WESTBURY 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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	347	143.8	100.5	2
	Math	234	60.7		
	Science	132	95.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	160	–	–
	Math	4	–		
	Science	4	–		
Black or African American	ELA	82	161	108.6	2
	Math	50	63		
	Science	33	98.5		
Hispanic or Latino	ELA	256	136.5	96.1	2
	Math	177	60.2		
	Science	93	89.2		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	3	–	–	–
	Math	2	–		
	Science	1	–		
English Language Learner	ELA	86	67.4	49.3	2
	Math	63	25.4		
	Science	31	58.1		
Students with Disabilities	ELA	17	76.5	–	–
	Math	4	–		
	Science	3	–		
Economically Disadvantaged	ELA	238	134.9	94.5	2
	Math	166	58.7		
	Science	96	87.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	370	134.9	75.7	2
	Math	362	39.2		
	Science	300	41.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	133.3	—	—
	Math	6	33.3		
	Science	5	120		
Black or African American	ELA	84	157.1	86.6	2
	Math	80	39.4		
	Science	63	51.6		
Hispanic or Latino	ELA	276	126.6	71.3	2
	Math	272	39.2		
	Science	228	36.4		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
English Language Learner	ELA	99	58.6	33.8	2
	Math	98	16.3		
	Science	79	22.8		
Students with Disabilities	ELA	18	72.2	32.4	2
	Math	17	5.9		
	Science	16	12.5		
Economically Disadvantaged	ELA	256	125.4	71.4	2
	Math	253	38.5		
	Science	211	39.8		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	415	385	92.8%	91.3%	2
	5-year	364	343	94.2%		
	6-year	471	409	86.8%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	8	—	—		
	6-year	3	—	—		
Black or African American	4-year	107	106	99.1%	97%	3
	5-year	89	87	97.8%		
	6-year	120	113	94.2%		
Hispanic or Latino	4-year	294	266	90.5%	89%	2
	5-year	260	241	92.7%		
	6-year	342	287	83.9%		
Multiracial	4-year	3	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
White	4-year	8	—	—	—	—
	5-year	5	—	—		
	6-year	2	—	—		
English Language Learner	4-year	128	103	80.5%	78%	3
	5-year	94	77	81.9%		
	6-year	211	151	71.6%		
Students with Disabilities	4-year	23	22	95.7%	97.3%	4
	5-year	27	26	96.3%		
	6-year	21	21	100%		
Economically Disadvantaged	4-year	21	—	—	89.4%	3
	5-year	239	221	92.5%		
	6-year	371	320	86.3%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	234	37%	29%	0.8	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	23	—	—	—	—
Hispanic or Latino	207	37%	29%	0.8	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	234	37%	29%	0.8	2
Students with Disabilities	28	—	—	—	—
Economically Disadvantaged	166	35%	30%	0.9	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,611	392	24.3%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—
Black or African American	321	60	18.7%	4
Hispanic or Latino	1,229	321	26.1%	3
Multiracial	5	—	—	—
White	27	—	—	—
English Language Learner	614	169	27.5%	4
Students with Disabilities	133	41	30.8%	3
Economically Disadvantaged	1,068	285	26.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	373	95.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	✓	83	98.8%
Hispanic or Latino	✓	279	94.6%
Multiracial	—	1	—
White	—	4	—
English Language Learner	✗	63	85.7%
Students with Disabilities	—	16	—
Economically Disadvantaged	✓	256	94.9%

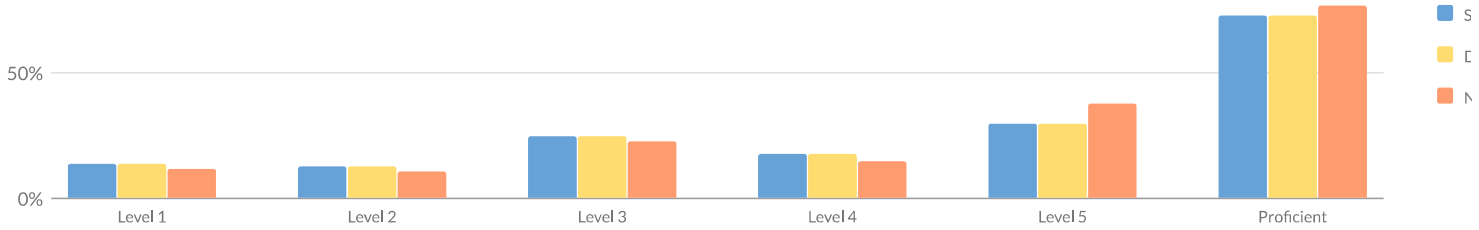
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	365	64.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	6	–
Black or African American	✗	79	63.3%
Hispanic or Latino	✗	275	64.7%
Multiracial	–	1	–
White	–	4	–
English Language Learner	✗	63	65.1%
Students with Disabilities	–	15	–
Economically Disadvantaged	✗	253	65.6%

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).

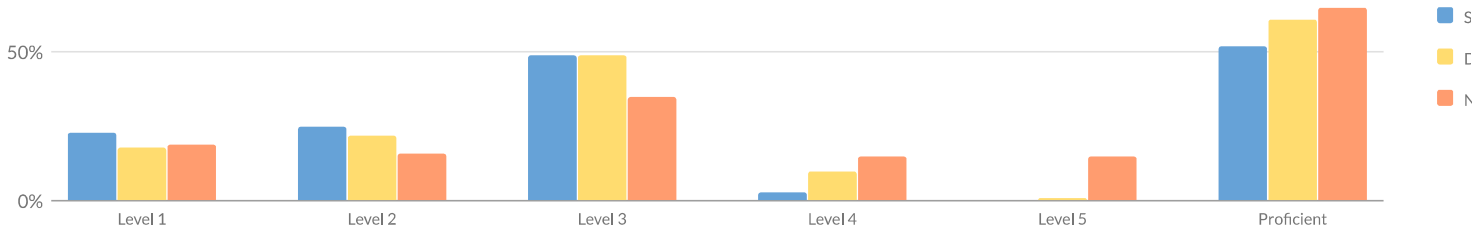
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	488	67	14%	63	13%	122	25%	89	18%	147	30%	358	73%
Female	216	27	13%	26	12%	51	24%	38	18%	74	34%	163	75%
Male	272	40	15%	37	14%	71	26%	51	19%	73	27%	195	72%
General Education Students	446	60	13%	55	12%	105	24%	84	19%	142	32%	331	74%
Students with Disabilities	42	7	17%	8	19%	17	40%	5	12%	5	12%	27	64%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	1	13%	1	13%	5	63%	7	88%
Black or African American	109	4	4%	15	14%	25	23%	24	22%	41	38%	90	83%
Hispanic or Latino	362	62	17%	47	13%	96	27%	62	17%	95	26%	253	70%
White	7	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	0	0%	0	0%	2	22%	6	67%	8	89%
Economically Disadvantaged	323	45	14%	37	11%	93	29%	58	18%	90	28%	241	75%
Not Economically Disadvantaged	165	22	13%	26	16%	29	18%	31	19%	57	35%	117	71%
English Language Learner	131	58	44%	31	24%	36	27%	4	3%	2	2%	42	32%
Non-English Language Learner	357	9	3%	32	9%	86	24%	85	24%	145	41%	316	89%
Not in Foster Care	488	67	14%	63	13%	122	25%	89	18%	147	30%	358	73%
Homeless	16	3	19%	4	25%	4	25%	3	19%	2	13%	9	56%
Not Homeless	472	64	14%	59	13%	118	25%	86	18%	145	31%	349	74%
Not Migrant	488	67	14%	63	13%	122	25%	89	18%	147	30%	358	73%
Parent Not in Armed Forces	488	67	14%	63	13%	122	25%	89	18%	147	30%	358	73%

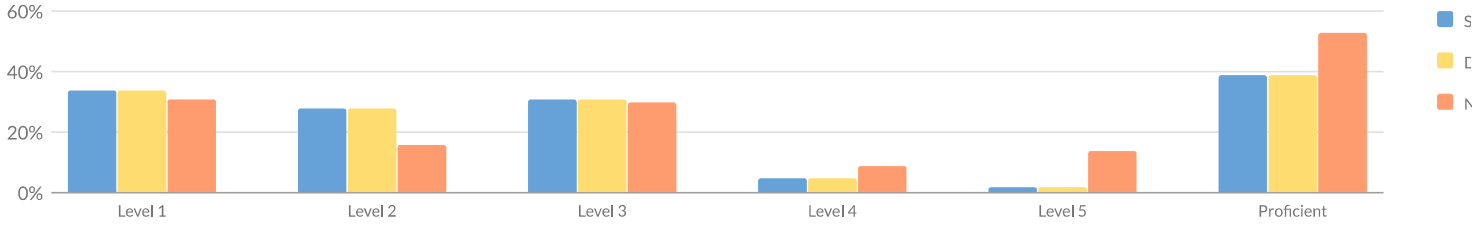
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	80	23%	86	25%	171	49%	12	3%	0	0%	183	52%
Female	146	30	21%	38	26%	74	51%	4	3%	0	0%	78	53%
Male	203	50	25%	48	24%	97	48%	8	4%	0	0%	105	52%
General Education Students	305	57	19%	75	25%	161	53%	12	4%	0	0%	173	57%
Students with Disabilities	44	23	52%	11	25%	10	23%	0	0%	0	0%	10	23%
Black or African American	66	11	17%	17	26%	35	53%	3	5%	0	0%	38	58%
Hispanic or Latino	272	67	25%	68	25%	130	48%	7	3%	0	0%	137	50%
White	9	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	2	18%	1	9%	6	55%	2	18%	0	0%	8	73%
Economically Disadvantaged	251	63	25%	55	22%	127	51%	6	2%	0	0%	133	53%
Not Economically Disadvantaged	98	17	17%	31	32%	44	45%	6	6%	0	0%	50	51%
English Language Learner	138	40	29%	38	28%	58	42%	2	1%	0	0%	60	43%
Non-English Language Learner	211	40	19%	48	23%	113	54%	10	5%	0	0%	123	58%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	348	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	12	3	25%	3	25%	5	42%	1	8%	0	0%	6	50%
Not Homeless	337	77	23%	83	25%	166	49%	11	3%	0	0%	177	53%
Not Migrant	349	80	23%	86	25%	171	49%	12	3%	0	0%	183	52%
Parent Not in Armed Forces	349	80	23%	86	25%	171	49%	12	3%	0	0%	183	52%

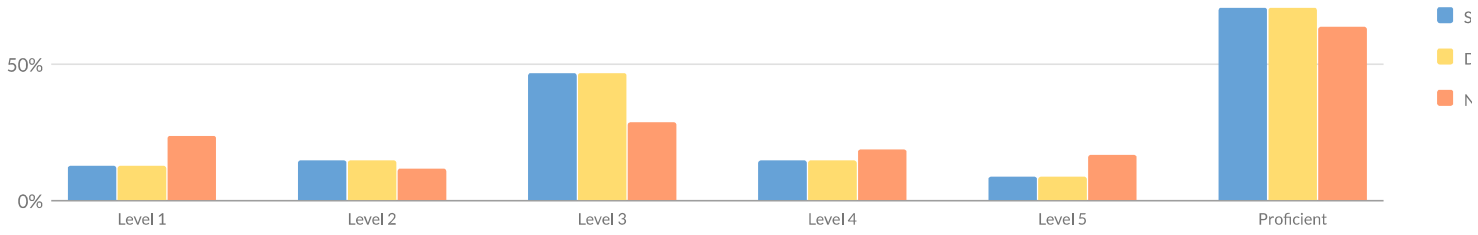
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	93	34%	76	28%	85	31%	15	5%	6	2%	106	39%
Female	133	47	35%	38	29%	44	33%	3	2%	1	1%	48	36%
Male	142	46	32%	38	27%	41	29%	12	8%	5	4%	58	41%
General Education Students	273	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	0	0%	3	60%	1	20%	0	0%	4	80%
Black or African American	61	20	33%	17	28%	23	38%	1	2%	0	0%	24	39%
Hispanic or Latino	200	71	36%	56	28%	55	28%	13	7%	5	3%	73	37%
White	9	1	11%	3	33%	4	44%	0	0%	1	11%	5	56%
Economically Disadvantaged	177	66	37%	43	24%	54	31%	11	6%	3	2%	68	38%
Not Economically Disadvantaged	98	27	28%	33	34%	31	32%	4	4%	3	3%	38	39%
English Language Learner	37	17	46%	9	24%	10	27%	0	0%	1	3%	11	30%
Non-English Language Learner	238	76	32%	67	28%	75	32%	15	6%	5	2%	95	40%
Not in Foster Care	275	93	34%	76	28%	85	31%	15	5%	6	2%	106	39%
Homeless	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Not Homeless	270	92	34%	75	28%	82	30%	15	6%	6	2%	103	38%
Not Migrant	275	93	34%	76	28%	85	31%	15	5%	6	2%	106	39%
Parent Not in Armed Forces	275	93	34%	76	28%	85	31%	15	5%	6	2%	106	39%

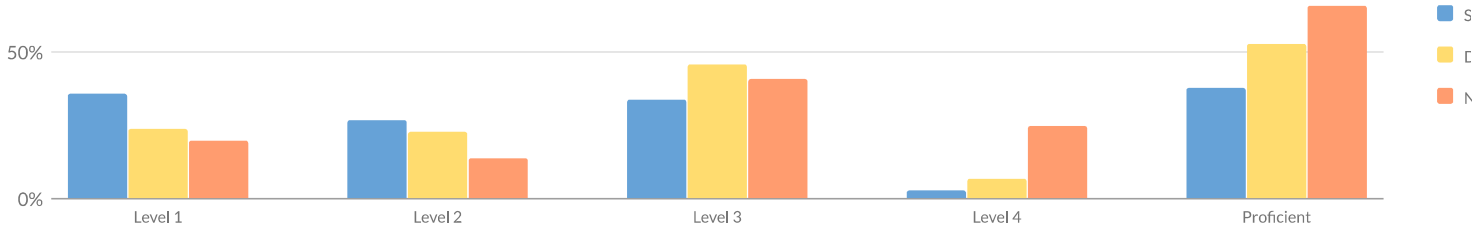
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	149	20	13%	23	15%	70	47%	23	15%	13	9%	106	71%
Female	75	14	19%	9	12%	38	51%	9	12%	5	7%	52	69%
Male	74	6	8%	14	19%	32	43%	14	19%	8	11%	54	73%
General Education Students	148	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	32	4	13%	7	22%	14	44%	6	19%	1	3%	21	66%
Hispanic or Latino	106	15	14%	16	15%	50	47%	14	13%	11	10%	75	71%
White	3	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	0	0%	6	55%	3	27%	1	9%	10	91%
Economically Disadvantaged	96	15	16%	17	18%	43	45%	14	15%	7	7%	64	67%
Not Economically Disadvantaged	53	5	9%	6	11%	27	51%	9	17%	6	11%	42	79%
English Language Learner	7	2	29%	2	29%	3	43%	0	0%	0	0%	3	43%
Non-English Language Learner	142	18	13%	21	15%	67	47%	23	16%	13	9%	103	73%
Not in Foster Care	149	20	13%	23	15%	70	47%	23	15%	13	9%	106	71%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	146	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	149	20	13%	23	15%	70	47%	23	15%	13	9%	106	71%
Parent Not in Armed Forces	149	20	13%	23	15%	70	47%	23	15%	13	9%	106	71%

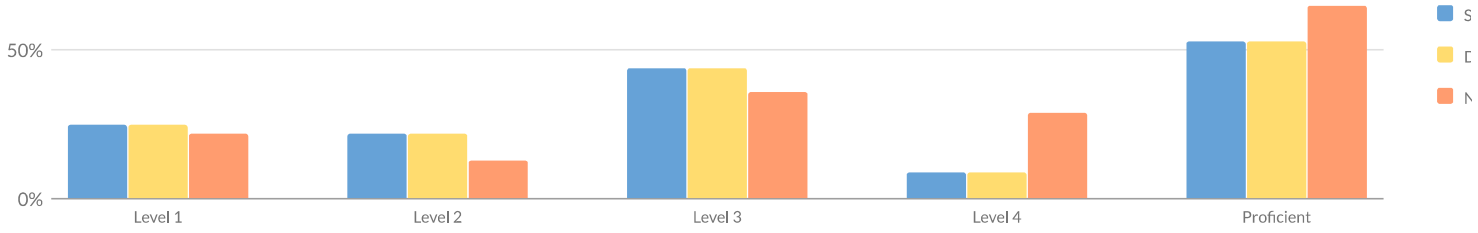
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	256	92	36%	68	27%	88	34%	8	3%	96	38%
Female	106	40	38%	29	27%	36	34%	1	1%	37	35%
Male	150	52	35%	39	26%	52	35%	7	5%	59	39%
General Education Students	229	79	34%	62	27%	80	35%	8	3%	88	38%
Students with Disabilities	27	13	48%	6	22%	8	30%	0	0%	8	30%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	47	24	51%	11	23%	11	23%	1	2%	12	26%
Hispanic or Latino	199	66	33%	55	28%	73	37%	5	3%	78	39%
White	8	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	2	20%	4	40%	2	20%	6	60%
Economically Disadvantaged	182	61	34%	52	29%	65	36%	4	2%	69	38%
Not Economically Disadvantaged	74	31	42%	16	22%	23	31%	4	5%	27	36%
English Language Learner	119	60	50%	32	27%	26	22%	1	1%	27	23%
Non-English Language Learner	137	32	23%	36	26%	62	45%	7	5%	69	50%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	255	–	–	–	–	–	–	–	–	–	–
Homeless	8	3	38%	2	25%	3	38%	0	0%	3	38%
Not Homeless	248	89	36%	66	27%	85	34%	8	3%	93	38%
Not Migrant	256	92	36%	68	27%	88	34%	8	3%	96	38%
Parent Not in Armed Forces	256	92	36%	68	27%	88	34%	8	3%	96	38%

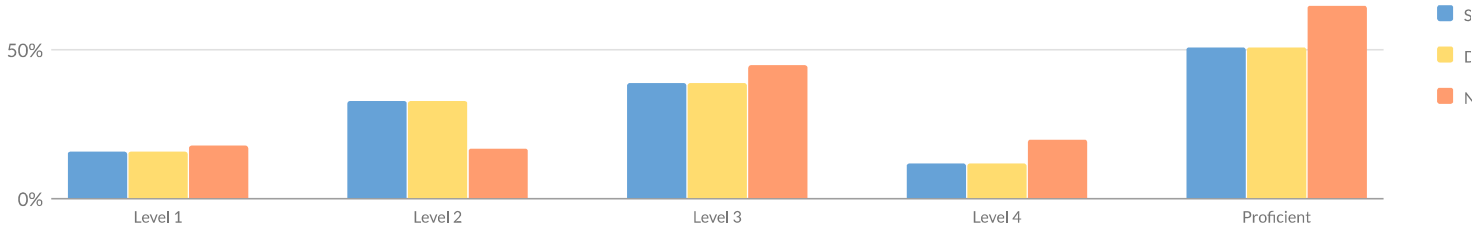
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	211	53	25%	46	22%	92	44%	20	9%	112	53%
Female	101	24	24%	26	26%	44	44%	7	7%	51	50%
Male	110	29	26%	20	18%	48	44%	13	12%	61	55%
General Education Students	208	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	47	12	26%	8	17%	23	49%	4	9%	27	57%
Hispanic or Latino	154	40	26%	38	25%	61	40%	15	10%	76	49%
White	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	8	80%	1	10%	9	90%
Economically Disadvantaged	136	36	26%	31	23%	59	43%	10	7%	69	51%
Not Economically Disadvantaged	75	17	23%	15	20%	33	44%	10	13%	43	57%
English Language Learner	19	7	37%	7	37%	4	21%	1	5%	5	26%
Non-English Language Learner	192	46	24%	39	20%	88	46%	19	10%	107	56%
Not in Foster Care	211	53	25%	46	22%	92	44%	20	9%	112	53%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	209	–	–	–	–	–	–	–	–	–	–
Not Migrant	211	53	25%	46	22%	92	44%	20	9%	112	53%
Parent Not in Armed Forces	211	53	25%	46	22%	92	44%	20	9%	112	53%

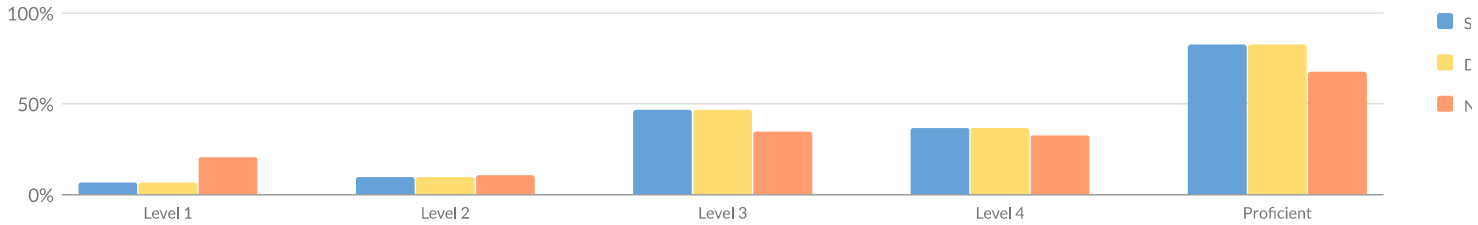
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	147	23	16%	49	33%	57	39%	18	12%	75	51%
Female	70	10	14%	24	34%	30	43%	6	9%	36	51%
Male	77	13	17%	25	32%	27	35%	12	16%	39	51%
General Education Students	146	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	2	40%	1	20%	2	40%	3	60%
Black or African American	32	4	13%	10	31%	16	50%	2	6%	18	56%
Hispanic or Latino	105	19	18%	36	34%	37	35%	13	12%	50	48%
White	5	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	91	15	16%	34	37%	30	33%	12	13%	42	46%
Not Economically Disadvantaged	56	8	14%	15	27%	27	48%	6	11%	33	59%
English Language Learner	6	3	50%	2	33%	0	0%	1	17%	1	17%
Non-English Language Learner	141	20	14%	47	33%	57	40%	17	12%	74	52%
Not in Foster Care	147	23	16%	49	33%	57	39%	18	12%	75	51%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	146	–	–	–	–	–	–	–	–	–	–
Not Migrant	147	23	16%	49	33%	57	39%	18	12%	75	51%
Parent Not in Armed Forces	147	23	16%	49	33%	57	39%	18	12%	75	51%

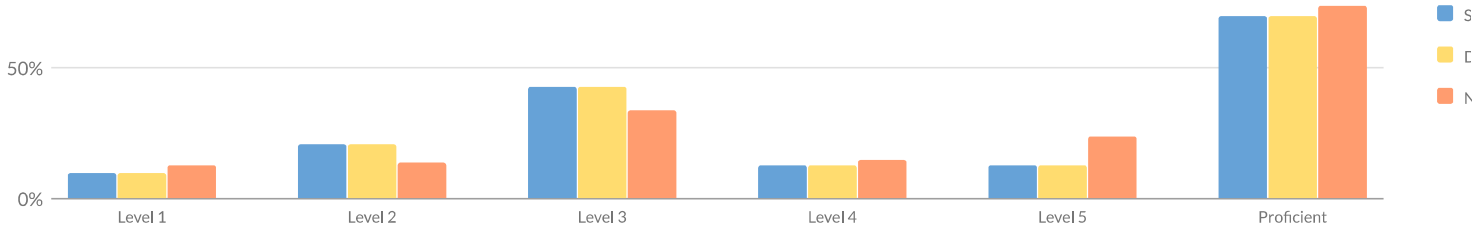
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	30	2	7%	3	10%	14	47%	11	37%	25	83%
Female	14	1	7%	2	14%	10	71%	1	7%	11	79%
Male	16	1	6%	1	6%	4	25%	10	63%	14	88%
General Education Students	30	2	7%	3	10%	14	47%	11	37%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	7	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	2	10%	8	38%	9	43%	17	81%
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	6	67%	2	22%	8	89%
Economically Disadvantaged	20	2	10%	2	10%	10	50%	6	30%	16	80%
Not Economically Disadvantaged	10	0	0%	1	10%	4	40%	5	50%	9	90%
Non-English Language Learner	30	2	7%	3	10%	14	47%	11	37%	25	83%
Not in Foster Care	30	2	7%	3	10%	14	47%	11	37%	25	83%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	28	–	–	–	–	–	–	–	–	–	–
Not Migrant	30	2	7%	3	10%	14	47%	11	37%	25	83%
Parent Not in Armed Forces	30	2	7%	3	10%	14	47%	11	37%	25	83%

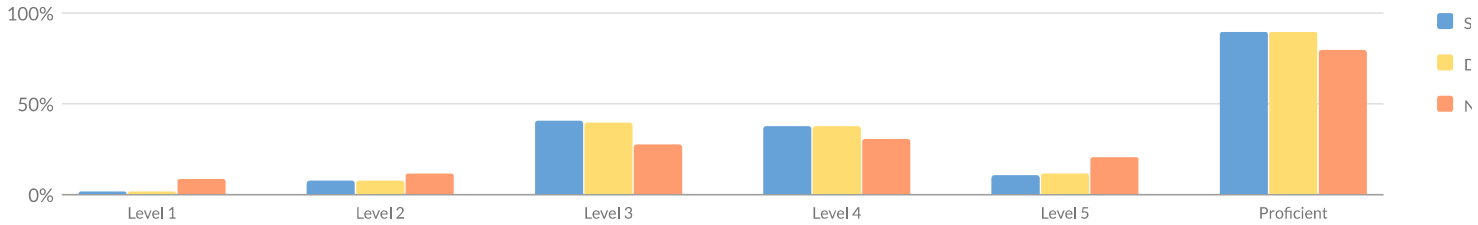
ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	360	35	10%	74	21%	156	43%	48	13%	47	13%	251	70%
Female	155	17	11%	28	18%	62	40%	26	17%	22	14%	110	71%
Male	205	18	9%	46	22%	94	46%	22	11%	25	12%	141	69%
General Education Students	331	27	8%	65	20%	146	44%	47	14%	46	14%	239	72%
Students with Disabilities	29	8	28%	9	31%	10	34%	1	3%	1	3%	12	41%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	4	50%	1	13%	3	38%	8	100%
Black or African American	75	9	12%	14	19%	34	45%	6	8%	12	16%	52	69%
Hispanic or Latino	272	26	10%	59	22%	116	43%	39	14%	32	12%	187	69%
White	5	0	0%	1	20%	2	40%	2	40%	0	0%	4	80%
Economically Disadvantaged	252	30	12%	52	21%	110	44%	31	12%	29	12%	170	67%
Not Economically Disadvantaged	108	5	5%	22	20%	46	43%	17	16%	18	17%	81	75%
English Language Learner	84	20	24%	32	38%	27	32%	4	5%	1	1%	32	38%
Non-English Language Learner	276	15	5%	42	15%	129	47%	44	16%	46	17%	219	79%
Not in Foster Care	360	35	10%	74	21%	156	43%	48	13%	47	13%	251	70%
Homeless	7	1	14%	3	43%	3	43%	0	0%	0	0%	3	43%
Not Homeless	353	34	10%	71	20%	153	43%	48	14%	47	13%	248	70%
Not Migrant	360	35	10%	74	21%	156	43%	48	13%	47	13%	251	70%
Parent Not in Armed Forces	360	35	10%	74	21%	156	43%	48	13%	47	13%	251	70%

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



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	338	6	2%	28	8%	139	41%	129	38%	36	11%	304	90%
Female	139	2	1%	12	9%	63	45%	49	35%	13	9%	125	90%
Male	199	4	2%	16	8%	76	38%	80	40%	23	12%	179	90%
General Education Students	303	4	1%	21	7%	122	40%	120	40%	36	12%	278	92%
Students with Disabilities	35	2	6%	7	20%	17	49%	9	26%	0	0%	26	74%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	68	1	1%	4	6%	21	31%	37	54%	5	7%	63	93%
Hispanic or Latino	257	5	2%	24	9%	113	44%	87	34%	28	11%	228	89%
White	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	4	57%	1	14%	7	100%
Economically Disadvantaged	225	5	2%	22	10%	93	41%	82	36%	23	10%	198	88%
Not Economically Disadvantaged	113	1	1%	6	5%	46	41%	47	42%	13	12%	106	94%
English Language Learner	69	1	1%	10	14%	40	58%	16	23%	2	3%	58	84%
Non-English Language Learner	269	5	2%	18	7%	99	37%	113	42%	34	13%	246	91%
Not in Foster Care	338	6	2%	28	8%	139	41%	129	38%	36	11%	304	90%
Homeless	12	0	0%	1	8%	7	58%	4	33%	0	0%	11	92%
Not Homeless	326	6	2%	27	8%	132	40%	125	38%	36	11%	293	90%
Not Migrant	338	6	2%	28	8%	139	41%	129	38%	36	11%	304	90%
Parent Not in Armed Forces	338	6	2%	28	8%	139	41%	129	38%	36	11%	304	90%

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	5	5	100	0	0
Male	5	5	100	0	0
General Education Students	5	5	100	0	0
Hispanic or Latino	5	5	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

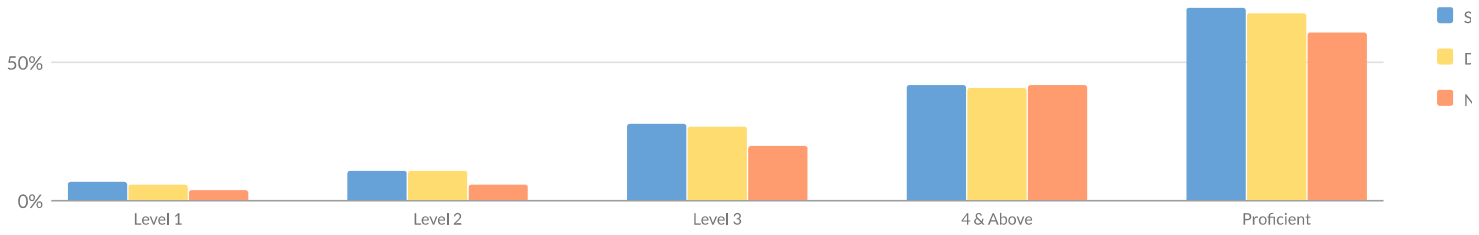
See report card Glossary and Guide for criteria used to include students in this table.

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	412	51	12%	361	88%	27	7%	46	11%	114	28%	174	42%	288	70%
Female	193	19	10%	174	90%	13	7%	18	9%	48	25%	95	49%	143	74%
Male	219	32	15%	187	85%	14	6%	28	13%	66	30%	79	36%	145	66%
General Education Students	395	51	13%	344	87%	25	6%	41	10%	106	27%	172	44%	278	70%
Students with Disabilities	17	0	0%	17	100%	2	12%	5	29%	8	47%	2	12%	10	59%
Asian or Native Hawaiian/Other Pacific Islander	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	1	1%	84	99%	2	2%	13	15%	20	24%	49	58%	69	81%
Hispanic or Latino	317	49	15%	268	85%	25	8%	32	10%	93	29%	118	37%	211	67%
White	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	10%	1	10%	7	70%	8	80%
Economically Disadvantaged	261	22	8%	239	92%	20	8%	31	12%	83	32%	105	40%	188	72%
Not Economically Disadvantaged	151	29	19%	122	81%	7	5%	15	10%	31	21%	69	46%	100	66%
English Language Learner	97	40	41%	57	59%	20	21%	20	21%	16	16%	1	1%	17	18%
Non-English Language Learner	315	11	3%	304	97%	7	2%	26	8%	98	31%	173	55%	271	86%
Not in Foster Care	412	51	12%	361	88%	27	7%	46	11%	114	28%	174	42%	288	70%
Homeless	13	2	15%	11	85%	0	0%	3	23%	3	23%	5	38%	8	62%
Not Homeless	399	49	12%	350	88%	27	7%	43	11%	111	28%	169	42%	280	70%
Not Migrant	412	51	12%	361	88%	27	7%	46	11%	114	28%	174	42%	288	70%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	51	–	360	–	–	–	–	–	–	–	–	–	–	–

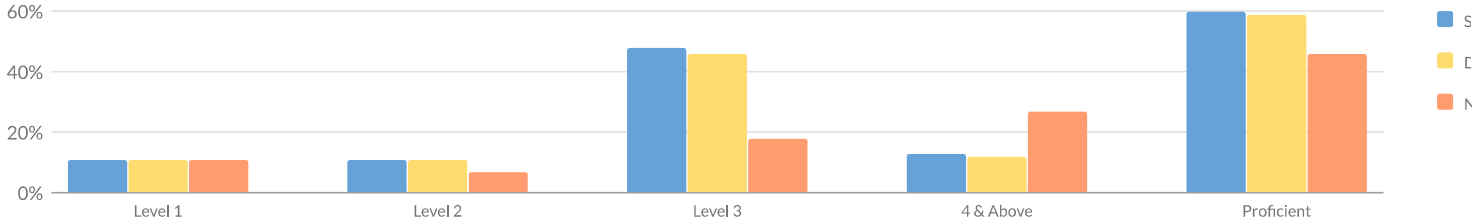
2019 TOTAL COHORT EXEMPTIONS IN ELA

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	59	17	29	42	71
Female	34	6	18	28	82
Male	25	11	44	14	56
General Education Students	59	17	29	42	71
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Black or African American	17	0	0	17	100
Hispanic or Latino	37	17	46	20	54
White	2	0	0	2	100
Multiracial	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	28	6	21	22	79
Not Economically Disadvantaged	31	11	35	20	65
English Language Learner	14	14	100	0	0
Non-English Language Learner	45	3	7	42	93
Not in Foster Care	59	17	29	42	71
Homeless	1	1	100	0	0
Not Homeless	58	16	28	42	72
Not Migrant	59	17	29	42	71
Parent Not in Armed Forces	59	17	29	42	71

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	412	72	17%	340	83%	44	11%	47	11%	196	48%	53	13%	249	60%
Female	193	26	13%	167	87%	20	10%	19	10%	103	53%	25	13%	128	66%
Male	219	46	21%	173	79%	24	11%	28	13%	93	42%	28	13%	121	55%
General Education Students	395	59	15%	336	85%	42	11%	46	12%	195	49%	53	13%	248	63%
Students with Disabilities	17	13	76%	4	24%	2	12%	1	6%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	9	11%	76	89%	7	8%	11	13%	46	54%	12	14%	58	68%
Hispanic or Latino	317	61	19%	256	81%	36	11%	34	11%	150	47%	36	11%	186	59%
White	3	1	–	2	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	10%	2	20%	0	0%	5	50%	5	50%
Economically Disadvantaged	261	34	13%	227	87%	29	11%	34	13%	128	49%	36	14%	164	63%
Not Economically Disadvantaged	151	38	25%	113	75%	15	10%	13	9%	68	45%	17	11%	85	56%
English Language Learner	97	47	48%	50	52%	21	22%	17	18%	12	12%	0	0%	12	12%
Non-English Language Learner	315	25	8%	290	92%	23	7%	30	10%	184	58%	53	17%	237	75%
Not in Foster Care	412	72	17%	340	83%	44	11%	47	11%	196	48%	53	13%	249	60%
Homeless	13	3	23%	10	77%	0	0%	4	31%	5	38%	1	8%	6	46%
Not Homeless	399	69	17%	330	83%	44	11%	43	11%	191	48%	52	13%	243	61%
Not Migrant	412	72	17%	340	83%	44	11%	47	11%	196	48%	53	13%	249	60%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	72	–	339	–	–	–	–	–	–	–	–	–	–	–

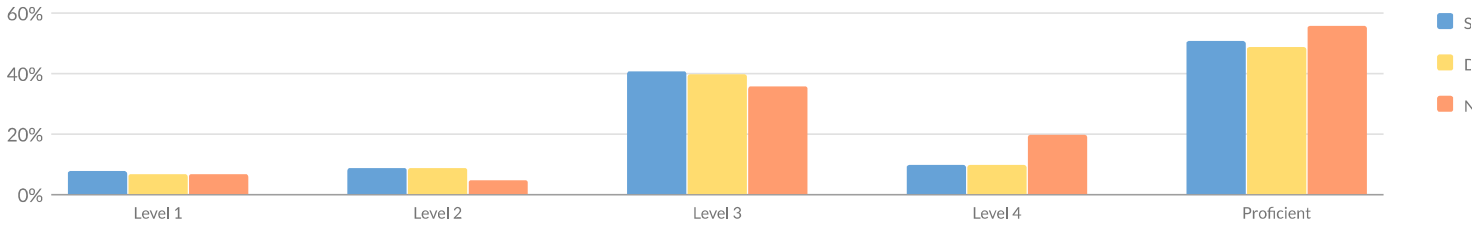
2019 TOTAL COHORT EXEMPTIONS IN MATH

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	290	39	13	251	87
Female	142	17	12	125	88
Male	148	22	15	126	85
General Education Students	275	27	10	248	90
Students with Disabilities	15	12	80	3	20
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	69	8	12	61	88
Hispanic or Latino	215	31	14	184	86
White	2	0	0	2	100
Multiracial	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	184	19	10	165	90
Not Economically Disadvantaged	106	20	19	86	81
English Language Learner	42	19	45	23	55
Non-English Language Learner	248	20	8	228	92
Not in Foster Care	290	39	13	251	87
Homeless	9	3	33	6	67
Not Homeless	281	36	13	245	87
Not Migrant	290	39	13	251	87
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	289	39	13	250	87

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	412	133	32%	279	68%	31	8%	38	9%	169	41%	41	10%	210	51%
Female	193	55	28%	138	72%	14	7%	21	11%	82	42%	21	11%	103	53%
Male	219	78	36%	141	64%	17	8%	17	8%	87	40%	20	9%	107	49%
General Education Students	395	120	30%	275	70%	29	7%	38	10%	167	42%	41	10%	208	53%
Students with Disabilities	17	13	76%	4	24%	2	12%	0	0%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	6	2	–	4	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	17	20%	68	80%	5	6%	11	13%	41	48%	11	13%	52	61%
Hispanic or Latino	317	114	36%	203	64%	25	8%	27	9%	124	39%	27	9%	151	48%
White	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	10%	0	0%	4	40%	3	30%	7	70%
Economically Disadvantaged	261	77	30%	184	70%	26	10%	27	10%	103	39%	28	11%	131	50%
Not Economically Disadvantaged	151	56	37%	95	63%	5	3%	11	7%	66	44%	13	9%	79	52%
English Language Learner	97	73	75%	24	25%	14	14%	8	8%	2	2%	0	0%	2	2%
Non-English Language Learner	315	60	19%	255	81%	17	5%	30	10%	167	53%	41	13%	208	66%
Not in Foster Care	412	133	32%	279	68%	31	8%	38	9%	169	41%	41	10%	210	51%
Homeless	13	7	54%	6	46%	0	0%	2	15%	4	31%	0	0%	4	31%
Not Homeless	399	126	32%	273	68%	31	8%	36	9%	165	41%	41	10%	206	52%
Not Migrant	412	133	32%	279	68%	31	8%	38	9%	169	41%	41	10%	210	51%
Parent in Armed Forces	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	132	–	279	–	–	–	–	–	–	–	–	–	–	–

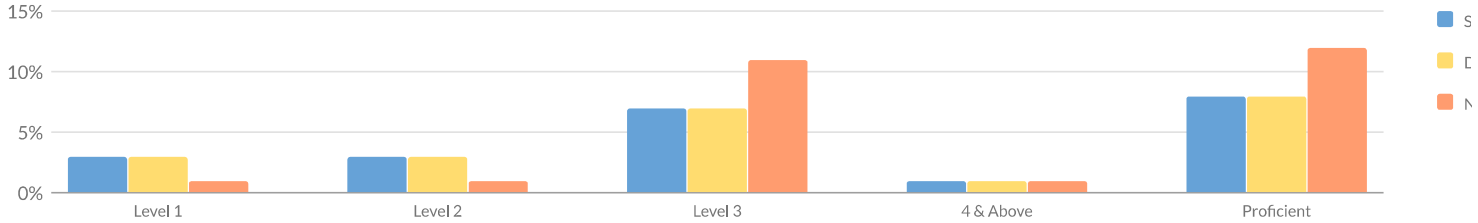
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	317	101	32	216	68
Female	161	45	28	116	72
Male	156	56	36	100	64
General Education Students	302	88	29	214	71
Students with Disabilities	15	13	87	2	13
Asian or Native Hawaiian/Other Pacific Islander	5	1	20	4	80
Black or African American	71	16	23	55	77
Hispanic or Latino	238	84	35	154	65
White	2	0	0	2	100
Multiracial	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	196	61	31	135	69
Not Economically Disadvantaged	121	40	33	81	67
English Language Learner	57	46	81	11	19
Non-English Language Learner	260	55	21	205	79
Not in Foster Care	317	101	32	216	68
Homeless	10	6	60	4	40
Not Homeless	307	95	31	212	69
Not Migrant	317	101	32	216	68
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	316	100	32	216	68

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	412	358	87%	54	13%	11	3%	11	3%	28	7%	4	1%	32	8%
Female	193	168	87%	25	13%	1	1%	6	3%	17	9%	1	1%	18	9%
Male	219	190	87%	29	13%	10	5%	5	2%	11	5%	3	1%	14	6%
General Education Students	395	343	87%	52	13%	10	3%	10	3%	28	7%	4	1%	32	8%
Students with Disabilities	17	15	88%	2	12%	1	6%	1	6%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	6	–	0	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	79	93%	6	7%	1	1%	2	2%	3	4%	0	0%	3	4%
Hispanic or Latino	317	269	85%	48	15%	10	3%	9	3%	25	8%	4	1%	29	9%
White	3	3	–	0	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	261	222	85%	39	15%	6	2%	10	4%	20	8%	3	1%	23	9%
Not Economically Disadvantaged	151	136	90%	15	10%	5	3%	1	1%	8	5%	1	1%	9	6%
English Language Learner	97	66	68%	31	32%	10	10%	8	8%	13	13%	0	0%	13	13%
Non-English Language Learner	315	292	93%	23	7%	1	0%	3	1%	15	5%	4	1%	19	6%
Not in Foster Care	412	358	87%	54	13%	11	3%	11	3%	28	7%	4	1%	32	8%
Homeless	13	11	85%	2	15%	0	0%	0	0%	2	15%	0	0%	2	15%
Not Homeless	399	347	87%	52	13%	11	3%	11	3%	26	7%	4	1%	30	8%
Not Migrant	412	358	87%	54	13%	11	3%	11	3%	28	7%	4	1%	32	8%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	358	–	53	–	–	–	–	–	–	–	–	–	–	–

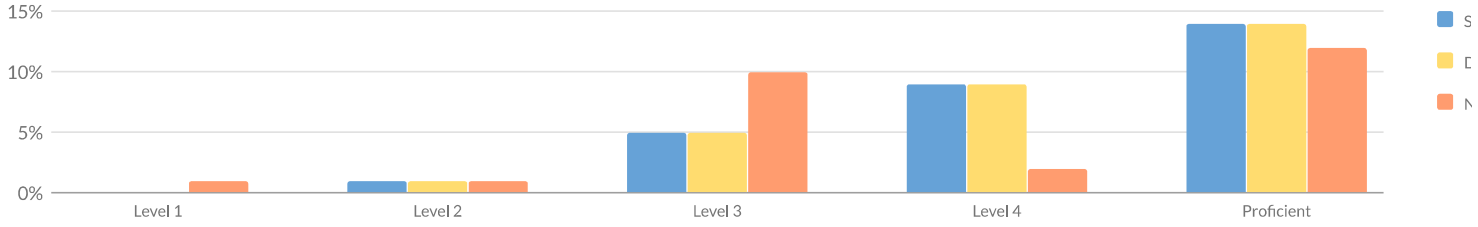
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	306	306	100	0	0
Female	147	147	100	0	0
Male	159	159	100	0	0
General Education Students	291	291	100	0	0
Students with Disabilities	15	15	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	75	75	100	0	0
Hispanic or Latino	223	223	100	0	0
White	2	2	100	0	0
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	193	193	100	0	0
Not Economically Disadvantaged	113	113	100	0	0
English Language Learner	30	30	100	0	0
Non-English Language Learner	276	276	100	0	0
Not in Foster Care	306	306	100	0	0
Homeless	9	9	100	0	0
Not Homeless	297	297	100	0	0
Not Migrant	306	306	100	0	0
Parent Not in Armed Forces	306	306	100	0	0

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	412	348	84%	64	16%	1	0%	4	1%	22	5%	37	9%	59	14%
Female	193	158	82%	35	18%	0	0%	0	0%	13	7%	22	11%	35	18%
Male	219	190	87%	29	13%	1	0%	4	2%	9	4%	15	7%	24	11%
General Education Students	395	332	84%	63	16%	0	0%	4	1%	22	6%	37	9%	59	15%
Students with Disabilities	17	16	94%	1	6%	1	6%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	5	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	72	85%	13	15%	0	0%	0	0%	2	2%	11	13%	13	15%
Hispanic or Latino	317	268	85%	49	15%	1	0%	4	1%	19	6%	25	8%	44	14%
White	3	2	–	1	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	8	80%	2	20%	0	0%	0	0%	1	10%	1	10%	2	20%
Economically Disadvantaged	261	211	81%	50	19%	0	0%	4	2%	18	7%	28	11%	46	18%
Not Economically Disadvantaged	151	137	91%	14	9%	1	1%	0	0%	4	3%	9	6%	13	9%
English Language Learner	97	75	77%	22	23%	0	0%	3	3%	11	11%	8	8%	19	20%
Non-English Language Learner	315	273	87%	42	13%	1	0%	1	0%	11	3%	29	9%	40	13%
Not in Foster Care	412	348	84%	64	16%	1	0%	4	1%	22	5%	37	9%	59	14%
Homeless	13	10	77%	3	23%	0	0%	0	0%	1	8%	2	15%	3	23%
Not Homeless	399	338	85%	61	15%	1	0%	4	1%	21	5%	35	9%	56	14%
Not Migrant	412	348	84%	64	16%	1	0%	4	1%	22	5%	37	9%	59	14%
Parent in Armed Forces	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	347	–	64	–	–	–	–	–	–	–	–	–	–	–

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	316	300	95	16	5
Female	157	144	92	13	8
Male	159	156	98	3	2
General Education Students	300	284	95	16	5
Students with Disabilities	16	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	3	75	1	25
Black or African American	77	71	92	6	8
Hispanic or Latino	232	223	96	9	4
White	2	2	100	0	0
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	196	183	93	13	7
Not Economically Disadvantaged	120	117	98	3	3
English Language Learner	40	40	100	0	0
Non-English Language Learner	276	260	94	16	6
Not in Foster Care	316	300	95	16	5
Homeless	9	9	100	0	0
Not Homeless	307	291	95	16	5
Not Migrant	316	300	95	16	5
Parent Not in Armed Forces	316	300	95	16	5

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	108	12	11%	96	89%	14	15%	17	18%	25	26%	36	38%	4	4%
Grade 10	122	13	11%	109	89%	10	9%	24	22%	23	21%	48	44%	4	4%
Grade 11	105	25	24%	80	76%	4	5%	21	26%	20	25%	30	38%	5	6%
Grade 12	63	37	59%	26	41%	0	0%	2	8%	9	35%	15	58%	0	0%

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	115	11	10%	1	0	0%
THIS DISTRICT	365	51	14%	6	1	17%
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	111	3	3%
THIS DISTRICT	345	7	2%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	412	366	89%	114	28%	251	61%	1	0%	0	0%	18	4%	0	0%	28	7%
Female	193	176	91%	66	34%	110	57%	0	0%	0	0%	9	5%	0	0%	8	4%
Male	219	190	87%	48	22%	141	64%	1	0%	0	0%	9	4%	0	0%	20	9%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	395	350	89%	114	29%	235	59%	1	0%	0	0%	17	4%	0	0%	28	7%
Students with Disabilities	17	16	94%	0	0%	16	94%	0	0%	0	0%	1	6%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	85	82	96%	30	35%	51	60%	1	1%	0	0%	3	4%	0	0%	0	0%
Hispanic or Latino	317	274	86%	79	25%	195	62%	0	0%	0	0%	15	5%	0	0%	28	9%
White	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	261	237	91%	71	27%	166	64%	0	0%	0	0%	14	5%	0	0%	10	4%
Not Economically Disadvantaged	151	129	85%	43	28%	85	56%	1	1%	0	0%	4	3%	0	0%	18	12%
English Language Learner	97	58	60%	0	0%	57	59%	1	1%	0	0%	14	14%	0	0%	25	26%
Non-English Language Learner	315	308	98%	114	36%	194	62%	0	0%	0	0%	4	1%	0	0%	3	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	412	366	89%	114	28%	251	61%	1	0%	0	0%	18	4%	0	0%	28	7%
Homeless	13	12	92%	2	15%	10	77%	0	0%	0	0%	1	8%	0	0%	0	0%
Not Homeless	399	354	89%	112	28%	241	60%	1	0%	0	0%	17	4%	0	0%	28	7%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	412	366	89%	114	28%	251	61%	1	0%	0	0%	18	4%	0	0%	28	7%
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	411	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2024, 10:50 AM EST