

## MILLER PLACE HIGH SCHOOL - 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.

## 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)

### 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
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	3	4	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	3	4	2	—	3
Multiracial	—	—	—	—	—
White	3	3	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	3	3	4	—	4
Economically Disadvantaged	3	4	4	—	4

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	197	198.2	139.6	3
	Math	130	78.5		
	Science	121	143.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	3	—		
	Science	3	—		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
Hispanic or Latino	ELA	22	200	145.5	3
	Math	14	85.7		
	Science	15	153.3		
Multiracial	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	165	197.6	137.3	3
	Math	108	75.5		
	Science	99	139.4		
Students with Disabilities	ELA	25	100	82.9	3
	Math	11	54.5		
	Science	6	100		
Economically Disadvantaged	ELA	42	170.2	124.5	3
	Math	31	66.1		
	Science	23	143.5		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	197	198.2	116.8	3
	Math	191	53.4		
	Science	193	89.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	22	200	123.8	4
	Math	21	57.1		
	Science	21	109.5		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	165	197.6	114.5	3
	Math	160	50.9		
	Science	162	85.2		
Students with Disabilities	ELA	25	100	54.3	3
	Math	22	27.3		
	Science	23	26.1		
Economically Disadvantaged	ELA	42	170.2	103.7	4
	Math	40	51.3		
	Science	40	82.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	232	230	99.1%	99.1%	4
	5-year	220	217	98.6%		
	6-year	214	213	99.5%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	6	—	—	—	—
	5-year	12	—	—		
	6-year	4	—	—		
Black or African American	4-year	2	—	—	—	—
	5-year	7	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	18	16	88.9%	92.4%	2
	5-year	24	23	95.8%		
	6-year	11	—	—		
Multiracial	4-year	6	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
White	4-year	200	200	100%	99.5%	4
	5-year	174	172	98.9%		
	6-year	192	191	99.5%		
English Language Learner	4-year	4	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	26	—	—	94.6%	4
	5-year	37	35	94.6%		
	6-year	29	—	—		
Economically Disadvantaged	4-year	38	37	97.4%	98.2%	4
	5-year	35	34	97.1%		
	6-year	36	36	100%		

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	828	117	14.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—
Black or African American	14	—	—	—
Hispanic or Latino	89	18	20.2%	3
Multiracial	19	—	—	—
White	685	91	13.3%	4
English Language Learner	9	—	—	—
Students with Disabilities	130	19	14.6%	4
Economically Disadvantaged	160	40	25%	4

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	204	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	5	—
Hispanic or Latino	—	23	—
Multiracial	—	4	—
White	✓	168	100%
English Language Learner	—	0	—
Students with Disabilities	—	25	—
Economically Disadvantaged	✓	44	100%

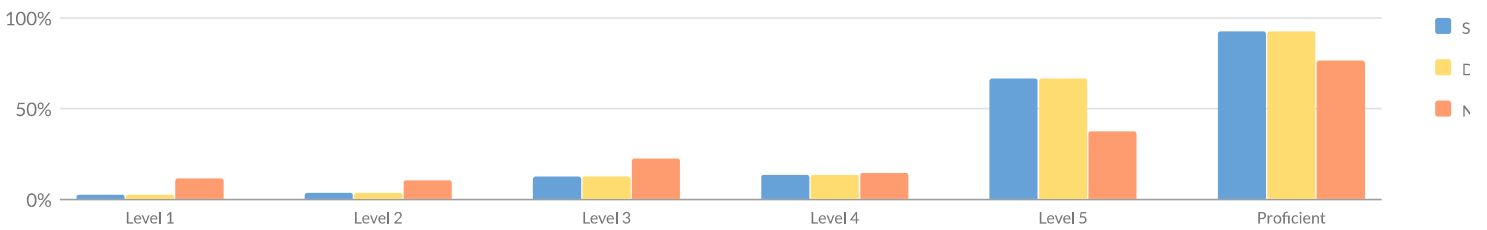
## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	198	68.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	5	—
Hispanic or Latino	—	22	—
Multiracial	—	4	—
White	X	163	67.5%
English Language Learner	—	0	—
Students with Disabilities	—	22	—
Economically Disadvantaged	X	42	76.2%

## 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)



Percentage Scoring at Levels

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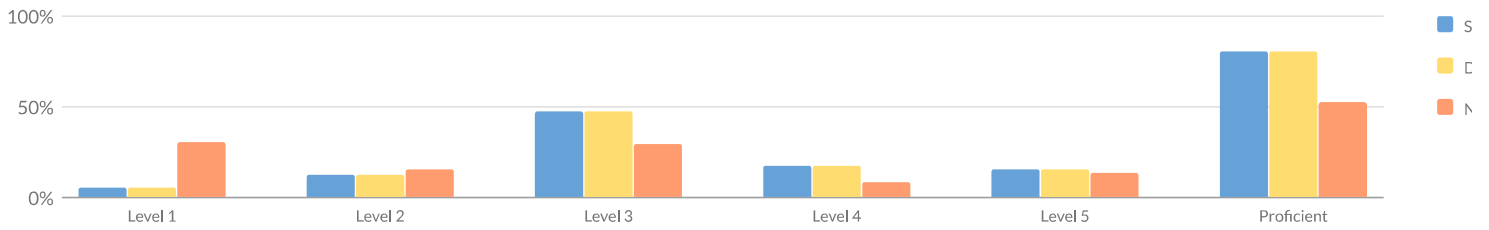


A bar chart comparing the percentage of students at different levels (Level 1, Level 2, Level 3, Level 4, Level 5, and Proficient) for three groups: S (blue), C (yellow), and N (orange). The Y-axis represents the percentage from 0% to 100%.

Level	S (%)	C (%)	N (%)
Level 1	~5	~3	~15
Level 2	~5	~3	~12
Level 3	~45	~30	~32
Level 4	~22	~20	~12
Level 5	~10	~35	~12
Proficient	~85	~90	~65

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

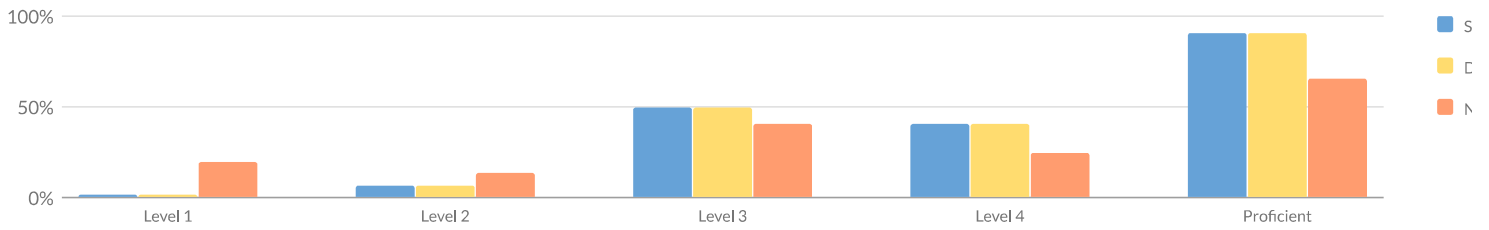


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	11	6%	24	13%	89	48%	34	18%	29	16%	152	81%
Female	91	6	7%	14	15%	44	48%	15	16%	12	13%	71	78%
Male	96	5	5%	10	10%	45	47%	19	20%	17	18%	81	84%
General Education Students	171	10	6%	20	12%	78	46%	34	20%	29	17%	141	82%
Students with Disabilities	16	1	6%	4	25%	11	69%	0	0%	0	0%	11	69%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	2	12%	6	35%	4	24%	4	24%	14	82%
White	160	10	6%	21	13%	77	48%	29	18%	23	14%	129	81%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	6	60%	1	10%	2	20%	9	90%
Economically Disadvantaged	28	2	7%	1	4%	18	64%	5	18%	2	7%	25	89%
Not Economically Disadvantaged	159	9	6%	23	14%	71	45%	29	18%	27	17%	127	80%
Non-English Language Learner	187	11	6%	24	13%	89	48%	34	18%	29	16%	152	81%
Not in Foster Care	187	11	6%	24	13%	89	48%	34	18%	29	16%	152	81%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	185	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	11	6%	24	13%	89	48%	34	18%	29	16%	152	81%
Parent Not in Armed Forces	187	11	6%	24	13%	89	48%	34	18%	29	16%	152	81%

Proficiency Level	S (%)	C (%)	N (%)
Level 1	~2	~2	~22
Level 2	~3	~3	~10
Level 3	~42	~42	~28
Level 4	~22	~22	~18
Level 5	~25	~25	~15
Proficient	~92	~92	~65

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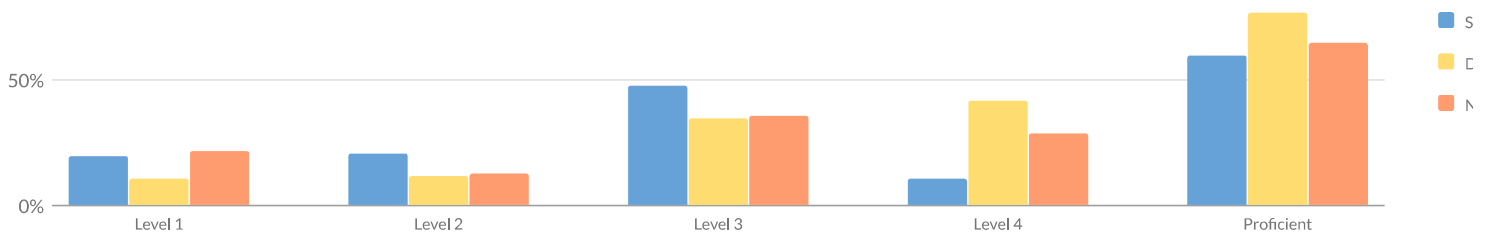
## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	190	3	2%	14	7%	95	50%	78	41%	173	91%
Female	87	0	0%	6	7%	50	57%	31	36%	81	93%
Male	103	3	3%	8	8%	45	44%	47	46%	92	89%
General Education Students	157	1	1%	5	3%	76	48%	75	48%	151	96%
Students with Disabilities	33	2	6%	9	27%	19	58%	3	9%	22	67%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	1	5%	3	14%	9	43%	8	38%	17	81%
White	158	1	1%	11	7%	82	52%	64	41%	146	92%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	2	33%	3	50%	5	83%
Economically Disadvantaged	35	1	3%	4	11%	21	60%	9	26%	30	86%
Not Economically Disadvantaged	155	2	1%	10	6%	74	48%	69	45%	143	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	189	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	190	3	2%	14	7%	95	50%	78	41%	173	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	188	—	—	—	—	—	—	—	—	—	—
Not Migrant	190	3	2%	14	7%	95	50%	78	41%	173	91%
Parent Not in Armed Forces	190	3	2%	14	7%	95	50%	78	41%	173	91%

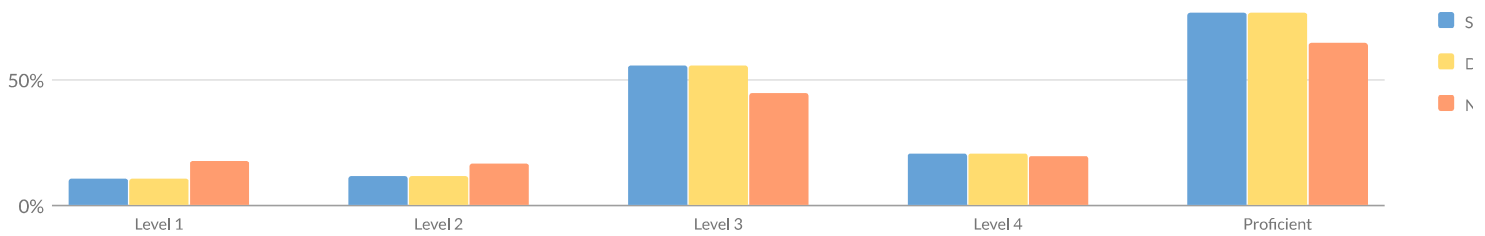
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



### Percentage Scoring at Levels

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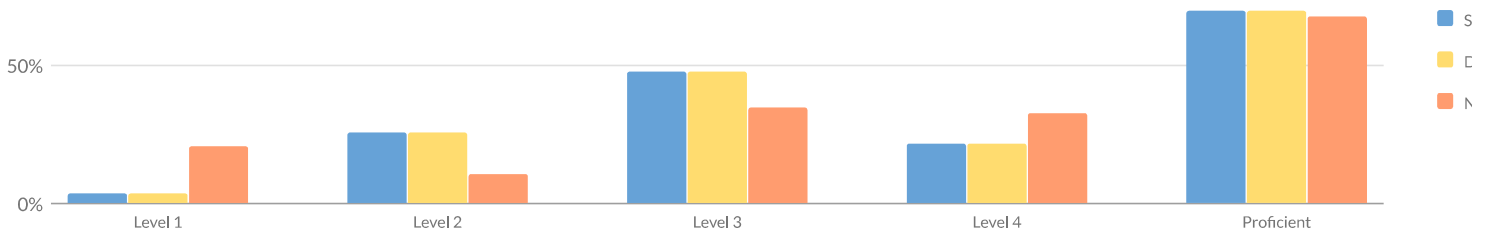
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



### Percentage Scoring at Levels

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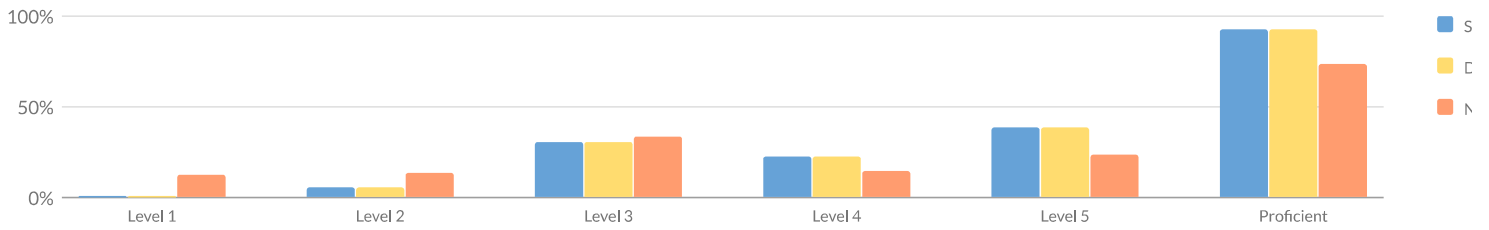
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	23	1	4%	6	26%	11	48%	5	22%	16	70%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	20	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	23	1	4%	6	26%	11	48%	5	22%	16	70%
General Education Students	23	1	4%	6	26%	11	48%	5	22%	16	70%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	17	0	0%	5	29%	8	47%	4	24%	12	71%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	19	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	23	1	4%	6	26%	11	48%	5	22%	16	70%
Not in Foster Care	23	1	4%	6	26%	11	48%	5	22%	16	70%
Not Homeless	23	1	4%	6	26%	11	48%	5	22%	16	70%
Not Migrant	23	1	4%	6	26%	11	48%	5	22%	16	70%
Parent Not in Armed Forces	23	1	4%	6	26%	11	48%	5	22%	16	70%

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

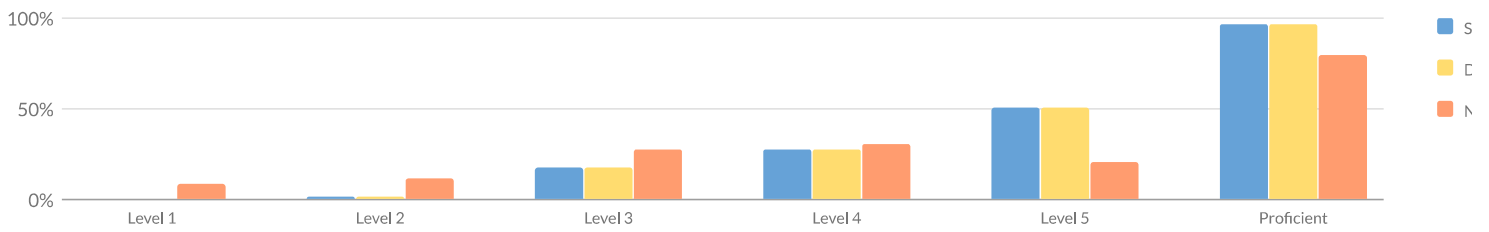


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	193	1	1%	12	6%	60	31%	45	23%	75	39%	180	93%
Female	94	0	0%	4	4%	26	28%	24	26%	40	43%	90	96%
Male	99	1	1%	8	8%	34	34%	21	21%	35	35%	90	91%
General Education Students	161	0	0%	2	1%	46	29%	40	25%	73	45%	159	99%
Students with Disabilities	32	1	3%	10	31%	14	44%	5	16%	2	6%	21	66%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Hispanic or Latino	24	0	0%	4	17%	7	29%	5	21%	8	33%	20	83%
White	156	1	1%	8	5%	49	31%	36	23%	62	40%	147	94%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	2	29%	3	43%	7	100%
Economically Disadvantaged	39	1	3%	3	8%	12	31%	15	38%	8	21%	35	90%
Not Economically Disadvantaged	154	0	0%	9	6%	48	31%	30	19%	67	44%	145	94%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	191	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	193	1	1%	12	6%	60	31%	45	23%	75	39%	180	93%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	193	1	1%	12	6%	60	31%	45	23%	75	39%	180	93%
Parent Not in Armed Forces	193	1	1%	12	6%	60	31%	45	23%	75	39%	180	93%



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



### Percentage Scoring at Levels

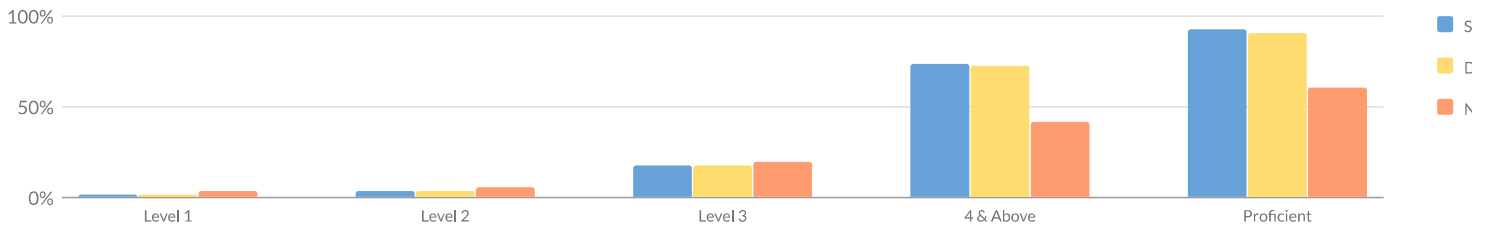
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## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

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	203	2	1%	201	99%	5	2%	8	4%	37	18%	151	74%	188	93%
Female	96	1	1%	95	99%	2	2%	4	4%	10	10%	79	82%	89	93%
Male	107	1	1%	106	99%	3	3%	4	4%	27	25%	72	67%	99	93%
General Education Students	178	2	1%	176	99%	1	1%	4	2%	27	15%	144	81%	171	96%
Students with Disabilities	25	0	0%	25	100%	4	16%	4	16%	10	40%	7	28%	17	68%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	1	4%	1	4%	3	13%	17	71%	20	83%
White	168	0	0%	168	100%	4	2%	7	4%	31	18%	126	75%	157	93%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Economically Disadvantaged	44	2	5%	42	95%	3	7%	2	5%	11	25%	26	59%	37	84%
Not Economically Disadvantaged	159	0	0%	159	100%	2	1%	6	4%	26	16%	125	79%	151	95%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	1	—	201	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	2	1%	201	99%	5	2%	8	4%	37	18%	151	74%	188	93%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	2	—	199	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	1	—	201	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	2	—	200	—	—	—	—	—	—	—	—	—	—	—

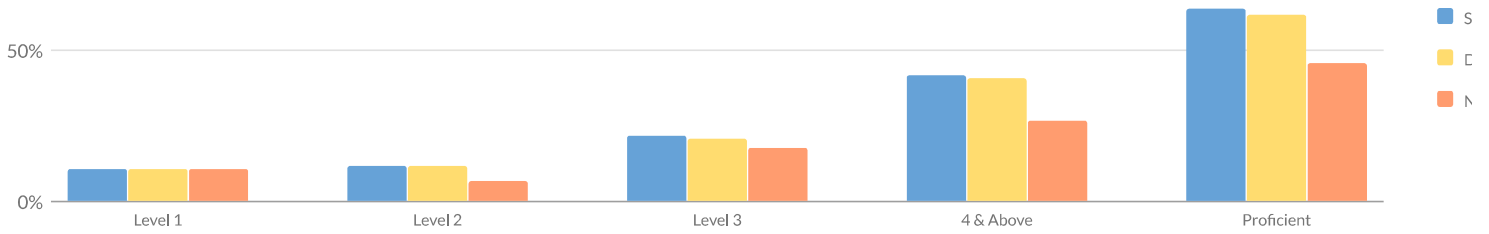
## 2019 TOTAL COHORT EXEMPTIONS IN ELA

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	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	1	0	0	1	100
White	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

## 2019 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	28	14%	175	86%	22	11%	24	12%	44	22%	85	42%	129	64%
Female	96	10	10%	86	90%	12	13%	9	9%	21	22%	44	46%	65	68%
Male	107	18	17%	89	83%	10	9%	15	14%	23	21%	41	38%	64	60%
General Education Students	178	14	8%	164	92%	20	11%	21	12%	38	21%	85	48%	123	69%
Students with Disabilities	25	14	56%	11	44%	2	8%	3	12%	6	24%	0	0%	6	24%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	5	21%	19	79%	0	0%	3	13%	7	29%	9	38%	16	67%
White	168	23	14%	145	86%	21	13%	21	13%	35	21%	68	40%	103	61%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	1	9%	0	0%	2	18%	8	73%	10	91%
Economically Disadvantaged	44	11	25%	33	75%	6	14%	5	11%	13	30%	9	20%	22	50%
Not Economically Disadvantaged	159	17	11%	142	89%	16	10%	19	12%	31	19%	76	48%	107	67%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	27	—	175	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	28	14%	175	86%	22	11%	24	12%	44	22%	85	42%	129	64%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	27	—	174	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	27	—	175	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	28	—	174	—	—	—	—	—	—	—	—	—	—	—

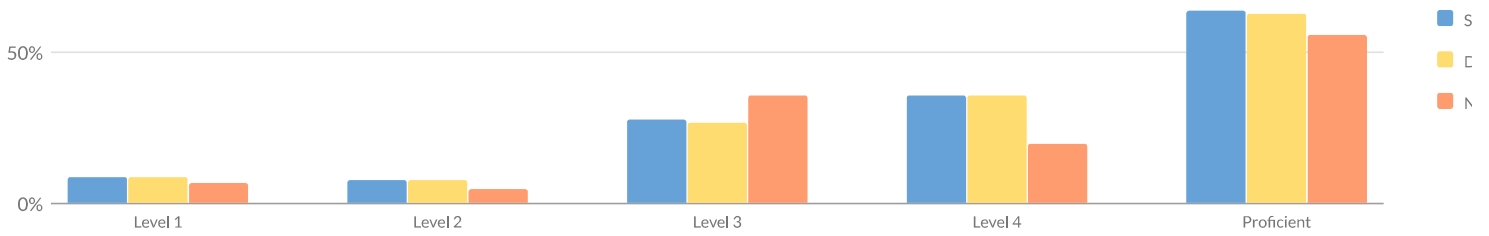
## 2019 TOTAL COHORT EXEMPTIONS IN MATH

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	198	24	12	174	88
Female	93	8	9	85	91
Male	105	16	15	89	85
General Education Students	174	11	6	163	94
Students with Disabilities	24	13	54	11	46
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Black or African American	4	0	0	4	100
Hispanic or Latino	21	2	10	19	90
White	166	22	13	144	87
Multiracial	3	0	0	3	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	40	7	18	33	83
Not Economically Disadvantaged	158	17	11	141	89
Non-English Language Learner	198	24	12	174	88
Not in Foster Care	198	24	12	174	88
Homeless	2	1	50	1	50
Not Homeless	196	23	12	173	88
Not Migrant	198	24	12	174	88
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	197	24	12	173	88

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	39	19%	164	81%	18	9%	16	8%	56	28%	74	36%	130	64%
Female	96	17	18%	79	82%	9	9%	7	7%	25	26%	38	40%	63	66%
Male	107	22	21%	85	79%	9	8%	9	8%	31	29%	36	34%	67	63%
General Education Students	178	25	14%	153	86%	16	9%	14	8%	50	28%	73	41%	123	69%
Students with Disabilities	25	14	56%	11	44%	2	8%	2	8%	6	24%	1	4%	7	28%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	6	25%	18	75%	1	4%	2	8%	9	38%	6	25%	15	63%
White	168	32	19%	136	81%	16	10%	14	8%	45	27%	61	36%	106	63%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	1	9%	0	0%	2	18%	7	64%	9	82%
Economically Disadvantaged	44	14	32%	30	68%	4	9%	4	9%	11	25%	11	25%	22	50%
Not Economically Disadvantaged	159	25	16%	134	84%	14	9%	12	8%	45	28%	63	40%	108	68%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	38	—	164	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	39	19%	164	81%	18	9%	16	8%	56	28%	74	36%	130	64%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	38	—	163	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	38	—	164	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	38	—	164	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

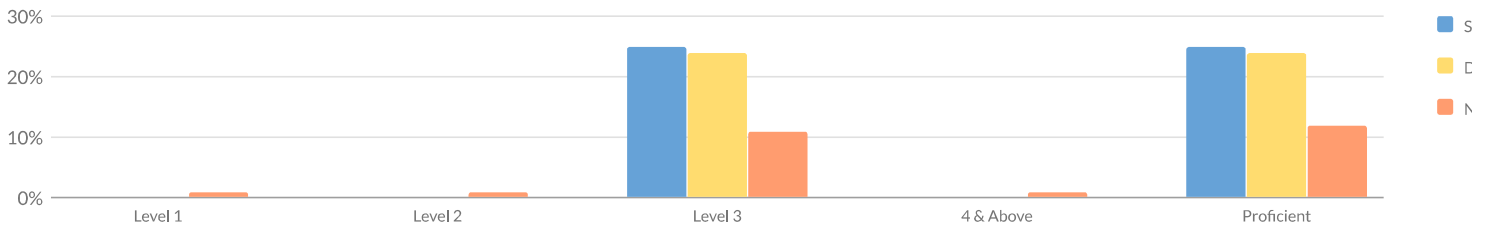
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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	200	36	18	164	82
Female	94	15	16	79	84
Male	106	21	20	85	80
General Education Students	175	22	13	153	87
Students with Disabilities	25	14	56	11	44
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Black or African American	4	1	25	3	75
Hispanic or Latino	21	3	14	18	86
White	168	32	19	136	81
Multiracial	3	0	0	3	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	41	11	27	30	73
Not Economically Disadvantaged	159	25	16	134	84
Non-English Language Learner	200	36	18	164	82
Not in Foster Care	200	36	18	164	82
Homeless	2	1	50	1	50
Not Homeless	198	35	18	163	82
Not Migrant	200	36	18	164	82
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	199	35	18	164	82

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



## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	153	75%	50	25%	0	0%	0	0%	50	25%	0	0%	50	25%
Female	96	76	79%	20	21%	0	0%	0	0%	20	21%	0	0%	20	21%
Male	107	77	72%	30	28%	0	0%	0	0%	30	28%	0	0%	30	28%
General Education Students	178	129	72%	49	28%	0	0%	0	0%	49	28%	0	0%	49	28%
Students with Disabilities	25	24	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	17	71%	7	29%	0	0%	0	0%	7	29%	0	0%	7	29%
White	168	128	76%	40	24%	0	0%	0	0%	40	24%	0	0%	40	24%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	8	73%	3	27%	0	0%	0	0%	3	27%	0	0%	3	27%
Economically Disadvantaged	44	37	84%	7	16%	0	0%	0	0%	7	16%	0	0%	7	16%
Not Economically Disadvantaged	159	116	73%	43	27%	0	0%	0	0%	43	27%	0	0%	43	27%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	152	—	50	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	153	75%	50	25%	0	0%	0	0%	50	25%	0	0%	50	25%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	151	—	50	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	152	—	50	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	152	—	50	—	—	—	—	—	—	—	—	—	—	—

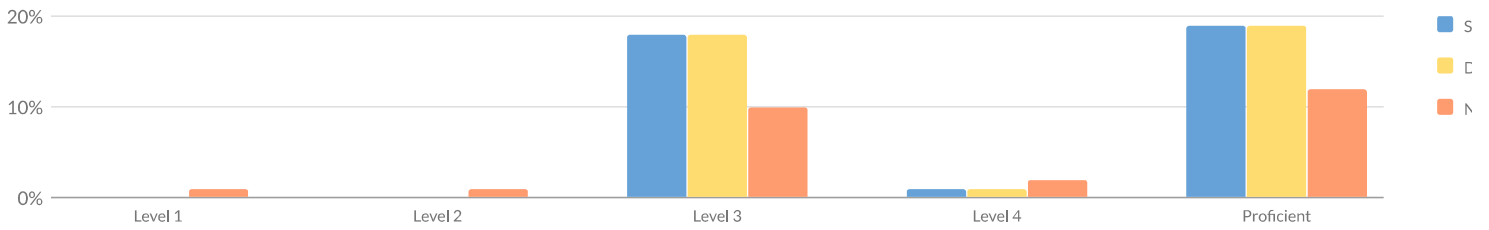
## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	197	149	76	48	24
Female	94	74	79	20	21
Male	103	75	73	28	27
General Education Students	173	125	72	48	28
Students with Disabilities	24	24	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Black or African American	4	4	100	0	0
Hispanic or Latino	20	14	70	6	30
White	166	127	77	39	23
Multiracial	3	3	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	40	34	85	6	15
Not Economically Disadvantaged	157	115	73	42	27
Non-English Language Learner	197	149	76	48	24
Not in Foster Care	197	149	76	48	24
Homeless	2	2	100	0	0
Not Homeless	195	147	75	48	25
Not Migrant	197	149	76	48	24
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	196	148	76	48	24

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	164	81%	39	19%	0	0%	0	0%	37	18%	2	1%	39	19%
Female	96	78	81%	18	19%	0	0%	0	0%	18	19%	0	0%	18	19%
Male	107	86	80%	21	20%	0	0%	0	0%	19	18%	2	2%	21	20%
General Education Students	178	140	79%	38	21%	0	0%	0	0%	37	21%	1	1%	38	21%
Students with Disabilities	25	24	96%	1	4%	0	0%	0	0%	0	0%	1	4%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	20	83%	4	17%	0	0%	0	0%	3	13%	1	4%	4	17%
White	168	136	81%	32	19%	0	0%	0	0%	31	18%	1	1%	32	19%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	8	73%	3	27%	0	0%	0	0%	3	27%	0	0%	3	27%
Economically Disadvantaged	44	41	93%	3	7%	0	0%	0	0%	2	5%	1	2%	3	7%
Not Economically Disadvantaged	159	123	77%	36	23%	0	0%	0	0%	35	22%	1	1%	36	23%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	163	—	39	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	164	81%	39	19%	0	0%	0	0%	37	18%	2	1%	39	19%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	162	—	39	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	163	—	39	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	163	—	39	—	—	—	—	—	—	—	—	—	—	—

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

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## 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 SCHOOL	78	12	15%	1	0	0%
THIS DISTRICT	218	45	21%	4	1	25%
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 SCHOOL	76	1	1%
THIS DISTRICT	207	2	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%