

LANCASTER 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.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement: Potential Target District	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	3	3	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	2
Black or African American	1	1	—	2
Hispanic or Latino	2	2	—	3
Multiracial	3	3	—	3
White	3	3	—	4
English Language Learner	3	3	—	2
Students with Disabilities	3	3	—	3
Economically Disadvantaged	3	2	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,985	137.2	3
	Math	1,993	157.8	
	Combined	3,978	147.5	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	50	140	3
	Math	48	144.8	
	Combined	98	142.3	
Black or African American	ELA	25	92	1
	Math	24	64.6	
	Combined	49	78.6	
Hispanic or Latino	ELA	60	99.2	2
	Math	56	119.6	
	Combined	116	109.1	
Multiracial	ELA	56	149.1	3
	Math	55	167.3	
	Combined	111	158.1	
White	ELA	1,791	138.7	3
	Math	1,807	160.2	
	Combined	3,598	149.5	
English Language Learner	ELA	32	82.8	3
	Math	34	113.2	
	Combined	66	98.5	
Students with Disabilities	ELA	365	80.5	3
	Math	364	87	
	Combined	729	83.7	
Economically Disadvantaged	ELA	506	111.8	3
	Math	490	123.1	
	Combined	996	117.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,435	111.8	3
	Math	2,440	128.9	
	Combined	4,875	120.4	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	50	140	3
	Math	49	141.8	
	Combined	99	140.9	
Black or African American	ELA	29	79.3	1
	Math	29	53.4	
	Combined	58	66.4	
Hispanic or Latino	ELA	73	81.5	2
	Math	73	91.8	
	Combined	146	86.6	
Multiracial	ELA	66	126.5	3
	Math	66	139.4	
	Combined	132	133	
White	ELA	2,214	112.2	3
	Math	2,218	130.5	
	Combined	4,432	121.4	
English Language Learner	ELA	36	73.6	3
	Math	40	96.3	
	Combined	76	85.5	
Students with Disabilities	ELA	485	60.6	3
	Math	485	65.3	
	Combined	970	62.9	
Economically Disadvantaged	ELA	640	88.4	2
	Math	645	93.5	
	Combined	1,285	90.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	28	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	11	—	—	—	—
English Language Learner	28	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	20	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	3,337	434	13%	4
American Indian or Alaska Native	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	72	17	23.6%	2
Black or African American	46	15	32.6%	2
Hispanic or Latino	113	24	21.2%	3
Multiracial	94	15	16%	3
White	3,006	363	12.1%	4
English Language Learner	69	20	29%	2
Students with Disabilities	661	142	21.5%	3
Economically Disadvantaged	910	244	26.8%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	2,599	77.5%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✓	56	96.4%
Black or African American	—	32	—
Hispanic or Latino	X	83	78.3%
Multiracial	X	71	80.3%
White	X	2,353	76.9%
English Language Learner	—	36	—
Students with Disabilities	X	492	70.9%
Economically Disadvantaged	X	703	75.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	2,601	77.6%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	X	56	92.9%
Black or African American	—	32	—
Hispanic or Latino	X	83	73.5%
Multiracial	X	71	78.9%
White	X	2,355	77.3%
English Language Learner	—	36	—
Students with Disabilities	X	493	70.6%
Economically Disadvantaged	X	704	72.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 7	—
Grade 8	—

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	429	223	175.2	4
	Math	239	123		
	Science	154	181.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	171.4	—	—
	Math	3	—		
	Science	2	—		
Black or African American	ELA	5	220	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	17	229.4	186	4
	Math	12	116.7		
	Science	4	—		
Multiracial	ELA	9	222.2	—	—
	Math	3	—		
	Science	5	210		
White	ELA	391	223.7	175.7	4
	Math	219	124.7		
	Science	141	180.1		
Students with Disabilities	ELA	91	167.6	134	4
	Math	36	87.5		
	Science	15	153.3		
Economically Disadvantaged	ELA	98	194.4	148.8	4
	Math	42	96.4		
	Science	22	159.1		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	432	221.4	129.4	4
	Math	417	70.5		
	Science	351	79.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	171.4	—	—
	Math	7	42.9		
	Science	6	75		
Black or African American	ELA	5	220	—	—
	Math	5	40		
	Science	5	40		
Hispanic or Latino	ELA	17	229.4	143.8	4
	Math	16	87.5		
	Science	9	100		
Multiracial	ELA	9	222.2	—	—
	Math	9	22.2		
	Science	7	150		
White	ELA	394	222	129.8	4
	Math	380	71.8		
	Science	324	78.4		
Students with Disabilities	ELA	94	162.2	85.7	4
	Math	83	38		
	Science	54	42.6		
Economically Disadvantaged	ELA	99	192.4	100.9	3
	Math	90	45		
	Science	74	47.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	450	438	97.3%	96.6%	4
	5-year	485	468	96.5%		
	6-year	493	474	96.1%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	11	—	—	—	—
	5-year	10	—	—		
	6-year	2	—	—		
Black or African American	4-year	10	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Hispanic or Latino	4-year	8	—	—	88.9%	2
	5-year	14	—	—		
	6-year	18	16	88.9%		
Multiracial	4-year	3	—	—	—	—
	5-year	10	—	—		
	6-year	8	—	—		
White	4-year	417	408	97.8%	97%	4
	5-year	441	426	96.6%		
	6-year	457	441	96.5%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	68	60	88.2%	87.7%	4
	5-year	79	72	91.1%		
	6-year	93	78	83.9%		
Economically Disadvantaged	4-year	112	108	96.4%	94.1%	4
	5-year	124	114	91.9%		
	6-year	99	93	93.9%		

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	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,674	240	14.3%	4
American Indian or Alaska Native	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	3	9.4%	4
Black or African American	17	—	—	—
Hispanic or Latino	73	13	17.8%	3
Multiracial	50	9	18%	3
White	1,498	208	13.9%	4
English Language Learner	8	—	—	—
Students with Disabilities	384	95	24.7%	4
Economically Disadvantaged	462	129	27.9%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	432	99.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	5	—
Hispanic or Latino	—	19	—
Multiracial	—	9	—
White	✓	391	99.5%
English Language Learner	—	1	—
Students with Disabilities	✓	82	98.8%
Economically Disadvantaged	✓	98	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	417	57.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	5	—
Hispanic or Latino	—	18	—
Multiracial	—	9	—
White	✗	377	57.8%
English Language Learner	—	1	—
Students with Disabilities	✗	71	40.9%
Economically Disadvantaged	✗	90	46.7%

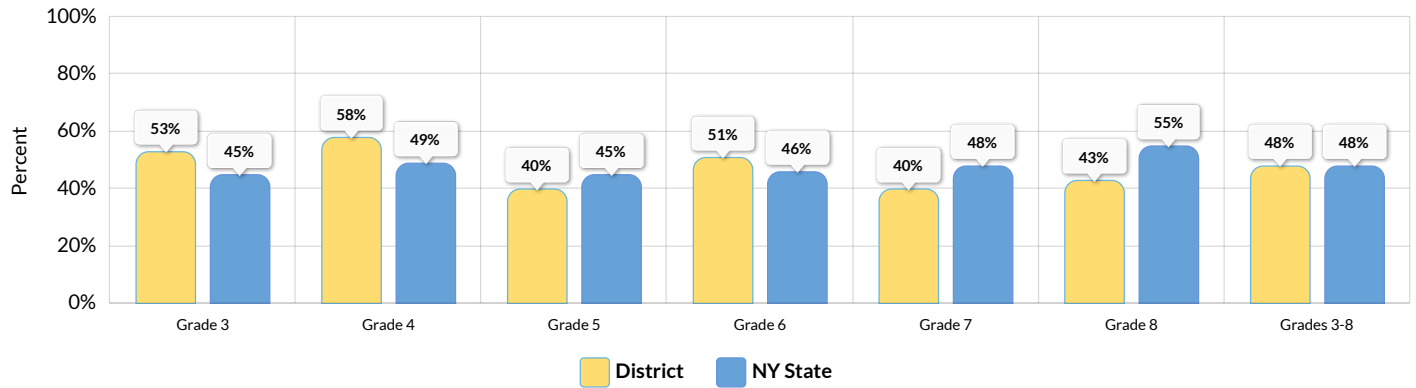
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



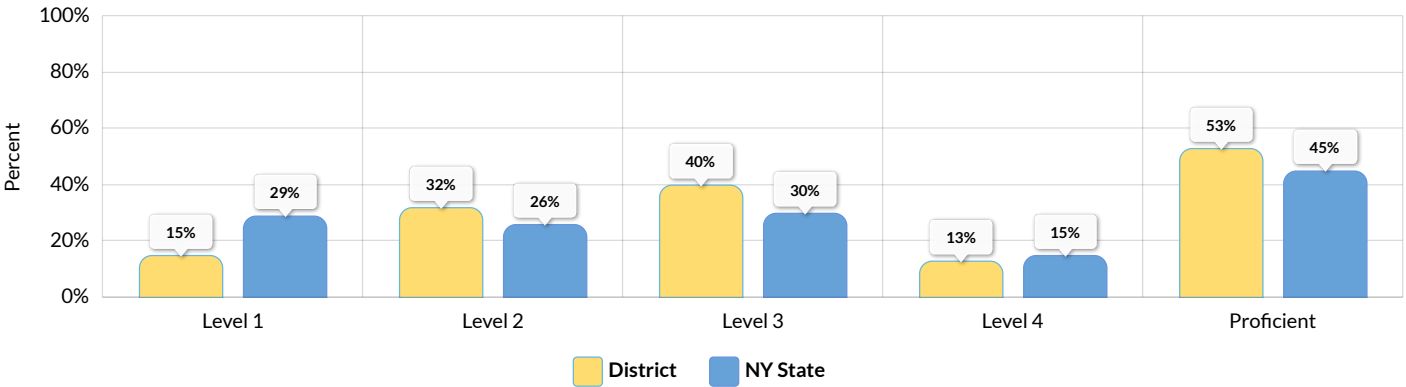
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	410	30	7%	380	93%	58	15%	120	32%	153	40%	49	13%	202	53%
Grade 4	452	51	11%	401	89%	47	12%	123	31%	182	45%	49	12%	231	58%
Grade 5	444	101	23%	343	77%	70	20%	135	39%	120	35%	18	5%	138	40%
Grade 6	416	126	30%	290	70%	58	20%	84	29%	101	35%	47	16%	148	51%
Grade 7	440	123	28%	317	72%	77	24%	113	36%	85	27%	42	13%	127	40%
Grade 8	447	198	44%	249	56%	40	16%	102	41%	81	33%	26	10%	107	43%
Grades 3-8	2,609	629	24%	1,980	76%	350	18%	677	34%	722	36%	231	12%	953	48%

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.



Percent Scoring at Levels for All Students



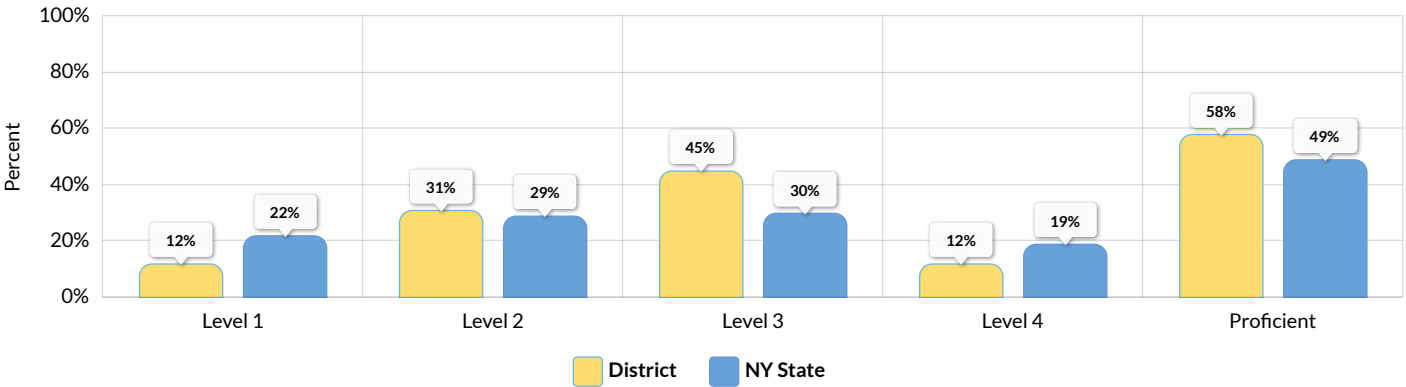
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	30	7%	380	93%	58	15%	120	32%	153	40%	49	13%	202	53%
Female	201	12	6%	189	94%	34	18%	46	24%	79	42%	30	16%	109	58%
Male	209	18	9%	191	91%	24	13%	74	39%	74	39%	19	10%	93	49%
General Education Students	335	22	7%	313	93%	25	8%	98	31%	142	45%	48	15%	190	61%
Students with Disabilities	75	8	11%	67	89%	33	49%	22	33%	11	16%	1	1%	12	18%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Hispanic or Latino	8	1	13%	7	88%	3	43%	2	29%	2	29%	0	0%	2	29%
White	379	28	7%	351	93%	52	15%	108	31%	143	41%	48	14%	191	54%
Multiracial	9	0	0%	9	100%	1	11%	6	67%	2	22%	0	0%	2	22%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	1	14%	4	57%	1	14%	5	71%
Economically Disadvantaged	107	8	7%	99	93%	23	23%	34	34%	35	35%	7	7%	42	42%
Not Economically Disadvantaged	303	22	7%	281	93%	35	12%	86	31%	118	42%	42	15%	160	57%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	407	28	7%	379	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	410	30	7%	380	93%	58	15%	120	32%	153	40%	49	13%	202	53%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	409	30	7%	379	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	410	30	7%	380	93%	58	15%	120	32%	153	40%	49	13%	202	53%
Parent in Armed Forces	9	2	22%	7	78%	2	29%	1	14%	3	43%	1	14%	4	57%
Parent Not in Armed Forces	401	28	7%	373	93%	56	15%	119	32%	150	40%	48	13%	198	53%

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.



Percent Scoring at Levels for All Students



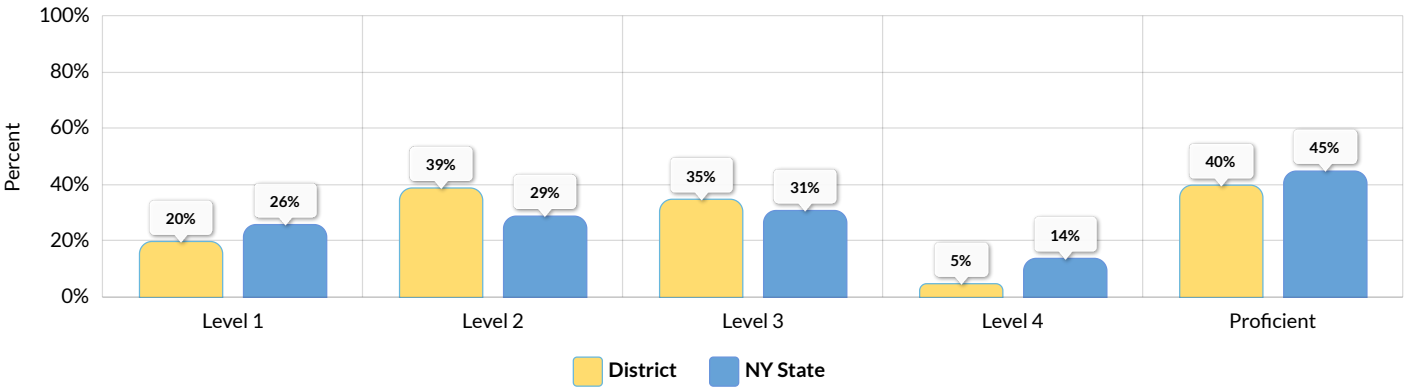
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GRADE 5 ELA RESULTS

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.



Percent Scoring at Levels for All Students



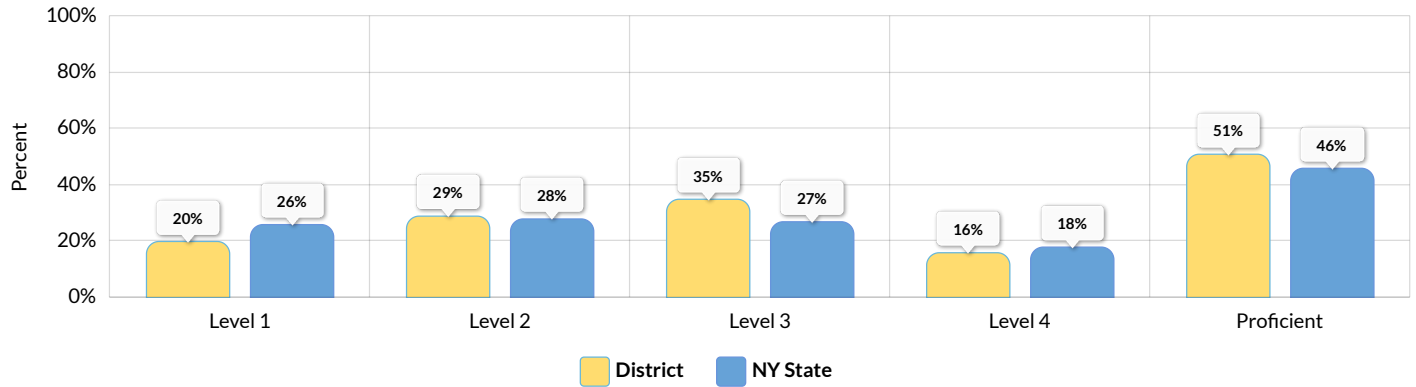
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GRADE 6 ELA RESULTS

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.



Percent Scoring at Levels for All Students



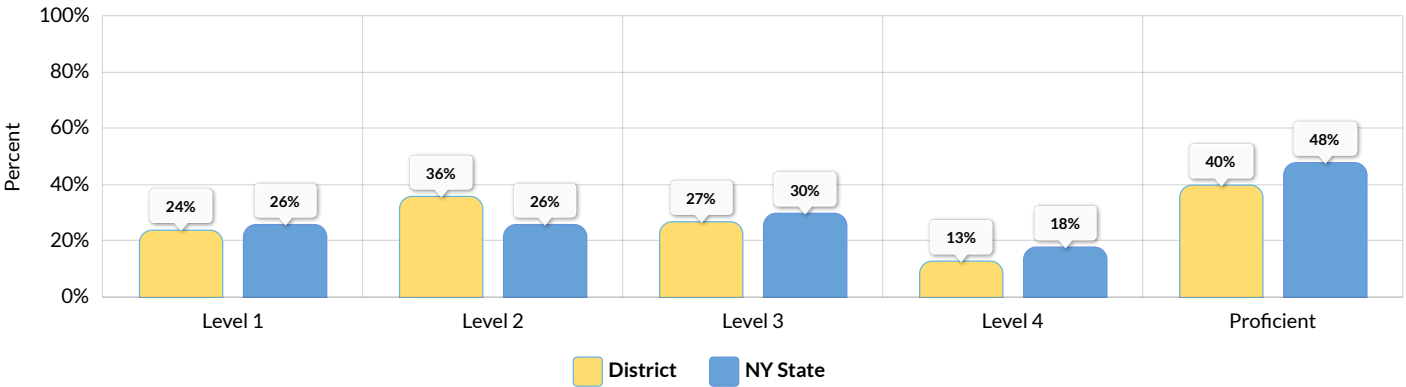
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GRADE 7 ELA RESULTS

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.



Percent Scoring at Levels for All Students



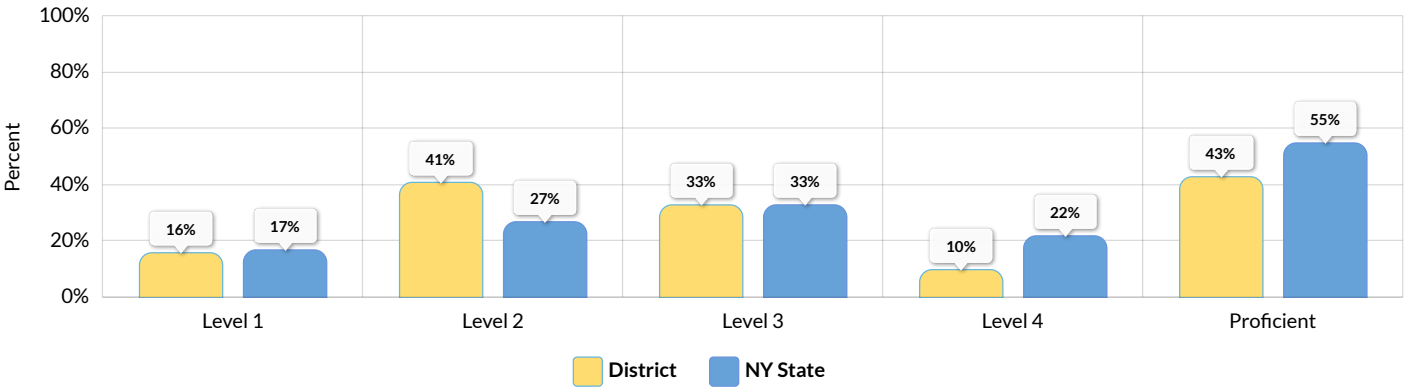
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GRADE 8 ELA RESULTS

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.



Percent Scoring at Levels for All Students



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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	410	25	6%	385	94%	32	8%	93	24%	202	52%	58	15%	260	68%
Grade 4	454	56	12%	398	88%	25	6%	101	25%	219	55%	53	13%	272	68%
Grade 5	443	104	23%	339	77%	44	13%	83	24%	157	46%	55	16%	212	63%
Grade 6	416	136	33%	280	67%	51	18%	81	29%	121	43%	27	10%	148	53%
Combined 6	416	136	33%	280	67%	51	18%	81	29%	121	43%	27	10%	148	53%
Grade 7	439	134	31%	305	69%	47	15%	111	36%	126	41%	21	7%	147	48%
Combined 7	439	134	31%	305	69%	47	15%	111	36%	126	41%	21	7%	147	48%
Grade 8	445	304	68%	141	32%	53	38%	37	26%	48	34%	3	2%	51	36%
Regents 8	—	—	—	144	32%	0	0%	0	0%	5	3%	139	97%	144	100%
Combined 8	445	160	36%	285	64%	53	19%	37	13%	53	19%	142	50%	195	68%
Grades 3-8	2,607	615	24%	1,992	76%	252	13%	506	25%	878	44%	356	18%	1,234	62%

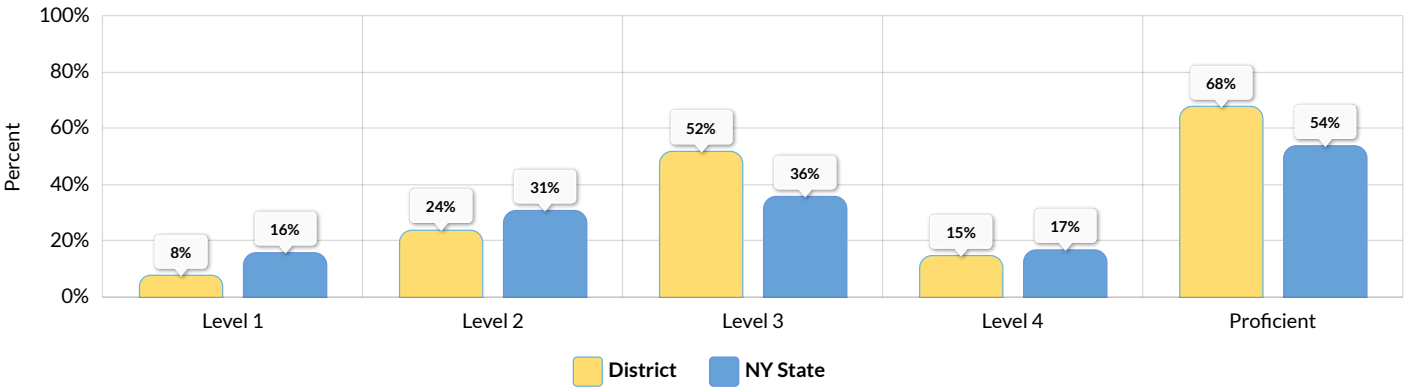
See report card Glossary and Guide for criteria used to include students in this table.

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.



Percent Scoring at Levels for All Students



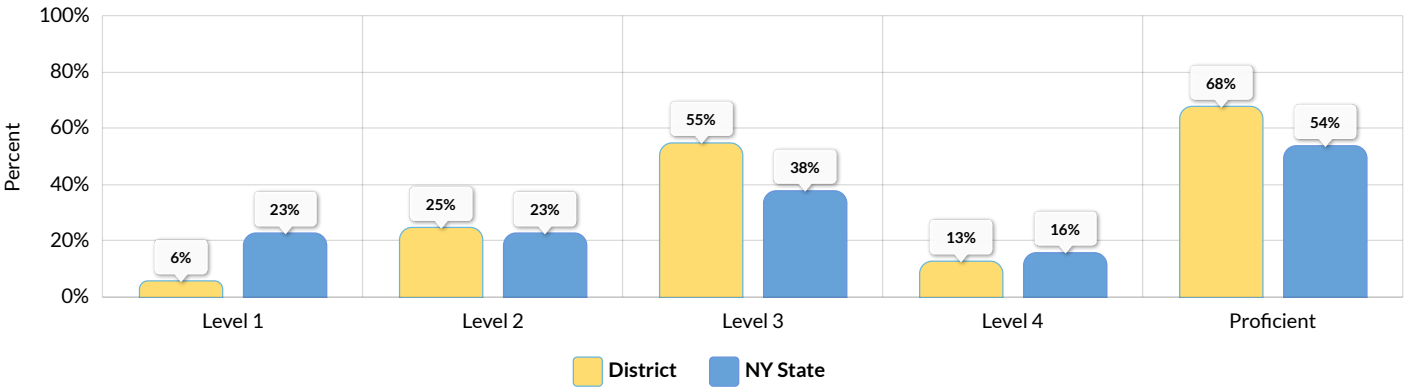
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	25	6%	385	94%	32	8%	93	24%	202	52%	58	15%	260	68%
Female	201	11	5%	190	95%	20	11%	51	27%	95	50%	24	13%	119	63%
Male	209	14	7%	195	93%	12	6%	42	22%	107	55%	34	17%	141	72%
General Education Students	335	18	5%	317	95%	4	1%	70	22%	187	59%	56	18%	243	77%
Students with Disabilities	75	7	9%	68	91%	28	41%	23	34%	15	22%	2	3%	17	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%
Hispanic or Latino	8	1	13%	7	88%	1	14%	2	29%	4	57%	0	0%	4	57%
White	379	23	6%	356	94%	25	7%	86	24%	189	53%	56	16%	245	69%
Multiracial	9	0	0%	9	100%	3	33%	1	11%	5	56%	0	0%	5	56%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	1	14%	4	57%	2	29%	6	86%
Economically Disadvantaged	107	7	7%	100	93%	18	18%	37	37%	35	35%	10	10%	45	45%
Not Economically Disadvantaged	303	18	6%	285	94%	14	5%	56	20%	167	59%	48	17%	215	75%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	407	25	6%	382	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	410	25	6%	385	94%	32	8%	93	24%	202	52%	58	15%	260	68%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	409	25	6%	384	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	410	25	6%	385	94%	32	8%	93	24%	202	52%	58	15%	260	68%
Parent in Armed Forces	9	3	33%	6	67%	1	17%	2	33%	2	33%	1	17%	3	50%
Parent Not in Armed Forces	401	22	5%	379	95%	31	8%	91	24%	200	53%	57	15%	257	68%

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.



Percent Scoring at Levels for All Students



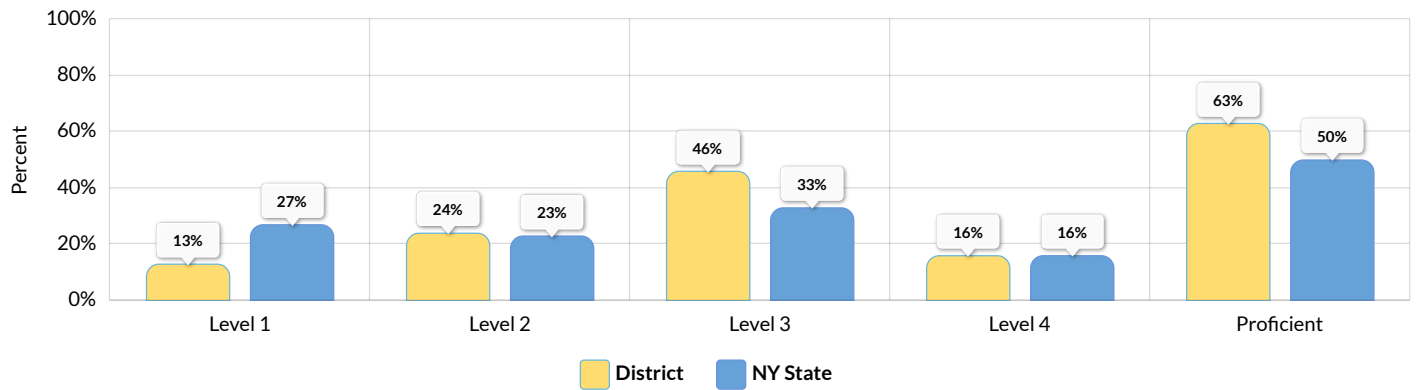
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GRADE 5 MATH RESULTS

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.



Percent Scoring at Levels for All Students



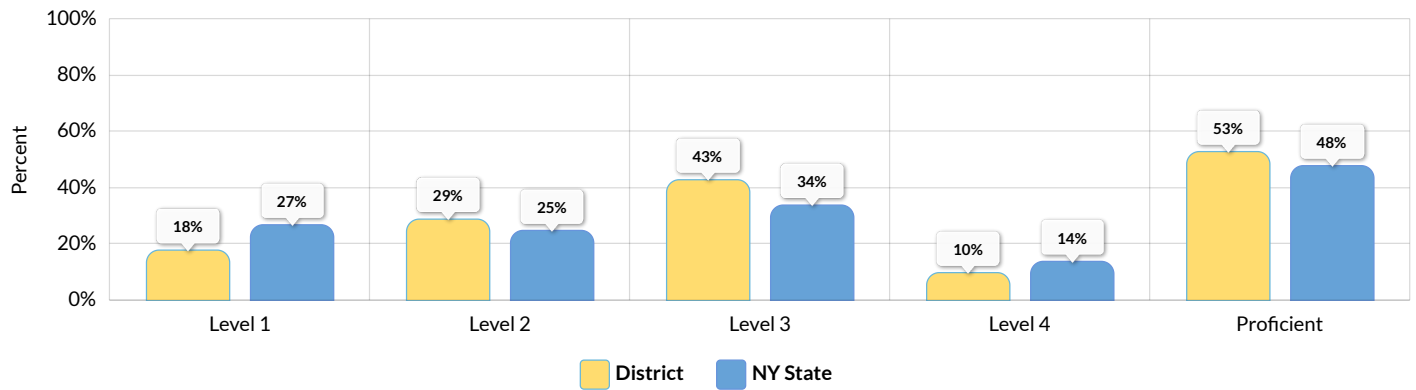
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GRADE 6 MATH RESULTS

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.



Percent Scoring at Levels for All Students



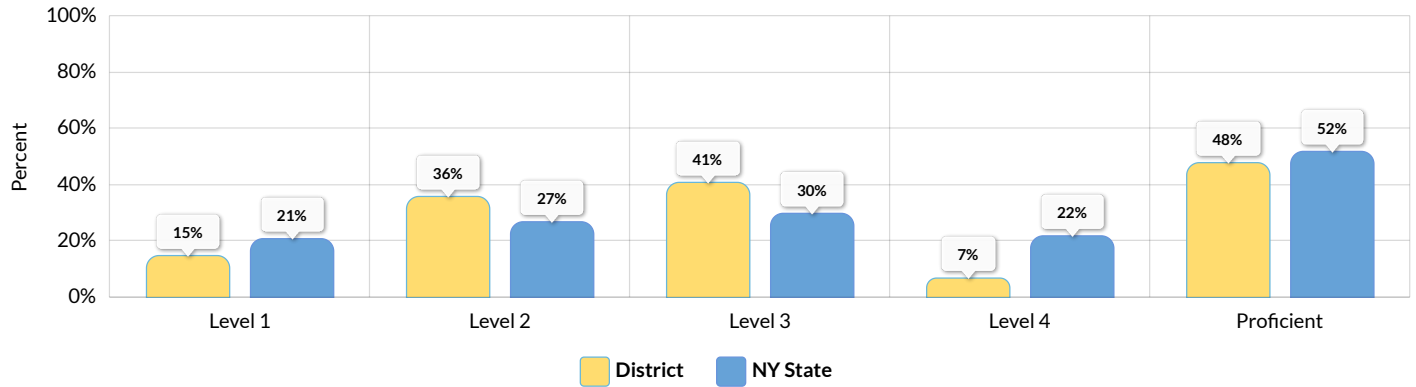
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GRADE 7 MATH RESULTS

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.



Percent Scoring at Levels for All Students



[illegible]

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.

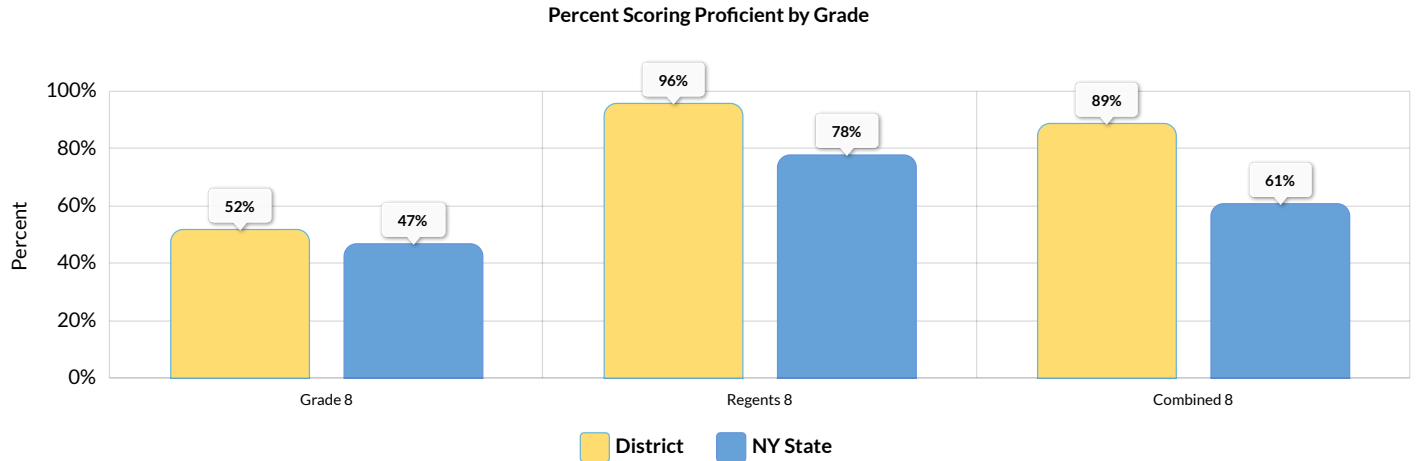


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GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



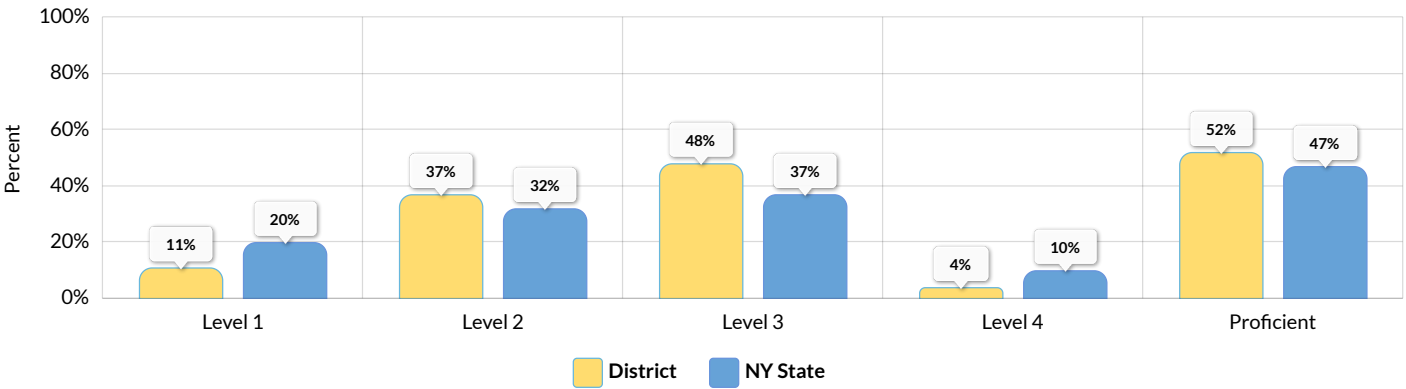
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	445	391	88%	54	12%	6	11%	20	37%	26	48%	2	4%	28	52%
Regents 8	—	—	—	274	62%	1	0%	9	3%	144	53%	120	44%	264	96%
Combined 8	445	117	26%	328	74%	7	2%	29	9%	170	52%	122	37%	292	89%

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

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	445	391	88%	54	12%	6	11%	20	37%	26	48%	2	4%	28	52%
Female	233	215	92%	18	8%	1	6%	6	33%	11	61%	0	0%	11	61%
Male	211	175	83%	36	17%	5	14%	14	39%	15	42%	2	6%	17	47%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	349	326	93%	23	7%	1	4%	7	30%	13	57%	2	9%	15	65%
Students with Disabilities	96	65	68%	31	32%	5	16%	13	42%	13	42%	0	0%	13	42%
Asian or Native Hawaiian/Other Pacific Islander	10	5	50%	5	50%	2	40%	1	20%	2	40%	0	0%	2	40%
Black or African American	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	15	79%	4	21%	—	—	—	—	—	—	—	—	—	—
White	396	353	89%	43	11%	3	7%	17	40%	21	49%	2	5%	23	53%
Multiracial	14	13	93%	1	7%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	39	33	85%	6	15%	1	17%	2	33%	3	50%	0	0%	3	50%
Economically Disadvantaged	123	94	76%	29	24%	4	14%	12	41%	11	38%	2	7%	13	45%
Not Economically Disadvantaged	322	297	92%	25	8%	2	8%	8	32%	15	60%	0	0%	15	60%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	443	391	88%	52	12%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	391	88%	54	12%	6	11%	20	37%	26	48%	2	4%	28	52%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	391	88%	53	12%	—	—	—	—	—	—	—	—	—	—
Not Migrant	445	391	88%	54	12%	6	11%	20	37%	26	48%	2	4%	28	52%
Parent in Armed Forces	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	441	387	88%	54	12%	6	11%	20	37%	26	48%	2	4%	28	52%

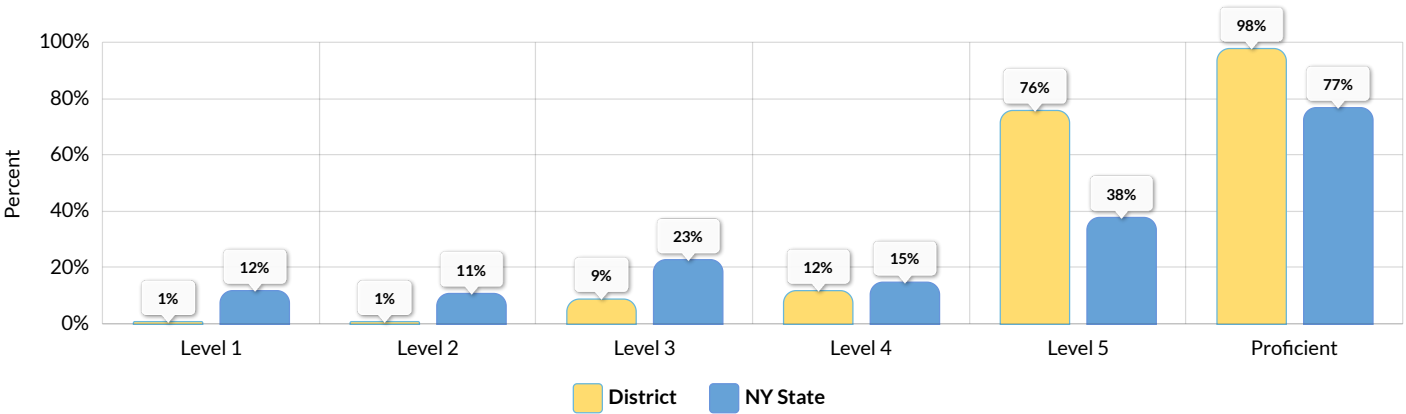
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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)



Percent Scoring at Levels for All Students

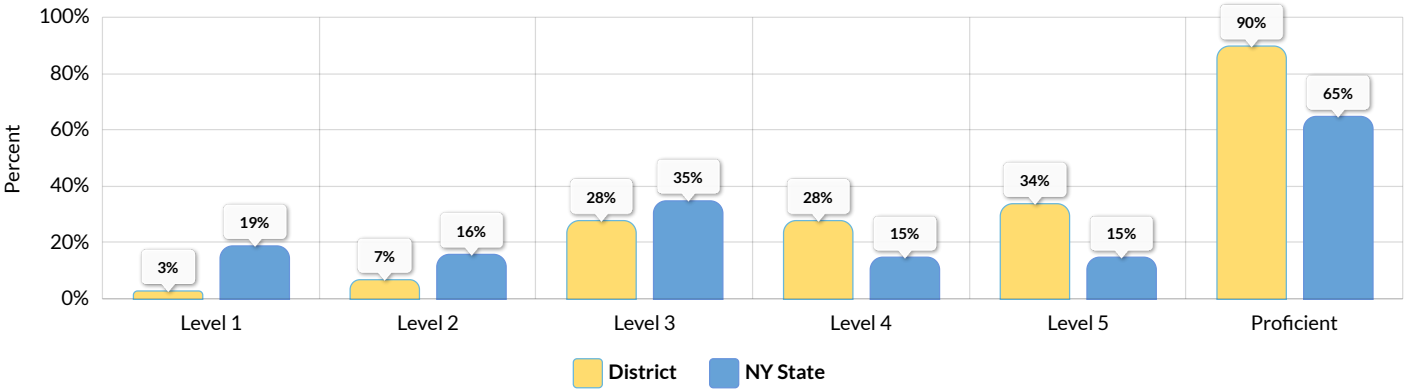


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ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

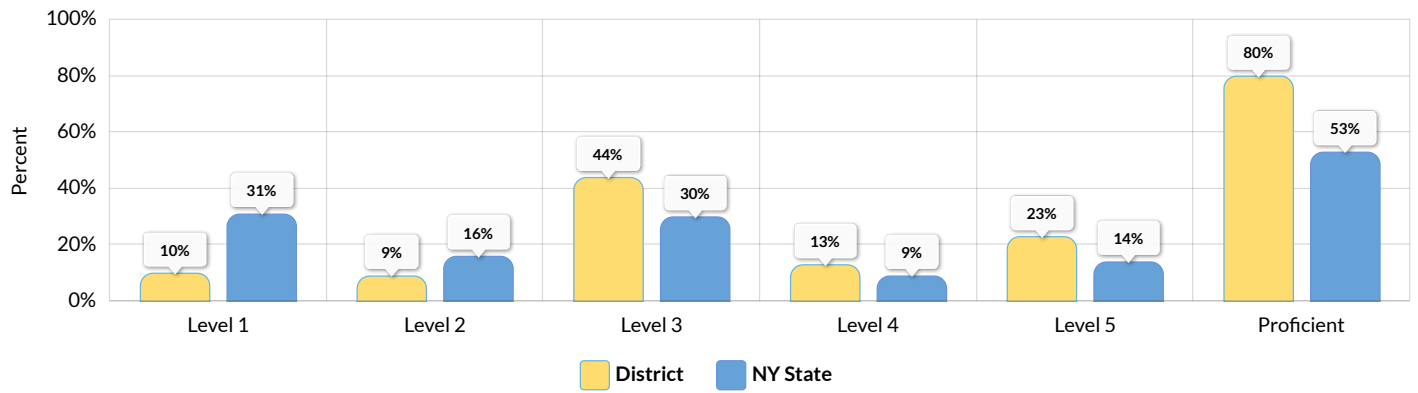


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	421	13	3%	29	7%	116	28%	119	28%	144	34%	379	90%
Female	190	1	1%	10	5%	46	24%	59	31%	74	39%	179	94%
Male	231	12	5%	19	8%	70	30%	60	26%	70	30%	200	87%
General Education Students	324	1	0%	7	2%	72	22%	107	33%	137	42%	316	98%
Students with Disabilities	97	12	12%	22	23%	44	45%	12	12%	7	7%	63	65%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	1	14%	3	43%	0	0%	3	43%	6	86%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	1	4%	9	38%	4	17%	8	33%	21	88%
White	375	11	3%	24	6%	100	27%	113	30%	127	34%	340	91%
Multiracial	10	0	0%	0	0%	4	40%	1	10%	5	50%	10	100%
Small Group Total: Race & Ethnicity	5	0	0%	3	60%	0	0%	1	20%	1	20%	2	40%
Economically Disadvantaged	110	8	7%	14	13%	33	30%	29	26%	26	24%	88	80%
Not Economically Disadvantaged	311	5	2%	15	5%	83	27%	90	29%	118	38%	291	94%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	418	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	420	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	419	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	421	13	3%	29	7%	116	28%	119	28%	144	34%	379	90%
Parent Not in Armed Forces	421	13	3%	29	7%	116	28%	119	28%	144	34%	379	90%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

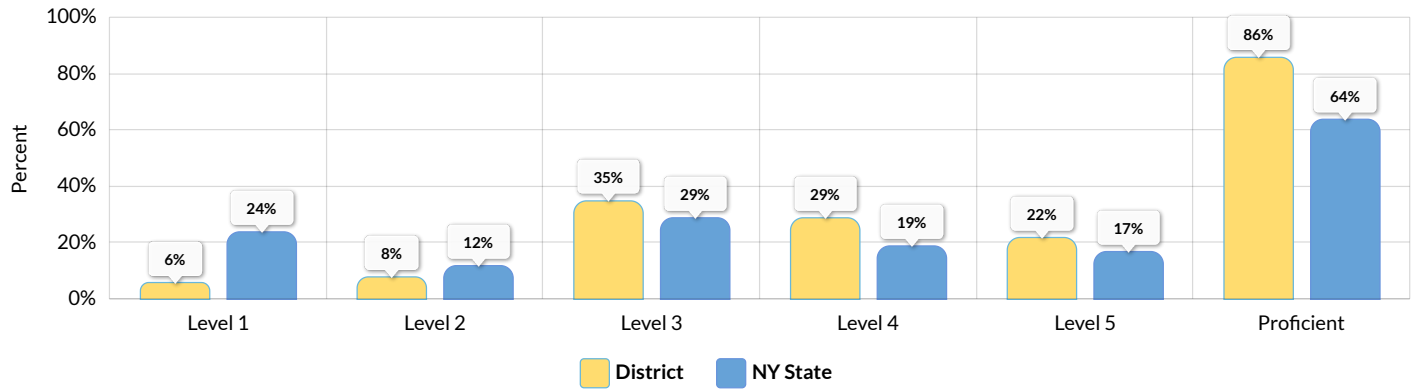


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ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students



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ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

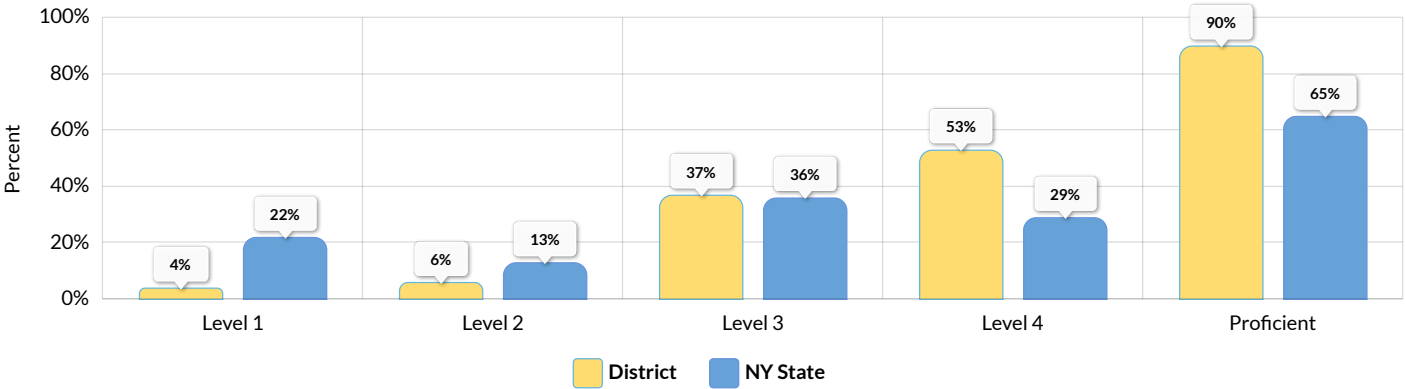


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ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percent Scoring at Levels for All Students



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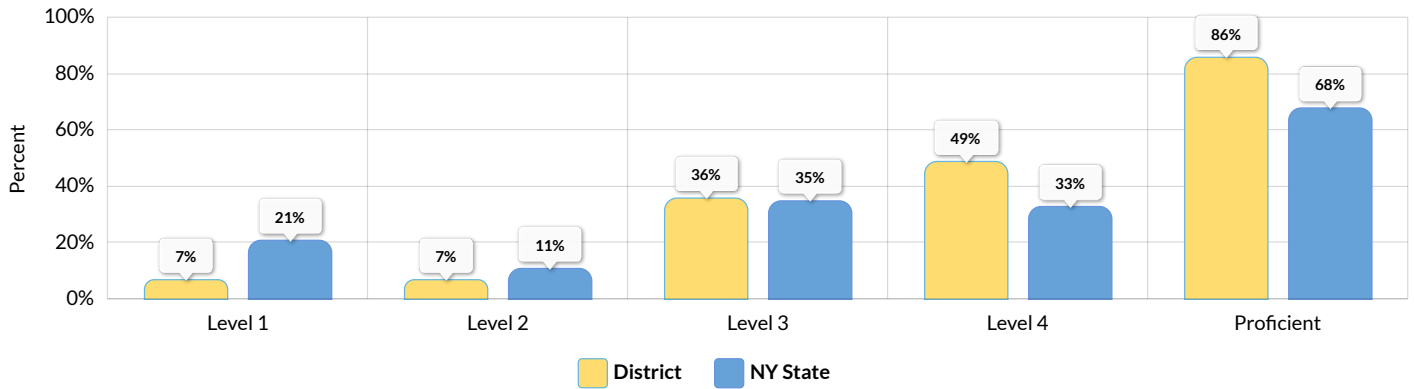
Level	District (%)	NY State (%)
Level 1	2%	18%
Level 2	11%	17%
Level 3	57%	45%
Level 4	30%	20%
Proficient	88%	65%

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



Percent Scoring at Levels for All Students

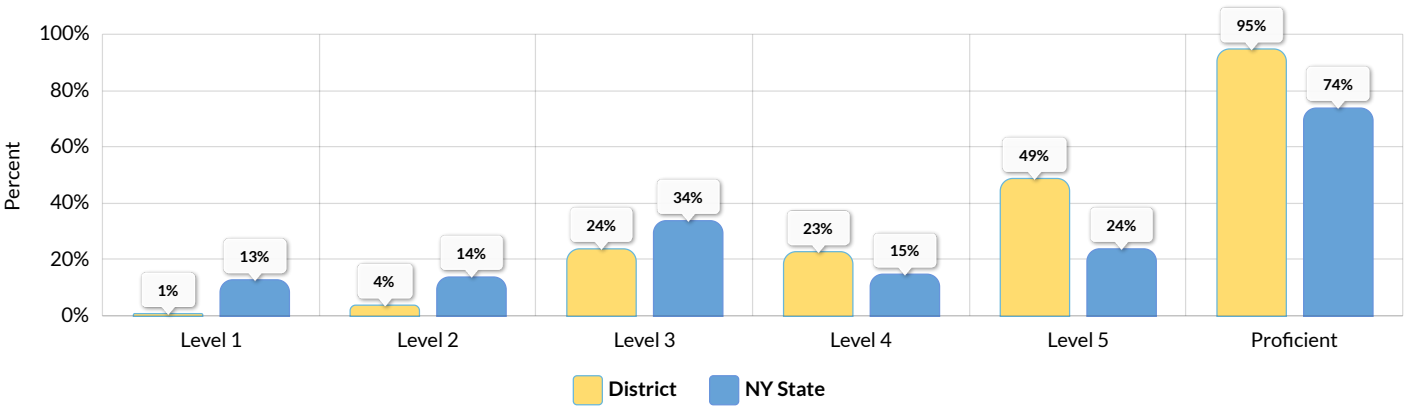


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	7	7%	7	7%	35	36%	48	49%	83	86%
Female	37	5	14%	1	3%	15	41%	16	43%	31	84%
Male	60	2	3%	6	10%	20	33%	32	53%	52	87%
General Education Students	95	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	90	6	7%	7	8%	32	36%	45	50%	77	86%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	11	2	18%	2	18%	2	18%	5	45%	7	64%
Not Economically Disadvantaged	86	5	6%	5	6%	33	38%	43	50%	76	88%
Non-English Language Learner	97	7	7%	7	7%	35	36%	48	49%	83	86%
Not in Foster Care	97	7	7%	7	7%	35	36%	48	49%	83	86%
Not Homeless	97	7	7%	7	7%	35	36%	48	49%	83	86%
Not Migrant	97	7	7%	7	7%	35	36%	48	49%	83	86%
Parent Not in Armed Forces	97	7	7%	7	7%	35	36%	48	49%	83	86%

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



Percent Scoring at Levels for All Students

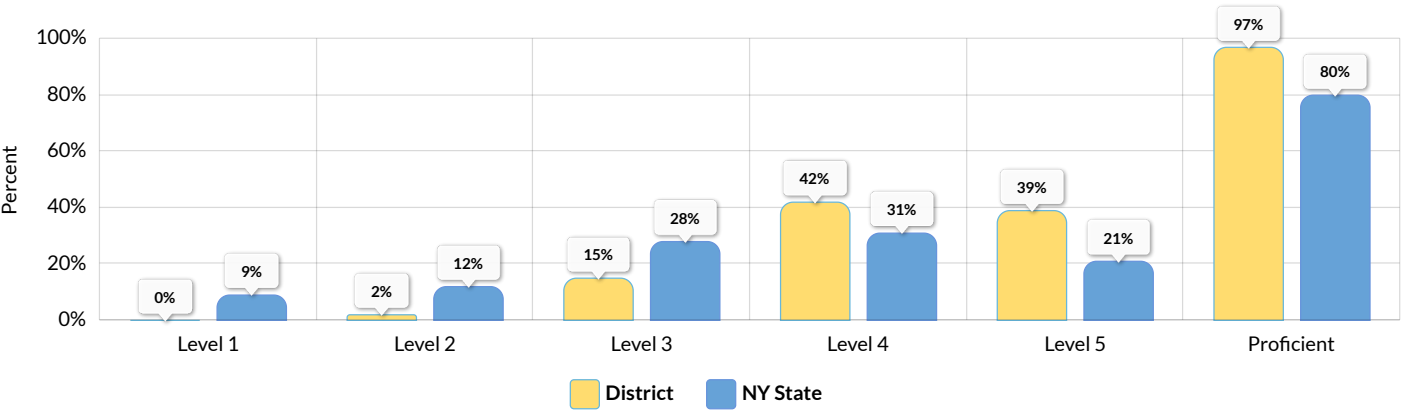


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ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	408	2	0%	10	2%	63	15%	173	42%	160	39%	396	97%
Female	197	1	1%	7	4%	30	15%	83	42%	76	39%	189	96%
Male	211	1	0%	3	1%	33	16%	90	43%	84	40%	207	98%
General Education Students	329	0	0%	6	2%	28	9%	148	45%	147	45%	323	98%
Students with Disabilities	79	2	3%	4	5%	35	44%	25	32%	13	16%	73	92%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	0	0%	0	0%	1	7%	9	60%	5	33%	15	100%
White	368	2	1%	8	2%	56	15%	157	43%	145	39%	358	97%
Multiracial	12	0	0%	1	8%	5	42%	4	33%	2	17%	11	92%
Small Group Total: Race & Ethnicity	13	0	0%	1	8%	1	8%	3	23%	8	62%	12	92%
Economically Disadvantaged	102	0	0%	4	4%	27	26%	47	46%	24	24%	98	96%
Not Economically Disadvantaged	306	2	1%	6	2%	36	12%	126	41%	136	44%	298	97%
Non-English Language Learner	408	2	0%	10	2%	63	15%	173	42%	160	39%	396	97%
Not in Foster Care	408	2	0%	10	2%	63	15%	173	42%	160	39%	396	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	407	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	408	2	0%	10	2%	63	15%	173	42%	160	39%	396	97%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	405	—	—	—	—	—	—	—	—	—	—	—	—

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	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	3	3	100	0	0
White	3	3	100	0	0
Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

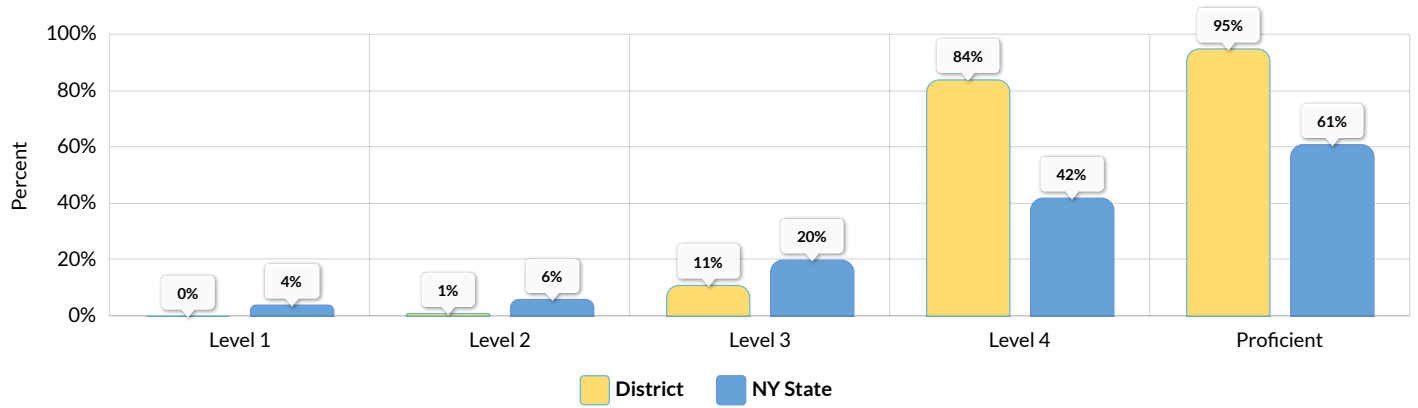
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	446	15	3%	431	97%	1	0%	6	1%	51	11%	373	84%	424	95%
Female	209	3	1%	206	99%	1	0%	2	1%	11	5%	192	92%	203	97%
Male	237	12	5%	225	95%	0	0%	4	2%	40	17%	181	76%	221	93%
General Education Students	355	6	2%	349	98%	0	0%	1	0%	21	6%	327	92%	348	98%
Students with Disabilities	91	9	10%	82	90%	1	1%	5	5%	30	33%	46	51%	76	84%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	1	14%	1	14%	4	57%	5	71%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Hispanic or Latino	20	1	5%	19	95%	0	0%	0	0%	3	15%	16	80%	19	95%
White	405	13	3%	392	97%	1	0%	5	1%	45	11%	341	84%	386	95%
Multiracial	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	102	3	3%	99	97%	1	1%	5	5%	22	22%	71	70%	93	91%
Not Economically Disadvantaged	344	12	3%	332	97%	0	0%	1	0%	29	8%	302	88%	331	96%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	445	15	—	430	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	15	—	430	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	15	—	429	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	446	15	3%	431	97%	1	0%	6	1%	51	11%	373	84%	424	95%
Parent Not in Armed Forces	446	15	3%	431	97%	1	0%	6	1%	51	11%	373	84%	424	95%

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.

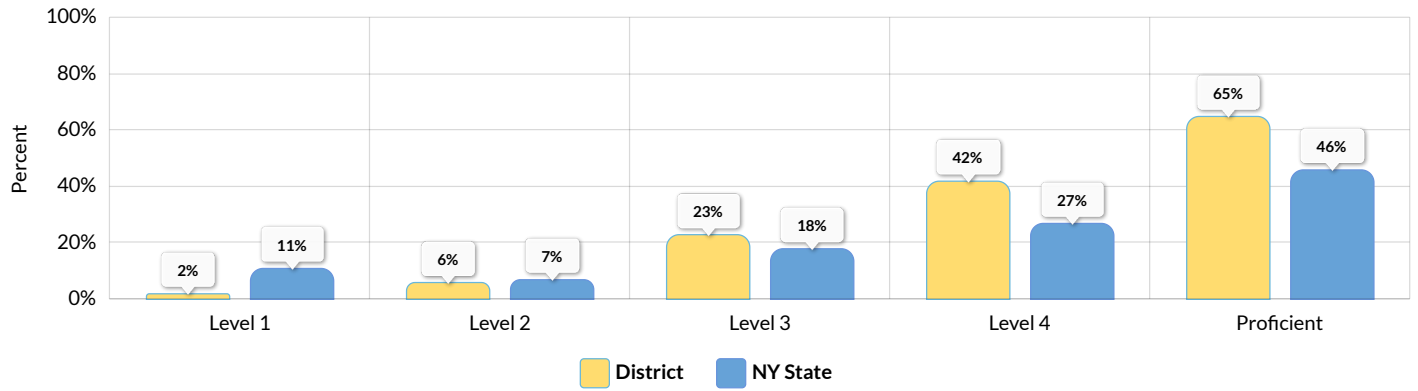
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	446	116	26%	330	74%	11	2%	28	6%	104	23%	187	42%	291	65%
Female	209	35	17%	174	83%	5	2%	20	10%	47	22%	102	49%	149	71%
Male	237	81	34%	156	66%	6	3%	8	3%	57	24%	85	36%	142	60%
General Education Students	355	54	15%	301	85%	6	2%	23	6%	91	26%	181	51%	272	77%
Students with Disabilities	91	62	68%	29	32%	5	5%	5	5%	13	14%	6	7%	19	21%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	5	1	20%	4	80%	0	0%	0	0%	2	40%	2	40%	4	80%
Hispanic or Latino	20	6	30%	14	70%	1	5%	1	5%	7	35%	5	25%	12	60%
White	405	106	26%	299	74%	9	2%	27	7%	92	23%	171	42%	263	65%
Multiracial	9	2	22%	7	78%	1	11%	0	0%	2	22%	4	44%	6	67%
Economically Disadvantaged	102	47	46%	55	54%	5	5%	6	6%	23	23%	21	21%	44	43%
Not Economically Disadvantaged	344	69	20%	275	80%	6	2%	22	6%	81	24%	166	48%	247	72%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	445	115	—	330	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	115	—	330	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	114	—	330	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	446	116	26%	330	74%	11	2%	28	6%	104	23%	187	42%	291	65%
Parent Not in Armed Forces	446	116	26%	330	74%	11	2%	28	6%	104	23%	187	42%	291	65%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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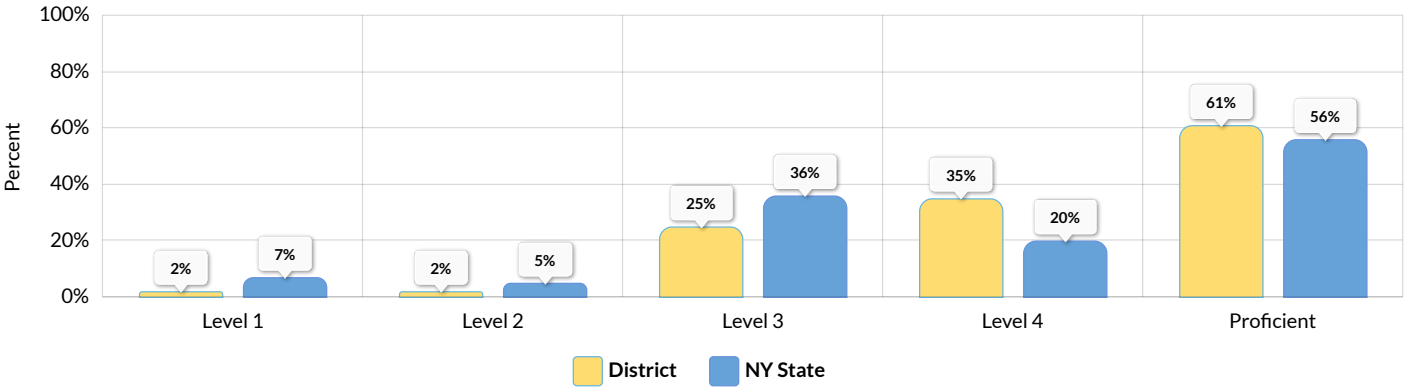
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	429	107	25	322	75
Female	203	33	16	170	84
Male	226	74	33	152	67
General Education Students	349	54	15	295	85
Students with Disabilities	80	53	66	27	34
Asian or Native Hawaiian/Other Pacific Islander	6	1	17	5	83
Black or African American	5	1	20	4	80
Hispanic or Latino	17	5	29	12	71
White	393	98	25	295	75
Multiracial	8	2	25	6	75
Economically Disadvantaged	99	45	45	54	55
Not Economically Disadvantaged	330	62	19	268	81
English Language Learner	1	1	100	0	0
Non-English Language Learner	428	106	25	322	75
In Foster Care	1	1	100	0	0
Not in Foster Care	428	106	25	322	75
Homeless	2	2	100	0	0
Not Homeless	427	105	25	322	75
Not Migrant	429	107	25	322	75
Parent Not in Armed Forces	429	107	25	322	75

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	446	154	35%	292	65%	11	2%	11	2%	113	25%	157	35%	270	61%
Female	209	55	26%	154	74%	4	2%	5	2%	64	31%	81	39%	145	69%
Male	237	99	42%	138	58%	7	3%	6	3%	49	21%	76	32%	125	53%
General Education Students	355	75	21%	280	79%	8	2%	9	3%	109	31%	154	43%	263	74%
Students with Disabilities	91	79	87%	12	13%	3	3%	2	2%	4	4%	3	3%	7	8%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Black or African American	5	2	40%	3	60%	0	0%	0	0%	1	20%	2	40%	3	60%
Hispanic or Latino	20	9	45%	11	55%	0	0%	0	0%	5	25%	6	30%	11	55%
White	405	138	34%	267	66%	11	3%	11	3%	103	25%	142	35%	245	60%
Multiracial	9	4	44%	5	56%	0	0%	0	0%	2	22%	3	33%	5	56%
Economically Disadvantaged	102	57	56%	45	44%	6	6%	3	3%	18	18%	18	18%	36	35%
Not Economically Disadvantaged	344	97	28%	247	72%	5	1%	8	2%	95	28%	139	40%	234	68%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	445	154	—	291	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	153	—	292	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	153	—	291	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	446	154	35%	292	65%	11	2%	11	2%	113	25%	157	35%	270	61%
Parent Not in Armed Forces	446	154	35%	292	65%	11	2%	11	2%	113	25%	157	35%	270	61%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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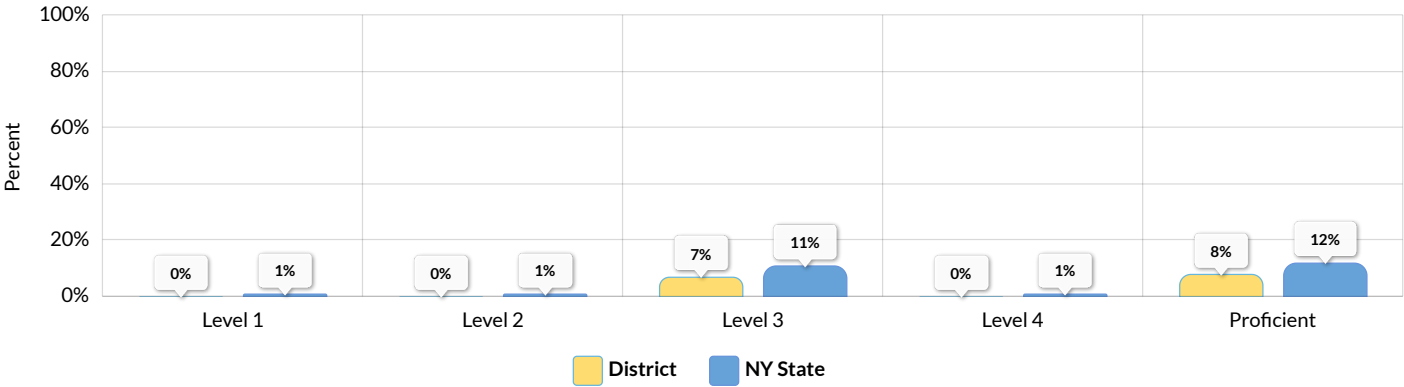
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	430	142	33	288	67
Female	205	51	25	154	75
Male	225	91	40	134	60
General Education Students	349	72	21	277	79
Students with Disabilities	81	70	86	11	14
Asian or Native Hawaiian/Other Pacific Islander	6	1	17	5	83
Black or African American	5	2	40	3	60
Hispanic or Latino	18	7	39	11	61
White	392	128	33	264	67
Multiracial	9	4	44	5	56
Economically Disadvantaged	100	55	55	45	45
Not Economically Disadvantaged	330	87	26	243	74
English Language Learner	1	0	0	1	100
Non-English Language Learner	429	142	33	287	67
In Foster Care	1	1	100	0	0
Not in Foster Care	429	141	33	288	67
Homeless	2	1	50	1	50
Not Homeless	428	141	33	287	67
Not Migrant	430	142	33	288	67
Parent Not in Armed Forces	430	142	33	288	67

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	446	411	92%	35	8%	0	0%	0	0%	33	7%	2	0%	35	8%
Female	209	189	90%	20	10%	0	0%	0	0%	19	9%	1	0%	20	10%
Male	237	222	94%	15	6%	0	0%	0	0%	14	6%	1	0%	15	6%
General Education Students	355	320	90%	35	10%	0	0%	0	0%	33	9%	2	1%	35	10%
Students with Disabilities	91	91	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	6	86%	1	14%	0	0%	0	0%	0	0%	1	14%	1	14%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
White	405	372	92%	33	8%	0	0%	0	0%	32	8%	1	0%	33	8%
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	102	97	95%	5	5%	0	0%	0	0%	4	4%	1	1%	5	5%
Not Economically Disadvantaged	344	314	91%	30	9%	0	0%	0	0%	29	8%	1	0%	30	9%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	445	410	—	35	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	410	—	35	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	409	—	35	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	446	411	92%	35	8%	0	0%	0	0%	33	7%	2	0%	35	8%
Parent Not in Armed Forces	446	411	92%	35	8%	0	0%	0	0%	33	7%	2	0%	35	8%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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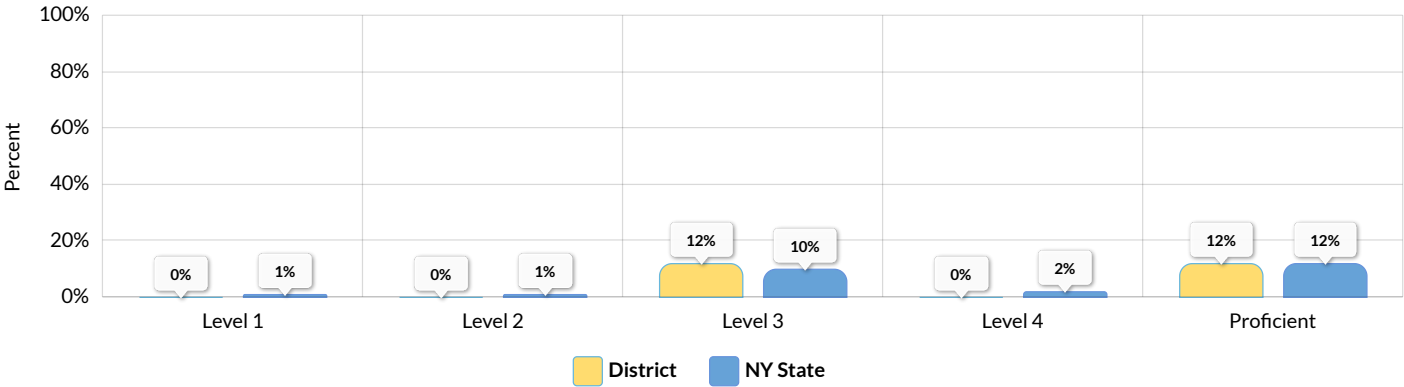
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	424	391	92	33	8
Female	203	184	91	19	9
Male	221	207	94	14	6
General Education Students	346	313	90	33	10
Students with Disabilities	78	78	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	17	16	94	1	6
White	388	356	92	32	8
Multiracial	9	9	100	0	0
Economically Disadvantaged	96	92	96	4	4
Not Economically Disadvantaged	328	299	91	29	9
Non-English Language Learner	424	391	92	33	8
In Foster Care	1	1	100	0	0
Not in Foster Care	423	390	92	33	8
Homeless	2	2	100	0	0
Not Homeless	422	389	92	33	8
Not Migrant	424	391	92	33	8
Parent Not in Armed Forces	424	391	92	33	8

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

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	446	392	88%	54	12%	0	0%	0	0%	52	12%	2	0%	54	12%
Female	209	181	87%	28	13%	0	0%	0	0%	27	13%	1	0%	28	13%
Male	237	211	89%	26	11%	0	0%	0	0%	25	11%	1	0%	26	11%
General Education Students	355	301	85%	54	15%	0	0%	0	0%	52	15%	2	1%	54	15%
Students with Disabilities	91	91	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	6	86%	1	14%	0	0%	0	0%	0	0%	1	14%	1	14%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
White	405	354	87%	51	13%	0	0%	0	0%	50	12%	1	0%	51	13%
Multiracial	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
Economically Disadvantaged	102	98	96%	4	4%	0	0%	0	0%	3	3%	1	1%	4	4%
Not Economically Disadvantaged	344	294	85%	50	15%	0	0%	0	0%	49	14%	1	0%	50	15%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	445	391	—	54	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	391	—	54	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	390	—	54	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	446	392	88%	54	12%	0	0%	0	0%	52	12%	2	0%	54	12%
Parent Not in Armed Forces	446	392	88%	54	12%	0	0%	0	0%	52	12%	2	0%	54	12%

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

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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	422	370	88	52	12
Female	204	177	87	27	13
Male	218	193	89	25	11
General Education Students	344	292	85	52	15
Students with Disabilities	78	78	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	16	15	94	1	6
White	387	337	87	50	13
Multiracial	9	8	89	1	11
Economically Disadvantaged	98	95	97	3	3
Not Economically Disadvantaged	324	275	85	49	15
English Language Learner	1	1	100	0	0
Non-English Language Learner	421	369	88	52	12
In Foster Care	1	1	100	0	0
Not in Foster Care	421	369	88	52	12
Homeless	2	2	100	0	0
Not Homeless	420	368	88	52	12
Not Migrant	422	370	88	52	12
Parent Not in Armed Forces	422	370	88	52	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.

[illegible]

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	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Grade 4 Math	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Grade 5 ELA	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 6 Math	5	0	0%	5	100%	2	40%	0	0%	1	20%	2	40%	3	60%
Grade 7 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	7	1	14%	6	86%	0	0%	0	0%	4	67%	2	33%	6	100%
Grade 8 Math	7	1	14%	6	86%	0	0%	0	0%	5	83%	1	17%	6	100%
Grade 8 Science	7	2	29%	5	71%	0	0%	0	0%	5	100%	0	0%	5	100%
Secondary-Level ELA	45	42	93%	3	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	45	42	93%	3	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	45	42	93%	3	7%	—	—	—	—	—	—	—	—	—	—

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	431	29	7%	7	1	14%
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	428	29	7%
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.

[illegible]

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	444	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	446	430	96%	287	64%	142	32%	1	0%	3	1%	12	3%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	446	430	96%	287	64%	142	32%	1	0%	3	1%	12	3%	0	0%	1	0%