WEST SENECA CSD - 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

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.

TARGET DISTRICT

MADE PROGRESS

NO

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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	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	2	2	3	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	4	–	2
Black or African American	1	1	–	2
Hispanic or Latino	2	2	–	2
Multiracial	2	2	–	2
White	3	2	–	3
English Language Learner	3	3	3	2
Students with Disabilities	3	3	–	2
Economically Disadvantaged	3	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,942	117.2	2
	Math	1,946	141.1	
	Combined	3,888	129.2	
American Indian or Alaska Native	ELA	7	114.3	–
	Math	7	128.6	
	Combined	14	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	40	131.3	3
	Math	40	166.3	
	Combined	80	148.8	
Black or African American	ELA	95	66.3	1
	Math	96	69.8	
	Combined	191	68.1	
Hispanic or Latino	ELA	123	103.3	2
	Math	119	117.2	
	Combined	242	110.1	
Multiracial	ELA	97	87.1	2
	Math	93	102.2	
	Combined	190	94.5	
White	ELA	1,580	122.9	3
	Math	1,591	148.9	
	Combined	3,171	136	
English Language Learner	ELA	30	91.7	3
	Math	32	110.9	
	Combined	62	101.6	
Students with Disabilities	ELA	377	69	3
	Math	377	91	
	Combined	754	80	
Economically Disadvantaged	ELA	867	99.4	3
	Math	842	119.8	
	Combined	1,709	109.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,515	90.5	2
	Math	2,517	109.1	
	Combined	5,032	99.8	
American Indian or Alaska Native	ELA	10	80	–
	Math	10	90	
	Combined	20	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	42	125	4
	Math	42	158.3	
	Combined	84	141.7	
Black or African American	ELA	121	52.1	1
	Math	121	55.4	
	Combined	242	53.7	
Hispanic or Latino	ELA	157	80.9	2
	Math	158	88.3	
	Combined	315	84.6	
Multiracial	ELA	117	72.2	2
	Math	117	81.2	
	Combined	234	76.7	
White	ELA	2,069	93.8	2
	Math	2,070	114.5	
	Combined	4,139	104.2	
English Language Learner	ELA	36	76.4	3
	Math	38	93.4	
	Combined	74	85.1	
Students with Disabilities	ELA	519	50.1	3
	Math	519	66.1	
	Combined	1,038	58.1	
Economically Disadvantaged	ELA	1,146	75.2	2
	Math	1,147	88	
	Combined	2,293	81.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	39	47%	54%	1.2	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	–	–	–	–
Black or African American	2	–	–	–	–
Hispanic or Latino	6	–	–	–	–
Multiracial	0	–	–	–	–
White	11	–	–	–	–
English Language Learner	39	47%	54%	1.2	3
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	25	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	3,679	793	21.6%	2
American Indian or Alaska Native	13	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	79	18	22.8%	2
Black or African American	188	69	36.7%	2
Hispanic or Latino	256	99	38.7%	2
Multiracial	159	51	32.1%	2
White	2,984	553	18.5%	3
English Language Learner	76	22	28.9%	2
Students with Disabilities	786	228	29%	2
Economically Disadvantaged	1,702	560	32.9%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	2,719	73.6%
American Indian or Alaska Native	–	10	–
Asian or Native Hawaiian/Other Pacific Islander	✗	47	89.4%
Black or African American	✗	139	76.3%
Hispanic or Latino	✗	180	73.9%
Multiracial	✗	128	78.9%
White	✗	2,215	72.8%
English Language Learner	–	28	–
Students with Disabilities	✗	523	68.3%
Economically Disadvantaged	✗	1,260	72.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	2,722	73.7%
American Indian or Alaska Native	–	10	–
Asian or Native Hawaiian/Other Pacific Islander	✗	47	91.5%
Black or African American	✗	139	77%
Hispanic or Latino	✗	180	71.7%
Multiracial	✗	128	75%
White	✗	2,218	73.2%
English Language Learner	–	28	–
Students with Disabilities	✗	525	67.8%
Economically Disadvantaged	✗	1,262	70.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	–
Grade 8	–

SECONDARY 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
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	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	3	2	3	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	2
Black or African American	2	2	3	–	2
Hispanic or Latino	2	2	2	–	2
Multiracial	3	2	2	–	1
White	3	2	3	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	4	3	2	–	2
Economically Disadvantaged	3	3	3	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	382	147.5	150.9	3
	Math	225	140.4		
	Science	221	171.9		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	–	–		
	Science	–	–		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	185.7	–	–
	Math	6	183.3		
	Science	6	216.7		
Black or African American	ELA	9	122.2	130.8	2
	Math	5	110		
	Science	6	175		
Hispanic or Latino	ELA	20	142.5	131.9	2
	Math	11	109.1		
	Science	9	150		
Multiracial	ELA	11	136.4	152.1	3
	Math	4	–		
	Science	5	160		
White	ELA	334	148.2	151.5	3
	Math	199	141.2		
	Science	195	171.8		
English Language Learner	ELA	1	–	–	–
	Math	–	–		
	Science	1	–		
Students with Disabilities	ELA	84	97.6	117.2	4
	Math	23	106.5		
	Science	16	162.5		
Economically Disadvantaged	ELA	186	134.1	137.8	3
	Math	99	127.8		
	Science	82	158.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	475	118.6	93.1	2
	Math	418	75.6		
	Science	470	80.9		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	144.4	–	–
	Math	8	137.5		
	Science	9	144.4		
Black or African American	ELA	10	110	88.1	2
	Math	10	55		
	Science	10	105		
Hispanic or Latino	ELA	23	123.9	82.3	2
	Math	22	54.5		
	Science	22	61.4		
Multiracial	ELA	12	125	85.7	2
	Math	11	59.1		
	Science	12	66.7		
White	ELA	420	117.9	93.1	2
	Math	366	76.8		
	Science	416	80.5		
English Language Learner	ELA	3	–	–	–
	Math	5	40		
	Science	3	–		
Students with Disabilities	ELA	92	89.1	51.8	3
	Math	83	29.5		
	Science	89	29.2		
Economically Disadvantaged	ELA	207	120.5	87.7	3
	Math	180	70.3		
	Science	202	64.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	509	469	92.1%	92%	3
	5-year	513	471	91.8%		
	6-year	526	484	92%		
American Indian or Alaska Native	4-year	2	–	–	–	–
	5-year	2	–	–		
	6-year	7	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	–	–	–	–
	5-year	7	–	–		
	6-year	10	–	–		
Black or African American	4-year	20	19	95%	91.9%	3
	5-year	23	20	87%		
	6-year	16	15	93.8%		
Hispanic or Latino	4-year	20	16	80%	87%	2
	5-year	29	26	89.7%		
	6-year	23	21	91.3%		
Multiracial	4-year	9	–	–	86.7%	2
	5-year	15	13	86.7%		
	6-year	7	–	–		
White	4-year	451	418	92.7%	92.4%	3
	5-year	437	403	92.2%		
	6-year	463	427	92.2%		
English Language Learner	4-year	5	–	–	–	–
	5-year	2	–	–		
	6-year	4	–	–		
Students with Disabilities	4-year	92	69	75%	74.2%	2
	5-year	66	48	72.7%		
	6-year	88	66	75%		
Economically Disadvantaged	4-year	213	186	87.3%	88.1%	3
	5-year	187	164	87.7%		
	6-year	186	166	89.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Black or African American	2	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	0	–	–	–	–
White	6	–	–	–	–
English Language Learner	13	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	13	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,948	651	33.4%	2
American Indian or Alaska Native	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	31	13	41.9%	2
Black or African American	86	38	44.2%	2
Hispanic or Latino	108	52	48.1%	2
Multiracial	72	40	55.6%	1
White	1,647	505	30.7%	2
English Language Learner	25	–	–	–
Students with Disabilities	383	155	40.5%	2
Economically Disadvantaged	861	393	45.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	481	79.6%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	8	–
Black or African American	–	11	–
Hispanic or Latino	–	26	–
Multiracial	–	13	–
White	✗	421	78.6%
English Language Learner	–	4	–
Students with Disabilities	✓	84	95.2%
Economically Disadvantaged	✗	202	91.6%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	416	54.3%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	7	–
Black or African American	–	11	–
Hispanic or Latino	–	24	–
Multiracial	–	12	–
White	✗	360	54.2%
English Language Learner	–	3	–
Students with Disabilities	✗	73	23.3%
Economically Disadvantaged	✗	172	55.2%

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	450	43	10%	407	90%	98	24%	139	34%	126	31%	44	11%	170	42%
Grade 4	448	80	18%	368	82%	75	20%	143	39%	105	29%	45	12%	150	41%
Grade 5	449	109	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%
Grade 6	474	111	23%	363	77%	83	23%	160	44%	89	25%	31	9%	120	33%
Grade 7	450	187	42%	263	58%	86	33%	94	36%	66	25%	17	6%	83	32%
Grade 8	457	232	51%	225	49%	54	24%	97	43%	62	28%	12	5%	74	33%
Grades 3-8	2,728	762	28%	1,966	72%	502	26%	761	39%	534	27%	169	9%	703	36%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	450	43	10%	407	90%	98	24%	139	34%	126	31%	44	11%	170	42%
Female	221	22	10%	199	90%	42	21%	74	37%	64	32%	19	10%	83	42%
Male	229	21	9%	208	91%	56	27%	65	31%	62	30%	25	12%	87	42%
General Education Students	363	20	6%	343	94%	64	19%	117	34%	121	35%	41	12%	162	47%
Students with Disabilities	87	23	26%	64	74%	34	53%	22	34%	5	8%	3	5%	8	13%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	21	4	19%	17	81%	11	65%	3	18%	2	12%	1	6%	3	18%
Hispanic or Latino	28	1	4%	27	96%	8	30%	11	41%	6	22%	2	7%	8	30%
White	368	36	10%	332	90%	73	22%	108	33%	113	34%	38	11%	151	45%
Multiracial	20	2	10%	18	90%	3	17%	11	61%	2	11%	2	11%	4	22%
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	3	23%	6	46%	3	23%	1	8%	4	31%
Economically Disadvantaged	198	22	11%	176	89%	62	35%	68	39%	39	22%	7	4%	46	26%
Not Economically Disadvantaged	252	21	8%	231	92%	36	16%	71	31%	87	38%	37	16%	124	54%
English Language Learner	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
Non-English Language Learner	441	43	10%	398	90%	96	24%	135	34%	123	31%	44	11%	167	42%
Not in Foster Care	450	43	10%	407	90%	98	24%	139	34%	126	31%	44	11%	170	42%
Homeless	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Not Homeless	447	41	9%	406	91%	–	–	–	–	–	–	–	–	–	–
Not Migrant	450	43	10%	407	90%	98	24%	139	34%	126	31%	44	11%	170	42%
Parent Not in Armed Forces	450	43	10%	407	90%	98	24%	139	34%	126	31%	44	11%	170	42%

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	448	80	18%	368	82%	75	20%	143	39%	105	29%	45	12%	150	41%
Female	218	34	16%	184	84%	34	18%	70	38%	61	33%	19	10%	80	43%
Male	230	46	20%	184	80%	41	22%	73	40%	44	24%	26	14%	70	38%
General Education Students	349	46	13%	303	87%	40	13%	120	40%	100	33%	43	14%	143	47%
Students with Disabilities	99	34	34%	65	66%	35	54%	23	35%	5	8%	2	3%	7	11%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	2	33%	2	33%	2	33%	4	67%
Black or African American	26	5	19%	21	81%	6	29%	10	48%	5	24%	0	0%	5	24%
Hispanic or Latino	36	4	11%	32	89%	13	41%	10	31%	8	25%	1	3%	9	28%
White	362	68	19%	294	81%	53	18%	114	39%	88	30%	39	13%	127	43%
Multiracial	16	1	6%	15	94%	3	20%	7	47%	2	13%	3	20%	5	33%
Economically Disadvantaged	205	36	18%	169	82%	42	25%	68	40%	43	25%	16	9%	59	35%
Not Economically Disadvantaged	243	44	18%	199	82%	33	17%	75	38%	62	31%	29	15%	91	46%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	446	80	18%	366	82%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	448	80	18%	368	82%	75	20%	143	39%	105	29%	45	12%	150	41%
Homeless	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Not Homeless	445	78	18%	367	82%	–	–	–	–	–	–	–	–	–	–
Not Migrant	448	80	18%	368	82%	75	20%	143	39%	105	29%	45	12%	150	41%
Parent Not in Armed Forces	448	80	18%	368	82%	75	20%	143	39%	105	29%	45	12%	150	41%

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	449	109	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%
Female	199	51	26%	148	74%	46	31%	53	36%	37	25%	12	8%	49	33%
Male	250	58	23%	192	77%	60	31%	75	39%	49	26%	8	4%	57	30%
General Education Students	352	81	23%	271	77%	58	21%	112	41%	82	30%	19	7%	101	37%
Students with Disabilities	97	28	29%	69	71%	48	70%	16	23%	4	6%	1	1%	5	7%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	3	50%	1	17%	2	33%	0	0%	2	33%
Black or African American	18	1	6%	17	94%	9	53%	4	24%	3	18%	1	6%	4	24%
Hispanic or Latino	32	8	25%	24	75%	4	17%	14	58%	5	21%	1	4%	6	25%
White	364	92	25%	272	75%	79	29%	102	38%	73	27%	18	7%	91	33%
Multiracial	29	8	28%	21	72%	11	52%	7	33%	3	14%	0	0%	3	14%
Economically Disadvantaged	191	48	25%	143	75%	62	43%	51	36%	25	17%	5	3%	30	21%
Not Economically Disadvantaged	258	61	24%	197	76%	44	22%	77	39%	61	31%	15	8%	76	39%
English Language Learner	5	0	0%	5	100%	1	20%	4	80%	0	0%	0	0%	0	0%
Non-English Language Learner	444	109	25%	335	75%	105	31%	124	37%	86	26%	20	6%	106	32%
Not in Foster Care	449	109	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	447	107	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%
Not Migrant	449	109	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%
Parent Not in Armed Forces	449	109	24%	340	76%	106	31%	128	38%	86	25%	20	6%	106	31%

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	474	111	23%	363	77%	83	23%	160	44%	89	25%	31	9%	120	33%
Female	230	51	22%	179	78%	34	19%	79	44%	46	26%	20	11%	66	37%
Male	244	60	25%	184	75%	49	27%	81	44%	43	23%	11	6%	54	29%
General Education Students	391	72	18%	319	82%	55	17%	147	46%	87	27%	30	9%	117	37%
Students with Disabilities	83	39	47%	44	53%	28	64%	13	30%	2	5%	1	2%	3	7%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	2	17%	10	83%	–	–	–	–	–	–	–	–	–	–
Black or African American	33	7	21%	26	79%	19	73%	5	19%	2	8%	0	0%	2	8%
Hispanic or Latino	29	9	31%	20	69%	4	20%	7	35%	7	35%	2	10%	9	45%
White	374	92	25%	282	75%	52	18%	128	45%	75	27%	27	10%	102	36%
Multiracial	24	1	4%	23	96%	6	26%	12	52%	4	17%	1	4%	5	22%
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	2	17%	8	67%	1	8%	1	8%	2	17%
Economically Disadvantaged	258	61	24%	197	76%	57	29%	86	44%	41	21%	13	7%	54	27%
Not Economically Disadvantaged	216	50	23%	166	77%	26	16%	74	45%	48	29%	18	11%	66	40%
English Language Learner	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	470	108	23%	362	77%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	473	111	23%	362	77%	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	468	109	23%	359	77%	–	–	–	–	–	–	–	–	–	–
Not Migrant	474	111	23%	363	77%	83	23%	160	44%	89	25%	31	9%	120	33%
Parent Not in Armed Forces	474	111	23%	363	77%	83	23%	160	44%	89	25%	31	9%	120	33%

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	450	187	42%	263	58%	86	33%	94	36%	66	25%	17	6%	83	32%
Female	219	97	44%	122	56%	29	24%	49	40%	36	30%	8	7%	44	36%
Male	231	90	39%	141	61%	57	40%	45	32%	30	21%	9	6%	39	28%
General Education Students	363	140	39%	223	61%	58	26%	83	37%	65	29%	17	8%	82	37%
Students with Disabilities	87	47	54%	40	46%	28	70%	11	28%	1	3%	0	0%	1	3%
American Indian or Alaska Native	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	23	11	48%	12	52%	8	67%	3	25%	1	8%	0	0%	1	8%
Hispanic or Latino	28	11	39%	17	61%	8	47%	4	24%	3	18%	2	12%	5	29%
White	369	156	42%	213	58%	61	29%	79	37%	59	28%	14	7%	73	34%
Multiracial	21	5	24%	16	76%	8	50%	8	50%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	200	90	45%	110	55%	45	41%	38	35%	19	17%	8	7%	27	25%
Not Economically Disadvantaged	250	97	39%	153	61%	41	27%	56	37%	47	31%	9	6%	56	37%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	445	186	42%	259	58%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	449	187	42%	262	58%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	448	186	42%	262	58%	–	–	–	–	–	–	–	–	–	–
Not Migrant	450	187	42%	263	58%	86	33%	94	36%	66	25%	17	6%	83	32%
Parent Not in Armed Forces	450	187	42%	263	58%	86	33%	94	36%	66	25%	17	6%	83	32%

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	457	232	51%	225	49%	54	24%	97	43%	62	28%	12	5%	74	33%
Female	234	137	59%	97	41%	21	22%	41	42%	28	29%	7	7%	35	36%
Male	223	95	43%	128	57%	33	26%	56	44%	34	27%	5	4%	39	30%
General Education Students	381	198	52%	183	48%	31	17%	80	44%	60	33%	12	7%	72	39%
Students with Disabilities	76	34	45%	42	55%	23	55%	17	40%	2	5%	0	0%	2	5%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	3	50%	2	33%	1	17%	3	50%
Black or African American	19	9	47%	10	53%	6	60%	3	30%	1	10%	0	0%	1	10%
Hispanic or Latino	27	15	56%	12	44%	4	33%	4	33%	4	33%	0	0%	4	33%
White	386	197	51%	189	49%	40	21%	85	45%	54	29%	10	5%	64	34%
Multiracial	18	10	56%	8	44%	4	50%	2	25%	1	13%	1	13%	2	25%
Economically Disadvantaged	213	117	55%	96	45%	34	35%	45	47%	12	13%	5	5%	17	18%
Not Economically Disadvantaged	244	115	47%	129	53%	20	16%	52	40%	50	39%	7	5%	57	44%
English Language Learner	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	454	230	51%	224	49%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	457	232	51%	225	49%	54	24%	97	43%	62	28%	12	5%	74	33%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	455	232	51%	223	49%	–	–	–	–	–	–	–	–	–	–
Not Migrant	457	232	51%	225	49%	54	24%	97	43%	62	28%	12	5%	74	33%
Parent Not in Armed Forces	457	232	51%	225	49%	54	24%	97	43%	62	28%	12	5%	74	33%

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	450	39	9%	411	91%	29	7%	150	36%	187	45%	45	11%	232	56%
Grade 4	450	74	16%	376	84%	51	14%	110	29%	183	49%	32	9%	215	57%
Grade 5	449	117	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%
Grade 6	473	134	28%	339	72%	77	23%	130	38%	125	37%	7	2%	132	39%
Combined 6	473	134	28%	339	72%	77	23%	130	38%	125	37%	7	2%	132	39%
Grade 7	451	193	43%	258	57%	50	19%	83	32%	92	36%	33	13%	125	48%
Combined 7	451	193	43%	258	57%	50	19%	83	32%	92	36%	33	13%	125	48%
Grade 8	458	277	60%	181	40%	64	35%	50	28%	58	32%	9	5%	67	37%
Regents 8	–	–	–	76	17%	0	0%	0	0%	7	9%	69	91%	76	100%
Combined 8	458	201	44%	257	56%	64	25%	50	19%	65	25%	78	30%	143	56%
Grades 3-8	2,731	758	28%	1,973	72%	342	17%	618	31%	789	40%	224	11%	1,013	51%

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.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	450	39	9%	411	91%	29	7%	150	36%	187	45%	45	11%	232	56%
Female	221	18	8%	203	92%	20	10%	84	41%	81	40%	18	9%	99	49%
Male	229	21	9%	208	91%	9	4%	66	32%	106	51%	27	13%	133	64%
General Education Students	363	17	5%	346	95%	15	4%	119	34%	170	49%	42	12%	212	61%
Students with Disabilities	87	22	25%	65	75%	14	22%	31	48%	17	26%	3	5%	20	31%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	21	4	19%	17	81%	7	41%	8	47%	1	6%	1	6%	2	12%
Hispanic or Latino	28	1	4%	27	96%	4	15%	12	44%	9	33%	2	7%	11	41%
White	368	32	9%	336	91%	13	4%	120	36%	164	49%	39	12%	203	60%
Multiracial	20	2	10%	18	90%	5	28%	6	33%	5	28%	2	11%	7	39%
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	0	0%	4	31%	8	62%	1	8%	9	69%
Economically Disadvantaged	198	23	12%	175	88%	24	14%	85	49%	62	35%	4	2%	66	38%
Not Economically Disadvantaged	252	16	6%	236	94%	5	2%	65	28%	125	53%	41	17%	166	70%
English Language Learner	9	0	0%	9	100%	1	11%	5	56%	3	33%	0	0%	3	33%
Non-English Language Learner	441	39	9%	402	91%	28	7%	145	36%	184	46%	45	11%	229	57%
Not in Foster Care	450	39	9%	411	91%	29	7%	150	36%	187	45%	45	11%	232	56%
Homeless	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Not Homeless	447	37	8%	410	92%	–	–	–	–	–	–	–	–	–	–
Not Migrant	450	39	9%	411	91%	29	7%	150	36%	187	45%	45	11%	232	56%
Parent Not in Armed Forces	450	39	9%	411	91%	29	7%	150	36%	187	45%	45	11%	232	56%

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	450	74	16%	376	84%	51	14%	110	29%	183	49%	32	9%	215	57%
Female	220	32	15%	188	85%	25	13%	68	36%	84	45%	11	6%	95	51%
Male	230	42	18%	188	82%	26	14%	42	22%	99	53%	21	11%	120	64%
General Education Students	350	41	12%	309	88%	19	6%	88	28%	171	55%	31	10%	202	65%
Students with Disabilities	100	33	33%	67	67%	32	48%	22	33%	12	18%	1	1%	13	19%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	26	5	19%	21	81%	9	43%	7	33%	5	24%	0	0%	5	24%
Hispanic or Latino	36	3	8%	33	92%	5	15%	15	45%	12	36%	1	3%	13	39%
White	364	65	18%	299	82%	34	11%	83	28%	152	51%	30	10%	182	61%
Multiracial	16	1	6%	15	94%	2	13%	5	33%	7	47%	1	7%	8	53%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	0	0%	7	88%	0	0%	7	88%
Economically Disadvantaged	206	35	17%	171	83%	32	19%	59	35%	72	42%	8	5%	80	47%
Not Economically Disadvantaged	244	39	16%	205	84%	19	9%	51	25%	111	54%	24	12%	135	66%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	448	74	17%	374	83%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	450	74	16%	376	84%	51	14%	110	29%	183	49%	32	9%	215	57%
Homeless	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Not Homeless	447	72	16%	375	84%	–	–	–	–	–	–	–	–	–	–
Not Migrant	450	74	16%	376	84%	51	14%	110	29%	183	49%	32	9%	215	57%
Parent Not in Armed Forces	450	74	16%	376	84%	51	14%	110	29%	183	49%	32	9%	215	57%

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	449	117	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%
Female	199	54	27%	145	73%	38	26%	47	32%	51	35%	9	6%	60	41%
Male	250	63	25%	187	75%	33	18%	48	26%	86	46%	20	11%	106	57%
General Education Students	352	86	24%	266	76%	32	12%	84	32%	123	46%	27	10%	150	56%
Students with Disabilities	97	31	32%	66	68%	39	59%	11	17%	14	21%	2	3%	16	24%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Black or African American	18	1	6%	17	94%	5	29%	6	35%	5	29%	1	6%	6	35%
Hispanic or Latino	32	10	31%	22	69%	7	32%	9	41%	6	27%	0	0%	6	27%
White	364	94	26%	270	74%	54	20%	70	26%	120	44%	26	10%	146	54%
Multiracial	29	12	41%	17	59%	5	29%	9	53%	1	6%	2	12%	3	18%
Economically Disadvantaged	191	56	29%	135	71%	39	29%	45	33%	47	35%	4	3%	51	38%
Not Economically Disadvantaged	258	61	24%	197	76%	32	16%	50	25%	90	46%	25	13%	115	58%
English Language Learner	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Non-English Language Learner	444	117	26%	327	74%	71	22%	92	28%	135	41%	29	9%	164	50%
Not in Foster Care	449	117	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	447	115	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%
Not Migrant	449	117	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%
Parent Not in Armed Forces	449	117	26%	332	74%	71	21%	95	29%	137	41%	29	9%	166	50%

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	473	134	28%	339	72%	77	23%	130	38%	125	37%	7	2%	132	39%
Female	230	69	30%	161	70%	37	23%	61	38%	58	36%	5	3%	63	39%
Male	243	65	27%	178	73%	40	22%	69	39%	67	38%	2	1%	69	39%
General Education Students	391	98	25%	293	75%	49	17%	118	40%	119	41%	7	2%	126	43%
Students with Disabilities	82	36	44%	46	56%	28	61%	12	26%	6	13%	0	0%	6	13%
American Indian or Alaska Native	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	4	33%	8	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	32	6	19%	26	81%	18	69%	7	27%	1	4%	0	0%	1	4%
Hispanic or Latino	29	10	34%	19	66%	5	26%	10	53%	4	21%	0	0%	4	21%
White	374	109	29%	265	71%	45	17%	104	39%	109	41%	7	3%	116	44%
Multiracial	24	4	17%	20	83%	8	40%	6	30%	6	30%	0	0%	6	30%
Small Group Total: Race & Ethnicity	14	5	36%	9	64%	1	11%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	257	75	29%	182	71%	55	30%	72	40%	54	30%	1	1%	55	30%
Not Economically Disadvantaged	216	59	27%	157	73%	22	14%	58	37%	71	45%	6	4%	77	49%
English Language Learner	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	469	132	28%	337	72%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	472	134	28%	338	72%	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	467	132	28%	335	72%	–	–	–	–	–	–	–	–	–	–
Not Migrant	473	134	28%	339	72%	77	23%	130	38%	125	37%	7	2%	132	39%
Parent Not in Armed Forces	473	134	28%	339	72%	77	23%	130	38%	125	37%	7	2%	132	39%

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	451	193	43%	258	57%	50	19%	83	32%	92	36%	33	13%	125	48%
Female	219	98	45%	121	55%	18	15%	47	39%	40	33%	16	13%	56	46%
Male	232	95	41%	137	59%	32	23%	36	26%	52	38%	17	12%	69	50%
General Education Students	363	142	39%	221	61%	28	13%	73	33%	88	40%	32	14%	120	54%
Students with Disabilities	88	51	58%	37	42%	22	59%	10	27%	4	11%	1	3%	5	14%
American Indian or Alaska Native	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	23	12	52%	11	48%	5	45%	4	36%	2	18%	0	0%	2	18%
Hispanic or Latino	28	13	46%	15	54%	2	13%	6	40%	6	40%	1	7%	7	47%
White	370	162	44%	208	56%	36	17%	62	30%	79	38%	31	15%	110	53%
Multiracial	21	3	14%	18	86%	6	33%	8	44%	4	22%	0	0%	4	22%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	1	17%	3	50%	1	17%	1	17%	2	33%
Economically Disadvantaged	201	98	49%	103	51%	28	27%	35	34%	32	31%	8	8%	40	39%
Not Economically Disadvantaged	250	95	38%	155	62%	22	14%	48	31%	60	39%	25	16%	85	55%
English Language Learner	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	446	193	43%	253	57%	47	19%	81	32%	92	36%	33	13%	125	49%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	450	193	43%	257	57%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	449	192	43%	257	57%	–	–	–	–	–	–	–	–	–	–
Not Migrant	451	193	43%	258	57%	50	19%	83	32%	92	36%	33	13%	125	48%
Parent Not in Armed Forces	451	193	43%	258	57%	50	19%	83	32%	92	36%	33	13%	125	48%

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	458	277	60%	181	40%	64	35%	50	28%	58	32%	9	5%	67	37%
Female	235	164	70%	71	30%	21	30%	22	31%	22	31%	6	8%	28	39%
Male	223	113	51%	110	49%	43	39%	28	25%	36	33%	3	3%	39	35%
General Education Students	381	241	63%	140	37%	35	25%	42	30%	54	39%	9	6%	63	45%
Students with Disabilities	77	36	47%	41	53%	29	71%	8	20%	4	10%	0	0%	4	10%
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	5	71%	3	60%	1	20%	0	0%	1	20%	1	20%
Black or African American	19	7	37%	12	63%	10	83%	1	8%	1	8%	0	0%	1	8%
Hispanic or Latino	27	15	56%	12	44%	6	50%	4	33%	2	17%	0	0%	2	17%
White	387	242	63%	145	37%	41	28%	41	28%	55	38%	8	6%	63	43%
Multiracial	18	11	61%	7	39%	4	57%	3	43%	0	0%	0	0%	0	0%
Economically Disadvantaged	214	131	61%	83	39%	38	46%	21	25%	20	24%	4	5%	24	29%
Not Economically Disadvantaged	244	146	60%	98	40%	26	27%	29	30%	38	39%	5	5%	43	44%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	455	277	61%	178	39%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	458	277	60%	181	40%	64	35%	50	28%	58	32%	9	5%	67	37%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	456	277	61%	179	39%	–	–	–	–	–	–	–	–	–	–
Not Migrant	458	277	60%	181	40%	64	35%	50	28%	58	32%	9	5%	67	37%
Parent Not in Armed Forces	458	277	60%	181	40%	64	35%	50	28%	58	32%	9	5%	67	37%

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	459	262	57%	197	43%	21	11%	60	30%	99	50%	17	9%	116	59%
Regents 8	–	–	–	67	15%	0	0%	0	0%	14	21%	53	79%	67	100%
Combined 8	459	195	42%	264	58%	21	8%	60	23%	113	43%	70	27%	183	69%

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	459	262	57%	197	43%	21	11%	60	30%	99	50%	17	9%	116	59%
Female	235	157	67%	78	33%	10	13%	25	32%	37	47%	6	8%	43	55%
Male	224	105	47%	119	53%	11	9%	35	29%	62	52%	11	9%	73	61%
General Education Students	382	225	59%	157	41%	9	6%	45	29%	86	55%	17	11%	103	66%
Students with Disabilities	77	37	48%	40	52%	12	30%	15	38%	13	33%	0	0%	13	33%
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	5	71%	1	20%	2	40%	1	20%	1	20%	2	40%
Black or African American	20	6	30%	14	70%	6	43%	8	57%	0	0%	0	0%	0	0%
Hispanic or Latino	27	15	56%	12	44%	2	17%	5	42%	5	42%	0	0%	5	42%
White	387	226	58%	161	42%	11	7%	42	26%	92	57%	16	10%	108	67%
Multiracial	18	13	72%	5	28%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	215	122	57%	93	43%	17	18%	37	40%	32	34%	7	8%	39	42%
Not Economically Disadvantaged	244	140	57%	104	43%	4	4%	23	22%	67	64%	10	10%	77	74%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	456	261	57%	195	43%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	458	261	57%	197	43%	21	11%	60	30%	99	50%	17	9%	116	59%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	457	261	57%	196	43%	–	–	–	–	–	–	–	–	–	–
Not Migrant	459	262	57%	197	43%	21	11%	60	30%	99	50%	17	9%	116	59%
Parent Not in Armed Forces	459	262	57%	197	43%	21	11%	60	30%	99	50%	17	9%	116	59%

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	441	30	7%	63	14%	116	26%	74	17%	158	36%	348	79%
Female	219	–	–	–	–	–	–	–	–	–	–	–	–
Male	221	22	10%	36	16%	64	29%	37	17%	62	28%	163	74%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	220	8	4%	27	12%	52	24%	37	17%	96	44%	185	84%
General Education Students	356	11	3%	37	10%	92	26%	64	18%	152	43%	308	87%
Students with Disabilities	85	19	22%	26	31%	24	28%	10	12%	6	7%	40	47%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	21	2	10%	6	29%	8	38%	2	10%	3	14%	13	62%
Hispanic or Latino	24	4	17%	2	8%	12	50%	2	8%	4	17%	18	75%
White	376	23	6%	52	14%	91	24%	68	18%	142	38%	301	80%
Multiracial	15	1	7%	3	20%	4	27%	2	13%	5	33%	11	73%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Economically Disadvantaged	183	18	10%	43	23%	54	30%	32	17%	36	20%	122	67%
Not Economically Disadvantaged	258	12	5%	20	8%	62	24%	42	16%	122	47%	226	88%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	438	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	441	30	7%	63	14%	116	26%	74	17%	158	36%	348	79%
Homeless	7	2	29%	1	14%	1	14%	1	14%	2	29%	4	57%
Not Homeless	434	28	6%	62	14%	115	26%	73	17%	156	36%	344	79%
Not Migrant	441	30	7%	63	14%	116	26%	74	17%	158	36%	348	79%
Parent Not in Armed Forces	441	30	7%	63	14%	116	26%	74	17%	158	36%	348	79%

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	569	62	11%	76	13%	228	40%	129	23%	74	13%	431	76%
Female	280	24	9%	33	12%	103	37%	70	25%	50	18%	223	80%
Male	289	38	13%	43	15%	125	43%	59	20%	24	8%	208	72%
General Education Students	471	40	8%	59	13%	177	38%	122	26%	73	15%	372	79%
Students with Disabilities	98	22	22%	17	17%	51	52%	7	7%	1	1%	59	60%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	29	6	21%	8	28%	8	28%	6	21%	1	3%	15	52%
Hispanic or Latino	41	7	17%	7	17%	16	39%	9	22%	2	5%	27	66%
White	461	45	10%	56	12%	185	40%	106	23%	69	15%	360	78%
Multiracial	26	3	12%	4	15%	13	50%	5	19%	1	4%	19	73%
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	6	50%	3	25%	1	8%	10	83%
Economically Disadvantaged	263	35	13%	42	16%	119	45%	46	17%	21	8%	186	71%
Not Economically Disadvantaged	306	27	9%	34	11%	109	36%	83	27%	53	17%	245	80%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	567	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	569	62	11%	76	13%	228	40%	129	23%	74	13%	431	76%
Homeless	5	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%
Not Homeless	564	60	11%	75	13%	226	40%	129	23%	74	13%	429	76%
Not Migrant	569	62	11%	76	13%	228	40%	129	23%	74	13%	431	76%
Parent Not in Armed Forces	569	62	11%	76	13%	228	40%	129	23%	74	13%	431	76%

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	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%
Female	140	24	17%	23	16%	62	44%	16	11%	15	11%	93	66%
Male	122	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	123	11	9%	17	14%	49	40%	22	18%	24	20%	95	77%
General Education Students	253	34	13%	39	15%	106	42%	37	15%	37	15%	180	71%
Students with Disabilities	10	1	10%	1	10%	5	50%	1	10%	2	20%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Hispanic or Latino	13	3	23%	1	8%	7	54%	0	0%	2	15%	9	69%
White	237	30	13%	35	15%	100	42%	36	15%	36	15%	172	73%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	3	38%	2	25%	1	13%	6	75%
Economically Disadvantaged	79	18	23%	13	16%	32	41%	8	10%	8	10%	48	61%
Not Economically Disadvantaged	184	17	9%	27	15%	79	43%	30	16%	31	17%	140	76%
Non-English Language Learner	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%
Not in Foster Care	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%
Not Homeless	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%
Not Migrant	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%
Parent Not in Armed Forces	263	35	13%	40	15%	111	42%	38	14%	39	15%	188	71%

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	216	2	1%	8	4%	71	33%	77	36%	58	27%	206	95%
Female	120	1	1%	3	3%	40	33%	45	38%	31	26%	116	97%
Male	96	1	1%	5	5%	31	32%	32	33%	27	28%	90	94%
General Education Students	210	2	1%	8	4%	67	32%	76	36%	57	27%	200	95%
Students with Disabilities	6	0	0%	0	0%	4	67%	1	17%	1	17%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	0	0%	1	17%	4	67%	1	17%	0	0%	5	83%
White	200	2	1%	7	4%	65	33%	72	36%	54	27%	191	96%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	0	0%	2	20%	4	40%	4	40%	10	100%
Economically Disadvantaged	56	0	0%	3	5%	28	50%	14	25%	11	20%	53	95%
Not Economically Disadvantaged	160	2	1%	5	3%	43	27%	63	39%	47	29%	153	96%
Non-English Language Learner	216	2	1%	8	4%	71	33%	77	36%	58	27%	206	95%
Not in Foster Care	216	2	1%	8	4%	71	33%	77	36%	58	27%	206	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	215	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	216	2	1%	8	4%	71	33%	77	36%	58	27%	206	95%
Parent Not in Armed Forces	216	2	1%	8	4%	71	33%	77	36%	58	27%	206	95%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	515	76	15%	58	11%	270	52%	111	22%	381	74%
Female	245	29	12%	25	10%	140	57%	51	21%	191	78%
Male	270	47	17%	33	12%	130	48%	60	22%	190	70%
General Education Students	415	28	7%	40	10%	240	58%	107	26%	347	84%
Students with Disabilities	100	48	48%	18	18%	30	30%	4	4%	34	34%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–	–	–	–	–	–
Black or African American	33	11	33%	7	21%	11	33%	4	12%	15	45%
Hispanic or Latino	32	6	19%	6	19%	16	50%	4	13%	20	63%
White	417	56	13%	38	9%	224	54%	99	24%	323	77%
Multiracial	25	3	12%	5	20%	15	60%	2	8%	17	68%
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	4	50%	2	25%	6	75%
Economically Disadvantaged	224	49	22%	30	13%	112	50%	33	15%	145	65%
Not Economically Disadvantaged	291	27	9%	28	10%	158	54%	78	27%	236	81%
English Language Learner	5	2	40%	1	20%	2	40%	0	0%	2	40%
Non-English Language Learner	510	74	15%	57	11%	268	53%	111	22%	379	74%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	514	–	–	–	–	–	–	–	–	–	–
Homeless	8	5	63%	0	0%	2	25%	1	13%	3	38%
Not Homeless	507	71	14%	58	11%	268	53%	110	22%	378	75%
Not Migrant	515	76	15%	58	11%	270	52%	111	22%	381	74%
Parent Not in Armed Forces	515	76	15%	58	11%	270	52%	111	22%	381	74%

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	415	57	14%	57	14%	155	37%	146	35%	301	73%
Female	205	28	14%	30	15%	79	39%	68	33%	147	72%
Male	210	29	14%	27	13%	76	36%	78	37%	154	73%
General Education Students	319	20	6%	33	10%	123	39%	143	45%	266	83%
Students with Disabilities	96	37	39%	24	25%	32	33%	3	3%	35	36%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–	–	–	–	–	–
Black or African American	21	6	29%	7	33%	5	24%	3	14%	8	38%
Hispanic or Latino	25	7	28%	5	20%	8	32%	5	20%	13	52%
White	347	43	12%	39	11%	134	39%	131	38%	265	76%
Multiracial	13	1	8%	4	31%	5	38%	3	23%	8	62%
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	174	33	19%	33	19%	70	40%	38	22%	108	62%
Not Economically Disadvantaged	241	24	10%	24	10%	85	35%	108	45%	193	80%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	413	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	415	57	14%	57	14%	155	37%	146	35%	301	73%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	413	–	–	–	–	–	–	–	–	–	–
Not Migrant	415	57	14%	57	14%	155	37%	146	35%	301	73%
Parent Not in Armed Forces	415	57	14%	57	14%	155	37%	146	35%	301	73%

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	231	12	5%	34	15%	155	67%	30	13%	185	80%
Female	138	6	4%	23	17%	94	68%	15	11%	109	79%
Male	92	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	93	6	6%	11	12%	61	66%	15	16%	76	82%
General Education Students	229	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	2	25%	5	63%	0	0%	5	63%
White	216	10	5%	32	15%	146	68%	28	13%	174	81%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	50	5	10%	5	10%	36	72%	4	8%	40	80%
Not Economically Disadvantaged	181	7	4%	29	16%	119	66%	26	14%	145	80%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	230	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	231	12	5%	34	15%	155	67%	30	13%	185	80%
Not Homeless	231	12	5%	34	15%	155	67%	30	13%	185	80%
Not Migrant	231	12	5%	34	15%	155	67%	30	13%	185	80%
Parent Not in Armed Forces	231	12	5%	34	15%	155	67%	30	13%	185	80%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	9	16%	8	14%	24	42%	16	28%	40	70%
Female	27	4	15%	4	15%	11	41%	8	30%	19	70%
Male	30	5	17%	4	13%	13	43%	8	27%	21	70%
General Education Students	55	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	54	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	57	9	16%	8	14%	24	42%	16	28%	40	70%
Economically Disadvantaged	14	4	29%	2	14%	4	29%	4	29%	8	57%
Not Economically Disadvantaged	43	5	12%	6	14%	20	47%	12	28%	32	74%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	56	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	57	9	16%	8	14%	24	42%	16	28%	40	70%
Not Homeless	57	9	16%	8	14%	24	42%	16	28%	40	70%
Not Migrant	57	9	16%	8	14%	24	42%	16	28%	40	70%
Parent Not in Armed Forces	57	9	16%	8	14%	24	42%	16	28%	40	70%

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	480	28	6%	65	14%	196	41%	95	20%	96	20%	387	81%
Female	220	–	–	–	–	–	–	–	–	–	–	–	–
Male	259	16	6%	40	15%	99	38%	53	20%	51	20%	203	78%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	221	12	5%	25	11%	97	44%	42	19%	45	20%	184	83%
General Education Students	384	15	4%	33	9%	156	41%	88	23%	92	24%	336	88%
Students with Disabilities	96	13	14%	32	33%	40	42%	7	7%	4	4%	51	53%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	23	4	17%	7	30%	7	30%	3	13%	2	9%	12	52%
Hispanic or Latino	33	5	15%	7	21%	13	39%	6	18%	2	6%	21	64%
White	399	19	5%	47	12%	165	41%	82	21%	86	22%	333	83%
Multiracial	13	0	0%	2	15%	6	46%	2	15%	3	23%	11	85%
Small Group Total: Race & Ethnicity	12	0	0%	2	17%	5	42%	2	17%	3	25%	10	83%
Economically Disadvantaged	190	16	8%	40	21%	83	44%	33	17%	18	9%	134	71%
Not Economically Disadvantaged	290	12	4%	25	9%	113	39%	62	21%	78	27%	253	87%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	477	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	480	28	6%	65	14%	196	41%	95	20%	96	20%	387	81%
Homeless	7	3	43%	3	43%	1	14%	0	0%	0	0%	1	14%
Not Homeless	473	25	5%	62	13%	195	41%	95	20%	96	20%	386	82%
Not Migrant	480	28	6%	65	14%	196	41%	95	20%	96	20%	387	81%
Parent Not in Armed Forces	480	28	6%	65	14%	196	41%	95	20%	96	20%	387	81%

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	431	11	3%	59	14%	138	32%	139	32%	84	19%	361	84%
Female	230	4	2%	32	14%	70	30%	73	32%	51	22%	194	84%
Male	201	7	3%	27	13%	68	34%	66	33%	33	16%	167	83%
General Education Students	365	5	1%	37	10%	110	30%	131	36%	82	22%	323	88%
Students with Disabilities	66	6	9%	22	33%	28	42%	8	12%	2	3%	38	58%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	22	1	5%	6	27%	11	50%	2	9%	2	9%	15	68%
Hispanic or Latino	21	2	10%	5	24%	11	52%	2	10%	1	5%	14	67%
White	372	8	2%	45	12%	112	30%	131	35%	76	20%	319	86%
Multiracial	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	0	0%	3	19%	4	25%	4	25%	5	31%	13	81%
Economically Disadvantaged	175	8	5%	41	23%	58	33%	50	29%	18	10%	126	72%
Not Economically Disadvantaged	256	3	1%	18	7%	80	31%	89	35%	66	26%	235	92%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	429	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	431	11	3%	59	14%	138	32%	139	32%	84	19%	361	84%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	428	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	431	11	3%	59	14%	138	32%	139	32%	84	19%	361	84%
Parent Not in Armed Forces	431	11	3%	59	14%	138	32%	139	32%	84	19%	361	84%

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

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	30	30	100	0	0
Female	11	11	100	0	0
Male	19	19	100	0	0
General Education Students	18	18	100	0	0
Students with Disabilities	12	12	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	25	25	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	17	17	100	0	0
Not Economically Disadvantaged	13	13	100	0	0
Non-English Language Learner	30	30	100	0	0
Not in Foster Care	30	30	100	0	0
Homeless	1	1	100	0	0
Not Homeless	29	29	100	0	0
Not Migrant	30	30	100	0	0
Parent Not in Armed Forces	30	30	100	0	0

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

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	508	119	23%	389	77%	17	3%	47	9%	149	29%	176	35%	325	64%
Female	229	63	28%	166	72%	7	3%	17	7%	61	27%	81	35%	142	62%
Male	279	56	20%	223	80%	10	4%	30	11%	88	32%	95	34%	183	66%
General Education Students	407	102	25%	305	75%	5	1%	27	7%	115	28%	158	39%	273	67%
Students with Disabilities	101	17	17%	84	83%	12	12%	20	20%	34	34%	18	18%	52	51%
American Indian or Alaska Native	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	3	–	7	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	1	10%	9	90%	0	0%	2	20%	4	40%	3	30%	7	70%
Hispanic or Latino	25	5	20%	20	80%	2	8%	2	8%	5	20%	11	44%	16	64%
White	448	108	24%	340	76%	15	3%	40	9%	132	29%	153	34%	285	64%
Multiracial	14	2	14%	12	86%	0	0%	2	14%	6	43%	4	29%	10	71%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	9%	2	18%	5	45%	7	64%
Economically Disadvantaged	223	35	16%	188	84%	10	4%	29	13%	75	34%	74	33%	149	67%
Not Economically Disadvantaged	285	84	29%	201	71%	7	2%	18	6%	74	26%	102	36%	176	62%
English Language Learner	3	2	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	117	–	388	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	508	119	23%	389	77%	17	3%	47	9%	149	29%	176	35%	325	64%
Homeless	6	0	0%	6	100%	1	17%	3	50%	0	0%	2	33%	2	33%
Not Homeless	502	119	24%	383	76%	16	3%	44	9%	149	30%	174	35%	323	64%
Not Migrant	508	119	23%	389	77%	17	3%	47	9%	149	29%	176	35%	325	64%
Parent Not in Armed Forces	508	119	23%	389	77%	17	3%	47	9%	149	29%	176	35%	325	64%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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	93	87	94	6	6
Female	59	53	90	6	10
Male	34	34	100	0	0
General Education Students	91	85	93	6	7
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	3	2	67	1	33
White	88	83	94	5	6
Multiracial	1	1	100	0	0
Economically Disadvantaged	18	16	89	2	11
Not Economically Disadvantaged	75	71	95	4	5
Non-English Language Learner	93	87	94	6	6
Not in Foster Care	93	87	94	6	6
Homeless	1	0	0	1	100
Not Homeless	92	87	95	5	5
Not Migrant	93	87	94	6	6
Parent Not in Armed Forces	93	87	94	6	6

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

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	508	227	45%	281	55%	17	3%	23	5%	70	14%	171	34%	241	47%
Female	229	81	35%	148	65%	9	4%	7	3%	42	18%	90	39%	132	58%
Male	279	146	52%	133	48%	8	3%	16	6%	28	10%	81	29%	109	39%
General Education Students	407	147	36%	260	64%	11	3%	18	4%	63	15%	168	41%	231	57%
Students with Disabilities	101	80	79%	21	21%	6	6%	5	5%	7	7%	3	3%	10	10%
American Indian or Alaska Native	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	3	–	7	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	5	50%	5	50%	1	10%	0	0%	3	30%	1	10%	4	40%
Hispanic or Latino	25	13	52%	12	48%	0	0%	2	8%	6	24%	4	16%	10	40%
White	448	197	44%	251	56%	15	3%	20	4%	61	14%	155	35%	216	48%
Multiracial	14	8	57%	6	43%	1	7%	0	0%	0	0%	5	36%	5	36%
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	1	9%	0	0%	6	55%	6	55%
Economically Disadvantaged	223	116	52%	107	48%	10	4%	10	4%	35	16%	52	23%	87	39%
Not Economically Disadvantaged	285	111	39%	174	61%	7	2%	13	5%	35	12%	119	42%	154	54%
English Language Learner	3	3	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	224	–	281	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	508	227	45%	281	55%	17	3%	23	5%	70	14%	171	34%	241	47%
Homeless	6	3	50%	3	50%	1	17%	0	0%	2	33%	0	0%	2	33%
Not Homeless	502	224	45%	278	55%	16	3%	23	5%	68	14%	171	34%	239	48%
Not Migrant	508	227	45%	281	55%	17	3%	23	5%	70	14%	171	34%	241	47%
Parent Not in Armed Forces	508	227	45%	281	55%	17	3%	23	5%	70	14%	171	34%	241	47%

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	468	201	43	267	57
Female	218	75	34	143	66
Male	250	126	50	124	50
General Education Students	386	135	35	251	65
Students with Disabilities	82	66	80	16	20
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	8	4	50	4	50
Hispanic or Latino	23	12	52	11	48
White	417	177	42	240	58
Multiracial	12	6	50	6	50
Economically Disadvantaged	198	100	51	98	49
Not Economically Disadvantaged	270	101	37	169	63
English Language Learner	1	1	100	0	0
Non-English Language Learner	467	200	43	267	57
Not in Foster Care	468	201	43	267	57
Homeless	5	3	60	2	40
Not Homeless	463	198	43	265	57
Not Migrant	468	201	43	267	57
Parent Not in Armed Forces	468	201	43	267	57

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	508	273	54%	235	46%	28	6%	31	6%	106	21%	70	14%	176	35%
Female	229	111	48%	118	52%	13	6%	21	9%	48	21%	36	16%	84	37%
Male	279	162	58%	117	42%	15	5%	10	4%	58	21%	34	12%	92	33%
General Education Students	407	187	46%	220	54%	24	6%	27	7%	101	25%	68	17%	169	42%
Students with Disabilities	101	86	85%	15	15%	4	4%	4	4%	5	5%	2	2%	7	7%
American Indian or Alaska Native	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	3	–	7	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	4	40%	6	60%	1	10%	0	0%	4	40%	1	10%	5	50%
Hispanic or Latino	25	15	60%	10	40%	2	8%	1	4%	6	24%	1	4%	7	28%
White	448	242	54%	206	46%	25	6%	30	7%	88	20%	63	14%	151	34%
Multiracial	14	8	57%	6	43%	0	0%	0	0%	4	29%	2	14%	6	43%
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	0	0%	4	36%	3	27%	7	64%
Economically Disadvantaged	223	135	61%	88	39%	11	5%	20	9%	41	18%	16	7%	57	26%
Not Economically Disadvantaged	285	138	48%	147	52%	17	6%	11	4%	65	23%	54	19%	119	42%
English Language Learner	3	2	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	271	–	234	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	508	273	54%	235	46%	28	6%	31	6%	106	21%	70	14%	176	35%
Homeless	6	3	50%	3	50%	1	17%	1	17%	1	17%	0	0%	1	17%
Not Homeless	502	270	54%	232	46%	27	5%	30	6%	105	21%	70	14%	175	35%
Not Migrant	508	273	54%	235	46%	28	6%	31	6%	106	21%	70	14%	176	35%
Parent Not in Armed Forces	508	273	54%	235	46%	28	6%	31	6%	106	21%	70	14%	176	35%

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	480	251	52	229	48
Female	222	106	48	116	52
Male	258	145	56	113	44
General Education Students	394	179	45	215	55
Students with Disabilities	86	72	84	14	16
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	1	13	7	88
Black or African American	8	3	38	5	63
Hispanic or Latino	22	14	64	8	36
White	427	224	52	203	48
Multiracial	14	8	57	6	43
Economically Disadvantaged	208	124	60	84	40
Not Economically Disadvantaged	272	127	47	145	53
English Language Learner	1	0	0	1	100
Non-English Language Learner	479	251	52	228	48
Not in Foster Care	480	251	52	229	48
Homeless	6	3	50	3	50
Not Homeless	474	248	52	226	48
Not Migrant	480	251	52	229	48
Parent Not in Armed Forces	480	251	52	229	48

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	508	456	90%	52	10%	2	0%	1	0%	45	9%	4	1%	49	10%
Female	229	204	89%	25	11%	0	0%	0	0%	24	10%	1	0%	25	11%
Male	279	252	90%	27	10%	2	1%	1	0%	21	8%	3	1%	24	9%
General Education Students	407	357	88%	50	12%	2	0%	1	0%	44	11%	3	1%	47	12%
Students with Disabilities	101	99	98%	2	2%	0	0%	0	0%	1	1%	1	1%	2	2%
American Indian or Alaska Native	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	9	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	9	90%	1	10%	1	10%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	23	92%	2	8%	0	0%	1	4%	1	4%	0	0%	1	4%
White	448	400	89%	48	11%	1	0%	0	0%	43	10%	4	1%	47	10%
Multiracial	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Economically Disadvantaged	223	211	95%	12	5%	2	1%	0	0%	8	4%	2	1%	10	4%
Not Economically Disadvantaged	285	245	86%	40	14%	0	0%	1	0%	37	13%	2	1%	39	14%
English Language Learner	3	3	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	453	–	52	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	508	456	90%	52	10%	2	0%	1	0%	45	9%	4	1%	49	10%
Homeless	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	502	450	90%	52	10%	2	0%	1	0%	45	9%	4	1%	49	10%
Not Migrant	508	456	90%	52	10%	2	0%	1	0%	45	9%	4	1%	49	10%
Parent Not in Armed Forces	508	456	90%	52	10%	2	0%	1	0%	45	9%	4	1%	49	10%

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	469	426	91	43	9
Female	221	197	89	24	11
Male	248	229	92	19	8
General Education Students	387	345	89	42	11
Students with Disabilities	82	81	99	1	1
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	7	88	1	13
Black or African American	8	8	100	0	0
Hispanic or Latino	22	22	100	0	0
White	417	375	90	42	10
Multiracial	13	13	100	0	0
Economically Disadvantaged	202	194	96	8	4
Not Economically Disadvantaged	267	232	87	35	13
English Language Learner	1	1	100	0	0
Non-English Language Learner	468	425	91	43	9
Not in Foster Care	469	426	91	43	9
Homeless	6	6	100	0	0
Not Homeless	463	420	91	43	9
Not Migrant	469	426	91	43	9
Parent Not in Armed Forces	469	426	91	43	9

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	508	449	88%	59	12%	0	0%	0	0%	58	11%	1	0%	59	12%
Female	229	198	86%	31	14%	0	0%	0	0%	31	14%	0	0%	31	14%
Male	279	251	90%	28	10%	0	0%	0	0%	27	10%	1	0%	28	10%
General Education Students	407	351	86%	56	14%	0	0%	0	0%	56	14%	0	0%	56	14%
Students with Disabilities	101	98	97%	3	3%	0	0%	0	0%	2	2%	1	1%	3	3%
American Indian or Alaska Native	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	8	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	9	90%	1	10%	0	0%	0	0%	1	10%	0	0%	1	10%
Hispanic or Latino	25	23	92%	2	8%	0	0%	0	0%	2	8%	0	0%	2	8%
White	448	394	88%	54	12%	0	0%	0	0%	53	12%	1	0%	54	12%
Multiracial	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	11	9	82%	2	18%	0	0%	0	0%	2	18%	0	0%	2	18%
Economically Disadvantaged	223	210	94%	13	6%	0	0%	0	0%	13	6%	0	0%	13	6%
Not Economically Disadvantaged	285	239	84%	46	16%	0	0%	0	0%	45	16%	1	0%	46	16%
English Language Learner	3	3	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	446	–	59	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	508	449	88%	59	12%	0	0%	0	0%	58	11%	1	0%	59	12%
Homeless	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	502	443	88%	59	12%	0	0%	0	0%	58	12%	1	0%	59	12%
Not Migrant	508	449	88%	59	12%	0	0%	0	0%	58	11%	1	0%	59	12%
Parent Not in Armed Forces	508	449	88%	59	12%	0	0%	0	0%	58	11%	1	0%	59	12%

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	450	397	88	53	12
Female	207	179	86	28	14
Male	243	218	90	25	10
General Education Students	373	320	86	53	14
Students with Disabilities	77	77	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	6	75	2	25
Black or African American	8	8	100	0	0
Hispanic or Latino	21	20	95	1	5
White	400	350	88	50	13
Multiracial	12	12	100	0	0
Economically Disadvantaged	192	181	94	11	6
Not Economically Disadvantaged	258	216	84	42	16
English Language Learner	1	1	100	0	0
Non-English Language Learner	449	396	88	53	12
Not in Foster Care	450	397	88	53	12
Homeless	6	6	100	0	0
Not Homeless	444	391	88	53	12
Not Migrant	450	397	88	53	12
Parent Not in Armed Forces	450	397	88	53	12

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	9	0	0%	9	100%	1	11%	2	22%	1	11%	2	22%	3	33%
Grade 1	12	0	0%	12	100%	0	0%	2	17%	6	50%	4	33%	0	0%
Grade 2	10	0	0%	10	100%	0	0%	0	0%	3	30%	5	50%	2	20%
Grade 3	9	0	0%	9	100%	0	0%	0	0%	1	11%	3	33%	5	56%
Grade 4	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	5	0	0%	5	100%	0	0%	0	0%	0	0%	2	40%	3	60%
Grade 6	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	0	0%
Grade 8	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–

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 3 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Grade 4 Math	6	0	0%	6	100%	1	17%	0	0%	5	83%	0	0%	5	83%
Grade 5 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	14	3	21%	11	79%	0	0%	1	9%	9	82%	1	9%	10	91%
Grade 6 Math	14	3	21%	11	79%	2	18%	3	27%	5	45%	1	9%	6	55%
Grade 7 ELA	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Grade 7 Math	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Grade 8 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	54	48	89%	6	11%	0	0%	2	33%	4	67%	0	0%	4	67%
Secondary-Level Math	54	47	87%	7	13%	1	14%	1	14%	2	29%	3	43%	5	71%
Secondary-Level Science	54	48	89%	6	11%	0	0%	1	17%	3	50%	2	33%	5	83%

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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%

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	524	63	12%	9	1	11%
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	525	2	0%
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	508	443	87%	226	44%	214	42%	3	1%	3	1%	23	5%	6	1%	33	6%
Female	229	203	89%	128	56%	75	33%	0	0%	0	0%	10	4%	3	1%	13	6%
Male	279	240	86%	98	35%	139	50%	3	1%	3	1%	13	5%	3	1%	20	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	407	369	91%	218	54%	151	37%	0	0%	0	0%	11	3%	3	1%	24	6%
Students with Disabilities	101	74	73%	8	8%	63	62%	3	3%	3	3%	12	12%	3	3%	9	9%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	8	80%	3	30%	5	50%	0	0%	0	0%	2	20%	0	0%	0	0%
Hispanic or Latino	25	20	80%	8	32%	12	48%	0	0%	0	0%	4	16%	0	0%	1	4%
White	448	394	88%	204	46%	187	42%	3	1%	3	1%	16	4%	4	1%	31	7%
Multiracial	14	12	86%	5	36%	7	50%	0	0%	0	0%	0	0%	2	14%	0	0%
Economically Disadvantaged	223	182	82%	73	33%	107	48%	2	1%	2	1%	16	7%	3	1%	20	9%
Not Economically Disadvantaged	285	261	92%	153	54%	107	38%	1	0%	1	0%	7	2%	3	1%	13	5%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	505	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	508	443	87%	226	44%	214	42%	3	1%	3	1%	23	5%	6	1%	33	6%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	6	5	83%	0	0%	5	83%	0	0%	0	0%	1	17%	0	0%	0	0%
Not Homeless	502	438	87%	226	45%	209	42%	3	1%	3	1%	22	4%	6	1%	33	7%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	508	443	87%	226	44%	214	42%	3	1%	3	1%	23	5%	6	1%	33	6%
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	508	443	87%	226	44%	214	42%	3	1%	3	1%	23	5%	6	1%	33	6%

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