20%	4	80%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16	7	44%	9	56%	–	–	–	–	–	–	–	–	–	–
White	42	16	38%	26	62%	2	8%	5	19%	12	46%	7	27%	19	73%
Small Group Total: Race & Ethnicity	20	9	45%	11	55%	1	9%	2	18%	5	45%	3	27%	8	73%
Economically Disadvantaged	23	9	39%	14	61%	2	14%	2	14%	8	57%	2	14%	10	71%
Not Economically Disadvantaged	39	16	41%	23	59%	1	4%	5	22%	9	39%	8	35%	17	74%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	61	24	39%	37	61%	3	8%	7	19%	17	46%	10	27%	27	73%
Not in Foster Care	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%
Not Homeless	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%
Not Migrant	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%
Parent Not in Armed Forces	62	25	40%	37	60%	3	8%	7	19%	17	46%	10	27%	27	73%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	9	16%	46	84%	6	13%	15	33%	20	43%	5	11%	25	54%
Grade 4	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%
Grade 5	59	16	27%	43	73%	8	19%	12	28%	16	37%	7	16%	23	53%
Grade 6	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%
Combined 6	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%
Grade 7	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Combined 7	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Grade 8	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%
Regents 8	—	—	—	18	29%	0	0%	0	0%	4	22%	14	78%	18	100%
Combined 8	62	19	31%	43	69%	4	9%	4	9%	14	33%	21	49%	35	81%
Grades 3-8	346	90	26%	256	74%	45	18%	60	23%	101	39%	50	20%	151	59%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.





## GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%
Female	28	4	14%	24	86%	5	21%	6	25%	13	54%	0	0%	13	54%
Male	30	7	23%	23	77%	2	9%	8	35%	9	39%	4	17%	13	57%
General Education Students	48	9	19%	39	81%	4	10%	11	28%	20	51%	4	10%	24	62%
Students with Disabilities	10	2	20%	8	80%	3	38%	3	38%	2	25%	0	0%	2	25%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	19	90%	–	–	–	–	–	–	–	–	–	–
White	34	8	24%	26	76%	3	12%	6	23%	13	50%	4	15%	17	65%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	23	2	9%	21	91%	4	19%	8	38%	9	43%	0	0%	9	43%
Economically Disadvantaged	22	4	18%	18	82%	4	22%	9	50%	4	22%	1	6%	5	28%
Not Economically Disadvantaged	36	7	19%	29	81%	3	10%	5	17%	18	62%	3	10%	21	72%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	53	10	19%	43	81%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%
Not Homeless	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%
Not Migrant	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%
Parent Not in Armed Forces	58	11	19%	47	81%	7	15%	14	30%	22	47%	4	9%	26	55%

## GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	16	27%	43	73%	8	19%	12	28%	16	37%	7	16%	23	53%
Female	23	10	43%	13	57%	4	31%	6	46%	2	15%	1	8%	3	23%
Male	36	6	17%	30	83%	4	13%	6	20%	14	47%	6	20%	20	67%
General Education Students	47	8	17%	39	83%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	5	33%	10	67%	5	50%	2	20%	2	20%	1	10%	3	30%
White	35	9	26%	26	74%	2	8%	8	31%	10	38%	6	23%	16	62%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	2	29%	4	57%	0	0%	4	57%
Economically Disadvantaged	19	10	53%	9	47%	4	44%	2	22%	3	33%	0	0%	3	33%
Not Economically Disadvantaged	40	6	15%	34	85%	4	12%	10	29%	13	38%	7	21%	20	59%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	14	26%	39	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	16	27%	43	73%	8	19%	12	28%	16	37%	7	16%	23	53%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	58	15	26%	43	74%	8	19%	12	28%	16	37%	7	16%	23	53%
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	58	15	26%	43	74%	8	19%	12	28%	16	37%	7	16%	23	53%
Parent Not in Armed Forces	59	16	27%	43	73%	8	19%	12	28%	16	37%	7	16%	23	53%



## GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%
Female	27	12	44%	15	56%	5	33%	3	20%	5	33%	2	13%	7	47%
Male	37	7	19%	30	81%	10	33%	8	27%	9	30%	3	10%	12	40%
General Education Students	55	16	29%	39	71%	9	23%	11	28%	14	36%	5	13%	19	49%
Students with Disabilities	9	3	33%	6	67%	6	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	3	18%	14	82%	5	36%	4	29%	2	14%	3	21%	5	36%
White	34	12	35%	22	65%	7	32%	6	27%	7	32%	2	9%	9	41%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	3	33%	1	11%	5	56%	0	0%	5	56%
Economically Disadvantaged	25	9	36%	16	64%	5	31%	7	44%	4	25%	0	0%	4	25%
Not Economically Disadvantaged	39	10	26%	29	74%	10	34%	4	14%	10	34%	5	17%	15	52%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	62	19	31%	43	69%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	63	18	29%	45	71%	15	33%	11	24%	14	31%	5	11%	19	42%
Not Homeless	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%
Not Migrant	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%
Parent Not in Armed Forces	64	19	30%	45	70%	15	33%	11	24%	14	31%	5	11%	19	42%

## GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Female	27	11	41%	16	59%	1	6%	3	19%	9	56%	3	19%	12	75%
Male	21	5	24%	16	76%	4	25%	1	6%	6	38%	5	31%	11	69%
General Education Students	43	11	26%	32	74%	5	16%	4	13%	15	47%	8	25%	23	72%
Students with Disabilities	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	3	20%	12	80%	–	–	–	–	–	–	–	–	–	–
White	26	10	38%	16	62%	3	19%	1	6%	7	44%	5	31%	12	75%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	6	27%	16	73%	2	13%	3	19%	8	50%	3	19%	11	69%
Economically Disadvantaged	17	4	24%	13	76%	4	31%	3	23%	4	31%	2	15%	6	46%
Not Economically Disadvantaged	31	12	39%	19	61%	1	5%	1	5%	11	58%	6	32%	17	89%
Non-English Language Learner	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Not in Foster Care	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Not Homeless	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Not Migrant	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%
Parent Not in Armed Forces	48	16	33%	32	67%	5	16%	4	13%	15	47%	8	25%	23	72%

## GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%
Female	36	20	56%	16	44%	3	19%	1	6%	7	44%	5	31%	12	75%
Male	26	17	65%	9	35%	1	11%	3	33%	3	33%	2	22%	5	56%
General Education Students	56	36	64%	20	36%	2	10%	2	10%	9	45%	7	35%	16	80%
Students with Disabilities	6	1	17%	5	83%	2	40%	2	40%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	8	50%	8	50%	1	13%	1	13%	2	25%	4	50%	6	75%
White	42	25	60%	17	40%	3	18%	3	18%	8	47%	3	18%	11	65%
Economically Disadvantaged	23	12	52%	11	48%	2	18%	0	0%	5	45%	4	36%	9	82%
Not Economically Disadvantaged	39	25	64%	14	36%	2	14%	4	29%	5	36%	3	21%	8	57%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	61	36	59%	25	41%	4	16%	4	16%	10	40%	7	28%	17	68%
Not in Foster Care	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%
Not Homeless	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%
Not Migrant	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%
Parent Not in Armed Forces	62	37	60%	25	40%	4	16%	4	16%	10	40%	7	28%	17	68%

## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Regents 8	—	—	—	20	32%	0	0%	0	0%	6	30%	14	70%	20	100%
Combined 8	62	21	34%	41	66%	0	0%	5	12%	16	39%	20	49%	36	88%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Female	36	23	64%	13	36%	0	0%	3	23%	7	54%	3	23%	10	77%
Male	26	18	69%	8	31%	0	0%	2	25%	3	38%	3	38%	6	75%
General Education Students	56	39	70%	17	30%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	9	56%	7	44%	0	0%	2	29%	3	43%	2	29%	5	71%
White	42	28	67%	14	33%	0	0%	3	21%	7	50%	4	29%	11	79%
Economically Disadvantaged	23	13	57%	10	43%	0	0%	2	20%	5	50%	3	30%	8	80%
Not Economically Disadvantaged	39	28	72%	11	28%	0	0%	3	27%	5	45%	3	27%	8	73%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	61	40	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Not in Foster Care	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Not Homeless	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Not Migrant	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%
Parent Not in Armed Forces	62	41	66%	21	34%	0	0%	5	24%	10	48%	6	29%	16	76%



## **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

**ANNUAL REGENTS EXAMINATION IN ELA (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%
Female	21	4	19%	4	19%	2	10%	6	29%	5	24%	13	62%
Male	27	3	11%	3	11%	7	26%	9	33%	5	19%	21	78%
General Education Students	38	4	11%	3	8%	8	21%	13	34%	10	26%	31	82%
Students with Disabilities	10	3	30%	4	40%	1	10%	2	20%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	3	23%	1	8%	2	15%	6	46%	1	8%	9	69%
White	30	4	13%	5	17%	7	23%	8	27%	6	20%	21	70%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	10	3	30%	1	10%	1	10%	4	40%	1	10%	6	60%
Not Economically Disadvantaged	38	4	11%	6	16%	8	21%	11	29%	9	24%	28	74%
Non-English Language Learner	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%
Not in Foster Care	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%
Not Homeless	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%
Not Migrant	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%
Parent Not in Armed Forces	48	7	15%	7	15%	9	19%	15	31%	10	21%	34	71%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	8	11%	13	18%	26	37%	15	21%	9	13%	50	70%
Female	30	1	3%	9	30%	8	27%	8	27%	4	13%	20	67%
Male	41	7	17%	4	10%	18	44%	7	17%	5	12%	30	73%
General Education Students	62	4	6%	10	16%	24	39%	15	24%	9	15%	48	77%
Students with Disabilities	9	4	44%	3	33%	2	22%	0	0%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	6	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	5	33%	4	27%	4	27%	1	7%	1	7%	6	40%
White	46	2	4%	9	20%	16	35%	12	26%	7	15%	35	76%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	6	60%	2	20%	1	10%	9	90%
Economically Disadvantaged	23	6	26%	7	30%	6	26%	1	4%	3	13%	10	43%
Not Economically Disadvantaged	48	2	4%	6	13%	20	42%	14	29%	6	13%	40	83%
Non-English Language Learner	71	8	11%	13	18%	26	37%	15	21%	9	13%	50	70%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	70	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	71	8	11%	13	18%	26	37%	15	21%	9	13%	50	70%
Not Migrant	71	8	11%	13	18%	26	37%	15	21%	9	13%	50	70%
Parent Not in Armed Forces	71	8	11%	13	18%	26	37%	15	21%	9	13%	50	70%

**ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%
Female	20	4	20%	5	25%	10	50%	0	0%	1	5%	11	55%
Male	26	8	31%	3	12%	10	38%	2	8%	3	12%	15	58%
General Education Students	44	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	5	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	5	24%	5	24%	8	38%	1	5%	2	10%	11	52%
White	18	5	28%	3	17%	7	39%	1	6%	2	11%	10	56%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	0	0%	5	71%	0	0%	0	0%	5	71%
Economically Disadvantaged	14	4	29%	3	21%	4	29%	1	7%	2	14%	7	50%
Not Economically Disadvantaged	32	8	25%	5	16%	16	50%	1	3%	2	6%	19	59%
Non-English Language Learner	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%
Not in Foster Care	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%
Not Homeless	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%
Not Migrant	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%
Parent Not in Armed Forces	46	12	26%	8	17%	20	43%	2	4%	4	9%	26	57%

**ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Female	14	1	7%	2	14%	4	29%	3	21%	4	29%	11	79%
Male	9	2	22%	3	33%	3	33%	1	11%	0	0%	4	44%
General Education Students	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–	–	–
White	16	2	13%	3	19%	4	25%	4	25%	3	19%	11	69%
Small Group Total: Race & Ethnicity	7	1	14%	2	29%	3	43%	0	0%	1	14%	4	57%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	21	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Not in Foster Care	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Not Homeless	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Not Migrant	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%
Parent Not in Armed Forces	23	3	13%	5	22%	7	30%	4	17%	4	17%	15	65%

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	5	9%	6	11%	26	47%	18	33%	44	80%
Female	23	0	0%	5	22%	9	39%	9	39%	18	78%
Male	32	5	16%	1	3%	17	53%	9	28%	26	81%
General Education Students	45	2	4%	5	11%	20	44%	18	40%	38	84%
Students with Disabilities	10	3	30%	1	10%	6	60%	0	0%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16	2	13%	3	19%	7	44%	4	25%	11	69%
White	31	2	6%	3	10%	16	52%	10	32%	26	84%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	3	38%	4	50%	7	88%
Economically Disadvantaged	18	3	17%	3	17%	9	50%	3	17%	12	67%
Not Economically Disadvantaged	37	2	5%	3	8%	17	46%	15	41%	32	86%
Non-English Language Learner	55	5	9%	6	11%	26	47%	18	33%	44	80%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	54	–	–	–	–	–	–	–	–	–	–
Not Homeless	55	5	9%	6	11%	26	47%	18	33%	44	80%
Not Migrant	55	5	9%	6	11%	26	47%	18	33%	44	80%
Parent Not in Armed Forces	55	5	9%	6	11%	26	47%	18	33%	44	80%



ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	7	11%	9	14%	29	45%	20	31%	49	75%
Female	32	3	9%	6	19%	14	44%	9	28%	23	72%
Male	33	4	12%	3	9%	15	45%	11	33%	26	79%
General Education Students	57	3	5%	6	11%	28	49%	20	35%	48	84%
Students with Disabilities	8	4	50%	3	38%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	5	22%	9	39%	5	22%	14	61%
White	34	3	9%	3	9%	14	41%	14	41%	28	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	6	75%	1	13%	7	88%
Economically Disadvantaged	22	6	27%	2	9%	11	50%	3	14%	14	64%
Not Economically Disadvantaged	43	1	2%	7	16%	18	42%	17	40%	35	81%
Non-English Language Learner	65	7	11%	9	14%	29	45%	20	31%	49	75%
Not in Foster Care	65	7	11%	9	14%	29	45%	20	31%	49	75%
Not Homeless	65	7	11%	9	14%	29	45%	20	31%	49	75%
Not Migrant	65	7	11%	9	14%	29	45%	20	31%	49	75%
Parent Not in Armed Forces	65	7	11%	9	14%	29	45%	20	31%	49	75%

**ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	17	1	6%	1	6%	13	76%	2	12%	15	88%
Female	13	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	17	1	6%	1	6%	13	76%	2	12%	15	88%
General Education Students	17	1	6%	1	6%	13	76%	2	12%	15	88%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	–	–	–	–	–	–	–	–	–	–
White	9	0	0%	0	0%	8	89%	1	11%	9	100%
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	5	63%	1	13%	6	75%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	15	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	17	1	6%	1	6%	13	76%	2	12%	15	88%
Not in Foster Care	17	1	6%	1	6%	13	76%	2	12%	15	88%
Not Homeless	17	1	6%	1	6%	13	76%	2	12%	15	88%
Not Migrant	17	1	6%	1	6%	13	76%	2	12%	15	88%
Parent Not in Armed Forces	17	1	6%	1	6%	13	76%	2	12%	15	88%



**ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%
Female	31	0	0%	4	13%	10	32%	5	16%	12	39%	27	87%
Male	26	3	12%	2	8%	7	27%	7	27%	7	27%	21	81%
General Education Students	48	2	4%	2	4%	13	27%	12	25%	19	40%	44	92%
Students with Disabilities	9	1	11%	4	44%	4	44%	0	0%	0	0%	4	44%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	2	8%	3	12%	8	32%	5	20%	7	28%	20	80%
White	25	0	0%	3	12%	7	28%	4	16%	11	44%	22	88%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	2	29%	3	43%	1	14%	6	86%
Economically Disadvantaged	20	2	10%	4	20%	7	35%	4	20%	3	15%	14	70%
Not Economically Disadvantaged	37	1	3%	2	5%	10	27%	8	22%	16	43%	34	92%
Non-English Language Learner	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%
Not in Foster Care	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%
Not Homeless	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%
Not Migrant	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%
Parent Not in Armed Forces	57	3	5%	6	11%	17	30%	12	21%	19	33%	48	84%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%
Female	21	2	10%	2	10%	6	29%	7	33%	4	19%	17	81%
Male	25	1	4%	2	8%	4	16%	13	52%	5	20%	22	88%
General Education Students	36	2	6%	1	3%	8	22%	16	44%	9	25%	33	92%
Students with Disabilities	10	1	10%	3	30%	2	20%	4	40%	0	0%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	–	–	–	–	–	–	–	–	–	–	–	–
White	30	1	3%	3	10%	7	23%	13	43%	6	20%	26	87%
Small Group Total: Race & Ethnicity	16	2	13%	1	6%	3	19%	7	44%	3	19%	13	81%
Economically Disadvantaged	10	2	20%	1	10%	2	20%	4	40%	1	10%	7	70%
Not Economically Disadvantaged	36	1	3%	3	8%	8	22%	16	44%	8	22%	32	89%
Non-English Language Learner	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%
Not in Foster Care	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%
Not Homeless	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%
Not Migrant	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%
Parent Not in Armed Forces	46	3	7%	4	9%	10	22%	20	43%	9	20%	39	85%

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%
Female	25	0	0%	25	100%	0	0%	0	0%	7	28%	18	72%	25	100%
Male	37	1	3%	36	97%	0	0%	2	5%	10	27%	24	65%	34	92%
General Education Students	59	0	–	59	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	1	–	2	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	0	0%	21	100%	0	0%	1	5%	10	48%	10	48%	20	95%
White	34	0	0%	34	100%	0	0%	1	3%	5	15%	28	82%	33	97%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	18	0	0%	18	100%	0	0%	2	11%	8	44%	8	44%	16	89%
Not Economically Disadvantaged	44	1	2%	43	98%	0	0%	0	0%	9	20%	34	77%	43	98%
Non-English Language Learner	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%
Not in Foster Care	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%
Not Homeless	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%
Not Migrant	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%
Parent Not in Armed Forces	62	1	2%	61	98%	0	0%	2	3%	17	27%	42	68%	59	95%

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%
Female	25	7	28%	18	72%	4	16%	3	12%	8	32%	3	12%	11	44%
Male	37	14	38%	23	62%	2	5%	6	16%	7	19%	8	22%	15	41%
General Education Students	59	19	—	40	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	11	52%	10	48%	1	5%	2	10%	3	14%	4	19%	7	33%
White	34	8	24%	26	76%	4	12%	5	15%	10	29%	7	21%	17	50%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	14%	2	29%	2	29%	0	0%	2	29%
Economically Disadvantaged	18	9	50%	9	50%	2	11%	1	6%	4	22%	2	11%	6	33%
Not Economically Disadvantaged	44	12	27%	32	73%	4	9%	8	18%	11	25%	9	20%	20	45%
Non-English Language Learner	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%
Not in Foster Care	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%
Not Homeless	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%
Not Migrant	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%
Parent Not in Armed Forces	62	21	34%	41	66%	6	10%	9	15%	15	24%	11	18%	26	42%



## 2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	60	20	33	40	67
Female	25	7	28	18	72
Male	35	13	37	22	63
General Education Students	59	19	32	40	68
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	5	1	20	4	80
Hispanic or Latino	20	11	55	9	45
White	34	8	24	26	76
Economically Disadvantaged	18	9	50	9	50
Not Economically Disadvantaged	42	11	26	31	74
Non-English Language Learner	60	20	33	40	67
Not in Foster Care	60	20	33	40	67
Not Homeless	60	20	33	40	67
Not Migrant	60	20	33	40	67
Parent Not in Armed Forces	60	20	33	40	67

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%
Female	25	7	28%	18	72%	6	24%	1	4%	4	16%	7	28%	11	44%
Male	37	16	43%	21	57%	6	16%	2	5%	4	11%	9	24%	13	35%
General Education Students	59	21	—	38	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	10	48%	11	52%	3	14%	0	0%	4	19%	4	19%	8	38%
White	34	10	29%	24	71%	6	18%	2	6%	4	12%	12	35%	16	47%
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	3	43%	1	14%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	10	56%	8	44%	4	22%	0	0%	2	11%	2	11%	4	22%
Not Economically Disadvantaged	44	13	30%	31	70%	8	18%	3	7%	6	14%	14	32%	20	45%
Non-English Language Learner	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%
Not in Foster Care	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%
Not Homeless	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%
Not Migrant	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%
Parent Not in Armed Forces	62	23	37%	39	63%	12	19%	3	5%	8	13%	16	26%	24	39%

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	61	22	36	39	64
Female	25	7	28	18	72
Male	36	15	42	21	58
General Education Students	59	21	36	38	64
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	5	2	40	3	60
Hispanic or Latino	21	10	48	11	52
White	34	10	29	24	71
Economically Disadvantaged	18	10	56	8	44
Not Economically Disadvantaged	43	12	28	31	72
Non-English Language Learner	61	22	36	39	64
Not in Foster Care	61	22	36	39	64
Not Homeless	61	22	36	39	64
Not Migrant	61	22	36	39	64
Parent Not in Armed Forces	61	22	36	39	64

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Female	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	37	36	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
General Education Students	59	59	–	0	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	2	–	1	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Black or African American	6	6	–	0	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	20	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
White	34	34	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	44	43	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Non-English Language Learner	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not in Foster Care	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Homeless	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Migrant	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Parent Not in Armed Forces	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%

## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	58	58	100	0	0
Female	25	25	100	0	0
Male	33	33	100	0	0
General Education Students	57	57	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	18	18	100	0	0
White	34	34	100	0	0
Economically Disadvantaged	17	17	100	0	0
Not Economically Disadvantaged	41	41	100	0	0
Non-English Language Learner	58	58	100	0	0
Not in Foster Care	58	58	100	0	0
Not Homeless	58	58	100	0	0
Not Migrant	58	58	100	0	0
Parent Not in Armed Forces	58	58	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Female	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	37	36	97%	1	3%	0	0%	0	0%	0	0%	1	3%	1	3%
General Education Students	59	59	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	20	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1	5%
White	34	34	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	44	43	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Non-English Language Learner	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Not in Foster Care	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Not Homeless	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Not Migrant	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Parent Not in Armed Forces	62	61	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%

## 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	60	60	100	0	0
Female	25	25	100	0	0
Male	35	35	100	0	0
General Education Students	59	59	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	20	20	100	0	0
White	34	34	100	0	0
Economically Disadvantaged	18	18	100	0	0
Not Economically Disadvantaged	42	42	100	0	0
Non-English Language Learner	60	60	100	0	0
Not in Foster Care	60	60	100	0	0
Not Homeless	60	60	100	0	0
Not Migrant	60	60	100	0	0
Parent Not in Armed Forces	60	60	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.





## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 4 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 4 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 7 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–	
Grade 7 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–	
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Secondary-Level ELA	12	11	92%	1	8%	–	–	–	–	–	–	–	–	–	–	
Secondary-Level Math	12	11	92%	1	8%	–	–	–	–	–	–	–	–	–	–	
Secondary-Level Science	12	11	92%	1	8%	–	–	–	–	–	–	–	–	–	–	

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	709	\$1,015,803	\$1,433	\$20,477,076	\$28,882	\$21,492,879	\$30,314
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	73	8	11%	2	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	62	1	2%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

## TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	0	0%	0	0%
Female	25	25	100%	17	68%	8	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	37	35	95%	16	43%	19	51%	0	0%	1	3%	1	3%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	20	95%	8	38%	12	57%	0	0%	0	0%	1	5%	0	0%	0	0%
White	34	34	100%	23	68%	11	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	18	100%	6	33%	12	67%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	44	42	95%	27	61%	15	34%	0	0%	1	2%	1	2%	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	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	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	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	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	62	60	97%	33	53%	27	44%	0	0%	1	2%	1	2%	0	0%	0	0%

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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THIS DOCUMENT WAS CREATED ON: MAY 9, 2024, 1:10 PM EST