

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	298	148	3
	Math	305	157.5	
	Combined	603	152.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	158.3	—
	Math	6	150	
	Combined	12	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	11	104.5	—
	Math	14	107.1	
	Combined	25	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	275	150.5	3
	Math	279	160.8	
	Combined	554	155.7	
English Language Learner	ELA	9	55.6	—
	Math	14	100	
	Combined	23	—	
Students with Disabilities	ELA	39	73.1	3
	Math	40	67.5	
	Combined	79	70.3	
Economically Disadvantaged	ELA	117	129.9	4
	Math	125	134	
	Combined	242	132	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	317	139.1	4
	Math	322	149.2	
	Combined	639	144.2	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	158.3	—
	Math	6	150	
	Combined	12	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	11	104.5	—
	Math	14	107.1	
	Combined	25	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	294	140.8	4
	Math	296	151.5	
	Combined	590	146.2	
English Language Learner	ELA	9	55.6	—
	Math	14	100	
	Combined	23	—	
Students with Disabilities	ELA	46	62	3
	Math	47	57.4	
	Combined	93	59.7	
Economically Disadvantaged	ELA	131	116	4
	Math	136	123.2	
	Combined	267	119.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	7	—	—	—	—
Multiracial	1	—	—	—	—
White	4	—	—	—	—
English Language Learner	13	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	10	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	482	76	15.8%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	23	—	—	—
Multiracial	6	—	—	—
White	441	69	15.6%	3
English Language Learner	24	—	—	—
Students with Disabilities	69	14	20.3%	3
Economically Disadvantaged	198	54	27.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	345	89.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	3	—
Hispanic or Latino	—	16	—
Multiracial	—	4	—
White	X	315	88.9%
English Language Learner	—	12	—
Students with Disabilities	X	47	80.9%
Economically Disadvantaged	X	147	85%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	346	89.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	3	—
Hispanic or Latino	—	16	—
Multiracial	—	4	—
White	X	316	89.2%
English Language Learner	—	13	—
Students with Disabilities	X	47	80.9%
Economically Disadvantaged	X	147	87.1%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 6	—
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
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	40	156.3	180.9	4
	Math	20	197.5		
	Science	41	192.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	—	—		
	Science	2	—		
White	ELA	36	154.2	179.4	4
	Math	18	194.4		
	Science	38	194.7		
Students with Disabilities	ELA	7	28.6	—	—
	Math	1	—		
	Science	4	—		
Economically Disadvantaged	ELA	12	116.7	166.8	4
	Math	4	—		
	Science	13	192.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	50	125	122.6	3
	Math	44	89.8		
	Science	47	168.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
White	ELA	46	120.7	120.3	3
	Math	41	85.4		
	Science	43	172.1		
Students with Disabilities	ELA	8	25	—	—
	Math	7	14.3		
	Science	7	57.1		
Economically Disadvantaged	ELA	18	77.8	88.2	3
	Math	15	53.3		
	Science	16	156.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	53	49	92.5%	94.1%	3
	5-year	53	50	94.3%		
	6-year	68	65	95.6%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	51	48	94.1%	95.2%	3
	5-year	51	49	96.1%		
	6-year	64	61	95.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	8	—	—	—	—
	5-year	8	—	—		
	6-year	11	—	—		
Economically Disadvantaged	4-year	18	15	83.3%	89.5%	3
	5-year	9	—	—		
	6-year	23	22	95.7%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	237	42	17.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	9	—	—	—
Hispanic or Latino	7	—	—	—
Multiracial	2	—	—	—
White	217	36	16.6%	4
English Language Learner	—	—	—	—
Students with Disabilities	40	9	22.5%	4
Economically Disadvantaged	87	28	32.2%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	50	84%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	3	—
Multiracial	—	0	—
White	X	45	82.2%
English Language Learner	—	0	—
Students with Disabilities	—	8	—
Economically Disadvantaged	—	18	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	43	48.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	2	—
Multiracial	—	0	—
White	—	39	—
English Language Learner	—	0	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	14	—

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

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	63	3	5%	60	95%	18	30%	17	28%	13	22%	12	20%	25	42%
Grade 4	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Grade 5	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%
Grade 6	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%
Grade 7	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%
Grade 8	56	21	38%	35	63%	3	9%	7	20%	15	43%	10	29%	25	71%
Grades 3-8	349	48	14%	301	86%	50	17%	84	28%	115	38%	52	17%	167	55%

GRADE 3 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	3	5%	60	95%	18	30%	17	28%	13	22%	12	20%	25	42%
Female	26	2	8%	24	92%	5	21%	5	21%	8	33%	6	25%	14	58%
Male	37	1	3%	36	97%	13	36%	12	33%	5	14%	6	17%	11	31%
General Education Students	51	1	2%	50	98%	14	28%	11	22%	13	26%	12	24%	25	50%
Students with Disabilities	12	2	17%	10	83%	4	40%	6	60%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	57	3	5%	54	95%	15	28%	17	31%	11	20%	11	20%	22	41%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	3	50%	0	0%	2	33%	1	17%	3	50%
Economically Disadvantaged	28	2	7%	26	93%	9	35%	9	35%	4	15%	4	15%	8	31%
Not Economically Disadvantaged	35	1	3%	34	97%	9	26%	8	24%	9	26%	8	24%	17	50%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	58	2	3%	56	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	3	5%	60	95%	18	30%	17	28%	13	22%	12	20%	25	42%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	3	5%	59	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	63	3	5%	60	95%	18	30%	17	28%	13	22%	12	20%	25	42%
Parent Not in Armed Forces	63	3	5%	60	95%	18	30%	17	28%	13	22%	12	20%	25	42%

GRADE 4 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Female	27	5	19%	22	81%	3	14%	5	23%	8	36%	6	27%	14	64%
Male	22	2	9%	20	91%	0	0%	6	30%	10	50%	4	20%	14	70%
General Education Students	41	4	10%	37	90%	1	3%	8	22%	18	49%	10	27%	28	76%
Students with Disabilities	8	3	38%	5	63%	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	44	6	14%	38	86%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Economically Disadvantaged	20	4	20%	16	80%	1	6%	9	56%	4	25%	2	13%	6	38%
Not Economically Disadvantaged	29	3	10%	26	90%	2	8%	2	8%	14	54%	8	31%	22	85%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	48	6	13%	42	88%	3	7%	11	26%	18	43%	10	24%	28	67%
Not in Foster Care	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Not Homeless	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Not Migrant	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%
Parent Not in Armed Forces	49	7	14%	42	86%	3	7%	11	26%	18	43%	10	24%	28	67%

GRADE 5 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%
Female	36	2	6%	34	94%	4	12%	10	29%	15	44%	5	15%	20	59%
Male	33	4	12%	29	88%	7	24%	10	34%	11	38%	1	3%	12	41%
General Education Students	61	3	5%	58	95%	7	12%	19	33%	26	45%	6	10%	32	55%
Students with Disabilities	8	3	38%	5	63%	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	64	5	8%	59	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	68	5	7%	63	93%	11	17%	20	32%	26	41%	6	10%	32	51%
Economically Disadvantaged	24	4	17%	20	83%	4	20%	11	55%	4	20%	1	5%	5	25%
Not Economically Disadvantaged	45	2	4%	43	96%	7	16%	9	21%	22	51%	5	12%	27	63%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	6	9%	62	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%
Not Homeless	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%
Not Migrant	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%
Parent Not in Armed Forces	69	6	9%	63	91%	11	17%	20	32%	26	41%	6	10%	32	51%

GRADE 6 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%
Female	33	2	6%	31	94%	4	13%	14	45%	11	35%	2	6%	13	42%
Male	21	1	5%	20	95%	5	25%	2	10%	9	45%	4	20%	13	65%
General Education Students	47	2	4%	45	96%	5	11%	15	33%	20	44%	5	11%	25	56%
Students with Disabilities	7	1	14%	6	86%	4	67%	1	17%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	50	3	6%	47	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%
Economically Disadvantaged	24	2	8%	22	92%	4	18%	6	27%	8	36%	4	18%	12	55%
Not Economically Disadvantaged	30	1	3%	29	97%	5	17%	10	34%	12	41%	2	7%	14	48%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%
Parent Not in Armed Forces	54	3	6%	51	94%	9	18%	16	31%	20	39%	6	12%	26	51%

GRADE 7 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%
Female	30	5	17%	25	83%	2	8%	6	24%	16	64%	1	4%	17	68%
Male	28	3	11%	25	89%	4	16%	7	28%	7	28%	7	28%	14	56%
General Education Students	52	6	12%	46	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	53	7	13%	46	87%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%
Economically Disadvantaged	23	6	26%	17	74%	2	12%	6	35%	7	41%	2	12%	9	53%
Not Economically Disadvantaged	35	2	6%	33	94%	4	12%	7	21%	16	48%	6	18%	22	67%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	56	6	11%	50	89%	6	12%	13	26%	23	46%	8	16%	31	62%
Not in Foster Care	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	57	7	12%	50	88%	6	12%	13	26%	23	46%	8	16%	31	62%
Not Migrant	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%
Parent Not in Armed Forces	58	8	14%	50	86%	6	12%	13	26%	23	46%	8	16%	31	62%

GRADE 8 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	21	38%	35	63%	3	9%	7	20%	15	43%	10	29%	25	71%
Female	26	9	35%	17	65%	1	6%	6	35%	6	35%	4	24%	10	59%
Male	29	12	41%	17	59%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	30	12	40%	18	60%	2	11%	1	6%	9	50%	6	33%	15	83%
General Education Students	48	18	38%	30	63%	2	7%	4	13%	14	47%	10	33%	24	80%
Students with Disabilities	8	3	38%	5	63%	1	20%	3	60%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	51	20	39%	31	61%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	20	36%	35	64%	3	9%	7	20%	15	43%	10	29%	25	71%
Economically Disadvantaged	31	14	45%	17	55%	2	12%	6	35%	8	47%	1	6%	9	53%
Not Economically Disadvantaged	25	7	28%	18	72%	1	6%	1	6%	7	39%	9	50%	16	89%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	20	37%	34	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	56	21	38%	35	63%	3	9%	7	20%	15	43%	10	29%	25	71%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	55	20	36%	35	64%	3	9%	7	20%	15	43%	10	29%	25	71%
Not Migrant	56	21	38%	35	63%	3	9%	7	20%	15	43%	10	29%	25	71%
Parent Not in Armed Forces	56	21	38%	35	63%	3	9%	7	20%	15	43%	10	29%	25	71%

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	62	2	3%	60	97%	3	5%	16	27%	29	48%	12	20%	41	68%
Grade 4	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%
Grade 5	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%
Grade 6	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Combined 6	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Grade 7	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%
Combined 7	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%
Grade 8	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Regents 8	—	—	—	15	27%	0	0%	0	0%	2	13%	13	87%	15	100%
Combined 8	56	16	29%	40	71%	10	25%	5	13%	12	30%	13	33%	25	63%
Grades 3-8	347	38	11%	309	89%	44	14%	70	23%	137	44%	58	19%	195	63%

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

GRADE 3 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	2	3%	60	97%	3	5%	16	27%	29	48%	12	20%	41	68%
Female	26	1	4%	25	96%	1	4%	5	20%	14	56%	5	20%	19	76%
Male	36	1	3%	35	97%	2	6%	11	31%	15	43%	7	20%	22	63%
General Education Students	51	1	2%	50	98%	0	0%	11	22%	27	54%	12	24%	39	78%
Students with Disabilities	11	1	9%	10	91%	3	30%	5	50%	2	20%	0	0%	2	20%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	56	2	4%	54	96%	3	6%	14	26%	26	48%	11	20%	37	69%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	27	1	4%	26	96%	1	4%	10	38%	11	42%	4	15%	15	58%
Not Economically Disadvantaged	35	1	3%	34	97%	2	6%	6	18%	18	53%	8	24%	26	76%
English Language Learner	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Non-English Language Learner	57	2	4%	55	96%	3	5%	14	25%	26	47%	12	22%	38	69%
Not in Foster Care	62	2	3%	60	97%	3	5%	16	27%	29	48%	12	20%	41	68%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	61	2	3%	59	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	62	2	3%	60	97%	3	5%	16	27%	29	48%	12	20%	41	68%
Parent Not in Armed Forces	62	2	3%	60	97%	3	5%	16	27%	29	48%	12	20%	41	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.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%
Female	27	5	19%	22	81%	4	18%	7	32%	9	41%	2	9%	11	50%
Male	22	1	5%	21	95%	2	10%	5	24%	10	48%	4	19%	14	67%
General Education Students	41	3	7%	38	93%	3	8%	11	29%	18	47%	6	16%	24	63%
Students with Disabilities	8	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	44	6	14%	38	86%	5	13%	11	29%	16	42%	6	16%	22	58%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	20	2	10%	18	90%	4	22%	6	33%	7	39%	1	6%	8	44%
Not Economically Disadvantaged	29	4	14%	25	86%	2	8%	6	24%	12	48%	5	20%	17	68%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	48	6	13%	42	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%
Not Homeless	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%
Not Migrant	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%
Parent Not in Armed Forces	49	6	12%	43	88%	6	14%	12	28%	19	44%	6	14%	25	58%

GRADE 5 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%
Female	36	2	6%	34	94%	5	15%	7	21%	12	35%	10	29%	22	65%
Male	33	4	12%	29	88%	5	17%	6	21%	15	52%	3	10%	18	62%
General Education Students	61	3	5%	58	95%	5	9%	13	22%	27	47%	13	22%	40	69%
Students with Disabilities	8	3	38%	5	63%	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	64	5	8%	59	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	68	5	7%	63	93%	10	16%	13	21%	27	43%	13	21%	40	63%
Economically Disadvantaged	24	4	17%	20	83%	5	25%	8	40%	5	25%	2	10%	7	35%
Not Economically Disadvantaged	45	2	4%	43	96%	5	12%	5	12%	22	51%	11	26%	33	77%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	6	9%	62	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%
Not Homeless	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%
Not Migrant	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%
Parent Not in Armed Forces	69	6	9%	63	91%	10	16%	13	21%	27	43%	13	21%	40	63%

GRADE 6 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Female	33	0	0%	33	100%	6	18%	11	33%	14	42%	2	6%	16	48%
Male	21	1	5%	20	95%	6	30%	2	10%	10	50%	2	10%	12	60%
General Education Students	47	0	0%	47	100%	8	17%	12	26%	23	49%	4	9%	27	57%
Students with Disabilities	7	1	14%	6	86%	4	67%	1	17%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	50	1	2%	49	98%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Economically Disadvantaged	24	1	4%	23	96%	5	22%	6	26%	10	43%	2	9%	12	52%
Not Economically Disadvantaged	30	0	0%	30	100%	7	23%	7	23%	14	47%	2	7%	16	53%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	1	2%	51	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	1	2%	51	98%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%
Parent Not in Armed Forces	54	1	2%	53	98%	12	23%	13	25%	24	45%	4	8%	28	53%

GRADE 7 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%
Female	29	4	14%	25	86%	1	4%	5	20%	17	68%	2	8%	19	76%
Male	28	3	11%	25	89%	2	8%	6	24%	9	36%	8	32%	17	68%
General Education Students	52	6	12%	46	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	52	7	13%	45	87%	1	2%	8	18%	26	58%	10	22%	36	80%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	3	14%	19	86%	2	11%	5	26%	11	58%	1	5%	12	63%
Not Economically Disadvantaged	35	4	11%	31	89%	1	3%	6	19%	15	48%	9	29%	24	77%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	7	13%	48	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	7	13%	49	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%
Parent Not in Armed Forces	57	7	12%	50	88%	3	6%	11	22%	26	52%	10	20%	36	72%

GRADE 8 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Female	26	14	54%	12	46%	4	33%	3	25%	5	42%	0	0%	5	42%
Male	29	17	59%	12	41%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	30	17	57%	13	43%	6	46%	2	15%	5	38%	0	0%	5	38%
General Education Students	48	29	60%	19	40%	5	26%	4	21%	10	53%	0	0%	10	53%
Students with Disabilities	8	2	25%	6	75%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	51	29	57%	22	43%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Economically Disadvantaged	31	15	48%	16	52%	8	50%	3	19%	5	31%	0	0%	5	31%
Not Economically Disadvantaged	25	16	64%	9	36%	2	22%	2	22%	5	56%	0	0%	5	56%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	31	57%	23	43%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	55	30	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Not Migrant	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%
Parent Not in Armed Forces	56	31	55%	25	45%	10	40%	5	20%	10	40%	0	0%	10	40%

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	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	52%
Regents 8	—	—	—	13	23%	0	0%	0	0%	5	38%	8	62%	13	100%
Combined 8	56	14	25%	42	75%	5	12%	9	21%	18	43%	10	24%	28	67%

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

GRADE 8 SCIENCE RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	52%
Female	26	13	50%	13	50%	—	—	—	—	—	—	—	—	—	—
Male	29	14	48%	15	52%	4	27%	3	20%	7	47%	1	7%	8	53%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	27	13	48%	14	52%	1	7%	6	43%	6	43%	1	7%	7	50%
General Education Students	48	25	52%	23	48%	3	13%	6	26%	12	52%	2	9%	14	61%
Students with Disabilities	8	2	25%	6	75%	2	33%	3	50%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	51	25	49%	26	51%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	52%
Economically Disadvantaged	31	11	35%	20	65%	4	20%	8	40%	8	40%	0	0%	8	40%
Not Economically Disadvantaged	25	16	64%	9	36%	1	11%	1	11%	5	56%	2	22%	7	78%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	27	50%	27	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	52%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	55	26	47%	29	53%	5	17%	9	31%	13	45%	2	7%	15	52%
Not Migrant	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	52%
Parent Not in Armed Forces	56	27	48%	29	52%	5	17%	9	31%	13	45%	2	7%	15	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)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	5	8%	8	13%	14	23%	9	15%	26	42%	49	79%
Female	29	4	14%	4	14%	6	21%	4	14%	11	38%	21	72%
Male	33	1	3%	4	12%	8	24%	5	15%	15	45%	28	85%
General Education Students	49	0	0%	3	6%	13	27%	8	16%	25	51%	46	94%
Students with Disabilities	13	5	38%	5	38%	1	8%	1	8%	1	8%	3	23%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	54	3	6%	7	13%	12	22%	8	15%	24	44%	44	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	2	25%	1	13%	2	25%	5	63%
Economically Disadvantaged	21	3	14%	6	29%	7	33%	1	5%	4	19%	12	57%
Not Economically Disadvantaged	41	2	5%	2	5%	7	17%	8	20%	22	54%	37	90%
Non-English Language Learner	62	5	8%	8	13%	14	23%	9	15%	26	42%	49	79%
Not in Foster Care	62	5	8%	8	13%	14	23%	9	15%	26	42%	49	79%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	62	5	8%	8	13%	14	23%	9	15%	26	42%	49	79%
Parent Not in Armed Forces	62	5	8%	8	13%	14	23%	9	15%	26	42%	49	79%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	3	4%	7	10%	32	44%	21	29%	10	14%	63	86%
Female	35	2	6%	1	3%	17	49%	10	29%	5	14%	32	91%
Male	38	1	3%	6	16%	15	39%	11	29%	5	13%	31	82%
General Education Students	58	0	0%	6	10%	22	38%	20	34%	10	17%	52	90%
Students with Disabilities	15	3	20%	1	7%	10	67%	1	7%	0	0%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	67	3	4%	7	10%	29	43%	20	30%	8	12%	57	85%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Economically Disadvantaged	30	2	7%	3	10%	16	53%	8	27%	1	3%	25	83%
Not Economically Disadvantaged	43	1	2%	4	9%	16	37%	13	30%	9	21%	38	88%
Non-English Language Learner	73	3	4%	7	10%	32	44%	21	29%	10	14%	63	86%
Not in Foster Care	73	3	4%	7	10%	32	44%	21	29%	10	14%	63	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	71	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	3	4%	7	10%	32	44%	21	29%	10	14%	63	86%
Parent Not in Armed Forces	73	3	4%	7	10%	32	44%	21	29%	10	14%	63	86%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%
Female	29	2	7%	4	14%	10	34%	5	17%	8	28%	23	79%
Male	23	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	24	0	0%	3	13%	10	42%	5	21%	6	25%	21	88%
General Education Students	50	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	51	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%
Economically Disadvantaged	17	0	0%	4	24%	7	41%	3	18%	3	18%	13	76%
Not Economically Disadvantaged	36	2	6%	3	8%	13	36%	7	19%	11	31%	31	86%
Non-English Language Learner	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%
Not in Foster Care	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%
Parent Not in Armed Forces	53	2	4%	7	13%	20	38%	10	19%	14	26%	44	83%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%
Female	21	2	10%	2	10%	9	43%	6	29%	2	10%	17	81%
Male	11	1	9%	1	9%	5	45%	2	18%	2	18%	9	82%
General Education Students	31	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	30	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%
Economically Disadvantaged	9	3	33%	1	11%	4	44%	1	11%	0	0%	5	56%
Not Economically Disadvantaged	23	0	0%	2	9%	10	43%	7	30%	4	17%	21	91%
Non-English Language Learner	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%
Not in Foster Care	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	31	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%
Parent Not in Armed Forces	32	3	9%	3	9%	14	44%	8	25%	4	13%	26	81%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	64	6	9%	12	19%	32	50%	14	22%	46	72%
Female	32	5	16%	9	28%	12	38%	6	19%	18	56%
Male	32	1	3%	3	9%	20	63%	8	25%	28	88%
General Education Students	51	0	0%	9	18%	29	57%	13	25%	42	82%
Students with Disabilities	13	6	46%	3	23%	3	23%	1	8%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	58	5	9%	10	17%	31	53%	12	21%	43	74%
Small Group Total: Race & Ethnicity	6	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	26	4	15%	7	27%	11	42%	4	15%	15	58%
Not Economically Disadvantaged	38	2	5%	5	13%	21	55%	10	26%	31	82%
Non-English Language Learner	64	6	9%	12	19%	32	50%	14	22%	46	72%
Not in Foster Care	64	6	9%	12	19%	32	50%	14	22%	46	72%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	6	9%	12	19%	32	50%	14	22%	46	72%
Parent Not in Armed Forces	64	6	9%	12	19%	32	50%	14	22%	46	72%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	54	5	9%	7	13%	18	33%	24	44%	42	78%
Female	28	4	14%	5	18%	9	32%	10	36%	19	68%
Male	25	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	26	1	4%	2	8%	9	35%	14	54%	23	88%
General Education Students	48	2	4%	4	8%	18	38%	24	50%	42	88%
Students with Disabilities	6	3	50%	3	50%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	52	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	5	9%	7	13%	18	33%	24	44%	42	78%
Economically Disadvantaged	22	3	14%	3	14%	8	36%	8	36%	16	73%
Not Economically Disadvantaged	32	2	6%	4	13%	10	31%	16	50%	26	81%
Non-English Language Learner	54	5	9%	7	13%	18	33%	24	44%	42	78%
Not in Foster Care	54	5	9%	7	13%	18	33%	24	44%	42	78%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	5	9%	7	13%	18	33%	24	44%	42	78%
Parent Not in Armed Forces	54	5	9%	7	13%	18	33%	24	44%	42	78%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	35	0	0%	10	29%	21	60%	4	11%	25	71%
Female	23	0	0%	8	35%	13	57%	2	9%	15	65%
Male	12	0	0%	2	17%	8	67%	2	17%	10	83%
General Education Students	33	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	35	0	0%	10	29%	21	60%	4	11%	25	71%
Economically Disadvantaged	8	0	0%	3	38%	5	63%	0	0%	5	63%
Not Economically Disadvantaged	27	0	0%	7	26%	16	59%	4	15%	20	74%
Non-English Language Learner	35	0	0%	10	29%	21	60%	4	11%	25	71%
Not in Foster Care	35	0	0%	10	29%	21	60%	4	11%	25	71%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	34	—	—	—	—	—	—	—	—	—	—
Not Migrant	35	0	0%	10	29%	21	60%	4	11%	25	71%
Parent Not in Armed Forces	35	0	0%	10	29%	21	60%	4	11%	25	71%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	2	29%	1	14%	4	57%	0	0%	4	57%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	7	2	29%	1	14%	4	57%	0	0%	4	57%
General Education Students	7	2	29%	1	14%	4	57%	0	0%	4	57%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not in Foster Care	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not Homeless	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not Migrant	7	2	29%	1	14%	4	57%	0	0%	4	57%
Parent Not in Armed Forces	7	2	29%	1	14%	4	57%	0	0%	4	57%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%
Female	36	3	8%	5	14%	15	42%	6	17%	7	19%	28	78%
Male	21	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	22	1	5%	3	14%	7	32%	5	23%	6	27%	18	82%
General Education Students	50	2	4%	3	6%	21	42%	11	22%	13	26%	45	90%
Students with Disabilities	8	2	25%	5	63%	1	13%	0	0%	0	0%	1	13%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	56	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%
Economically Disadvantaged	23	2	9%	2	9%	13	57%	5	22%	1	4%	19	83%
Not Economically Disadvantaged	35	2	6%	6	17%	9	26%	6	17%	12	34%	27	77%
Non-English Language Learner	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%
Not in Foster Care	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%
Parent Not in Armed Forces	58	4	7%	8	14%	22	38%	11	19%	13	22%	46	79%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	58	58	100	0	0
Female	26	26	100	0	0
Male	32	32	100	0	0
General Education Students	49	49	100	0	0
Students with Disabilities	9	9	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	2	2	100	0	0
White	51	51	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	18	18	100	0	0
Not Economically Disadvantaged	40	40	100	0	0
Non-English Language Learner	58	58	100	0	0
Not in Foster Care	58	58	100	0	0
Homeless	2	2	100	0	0
Not Homeless	56	56	100	0	0
Not Migrant	58	58	100	0	0
Parent Not in Armed Forces	58	58	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	13	25%	40	75%	6	11%	2	4%	11	21%	21	40%	32	60%
Female	25	3	12%	22	88%	5	20%	0	0%	4	16%	13	52%	17	68%
Male	28	10	36%	18	64%	1	4%	2	7%	7	25%	8	29%	15	54%
General Education Students	44	11	25%	33	75%	1	2%	2	5%	9	20%	21	48%	30	68%
Students with Disabilities	9	2	22%	7	78%	5	56%	0	0%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	47	11	23%	36	77%	6	13%	2	4%	9	19%	19	40%	28	60%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	0	0%	0	0%	2	33%	2	33%	4	67%
Economically Disadvantaged	21	9	43%	12	57%	4	19%	0	0%	4	19%	4	19%	8	38%
Not Economically Disadvantaged	32	4	13%	28	88%	2	6%	2	6%	7	22%	17	53%	24	75%
Non-English Language Learner	53	13	25%	40	75%	6	11%	2	4%	11	21%	21	40%	32	60%
Not in Foster Care	53	13	25%	40	75%	6	11%	2	4%	11	21%	21	40%	32	60%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	12	—	39	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	13	25%	40	75%	6	11%	2	4%	11	21%	21	40%	32	60%
Parent Not in Armed Forces	53	13	25%	40	75%	6	11%	2	4%	11	21%	21	40%	32	60%

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	9	8	89	1	11
Female	1	1	100	0	0
Male	8	7	88	1	13
General Education Students	9	8	89	1	11
White	9	8	89	1	11
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	4	3	75	1	25
Non-English Language Learner	9	8	89	1	11
Not in Foster Care	9	8	89	1	11
Not Homeless	9	8	89	1	11
Not Migrant	9	8	89	1	11
Parent Not in Armed Forces	9	8	89	1	11

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

2019 TOTAL COHORT REGENTS IN MATH

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	27	51%	26	49%	1	2%	1	2%	3	6%	21	40%	24	45%
Female	25	12	48%	13	52%	0	0%	0	0%	1	4%	12	48%	13	52%
Male	28	15	54%	13	46%	1	4%	1	4%	2	7%	9	32%	11	39%
General Education Students	44	19	43%	25	57%	1	2%	1	2%	2	5%	21	48%	23	52%
Students with Disabilities	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	47	25	53%	22	47%	0	0%	1	2%	3	6%	18	38%	21	45%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	1	17%	0	0%	0	0%	3	50%	3	50%
Economically Disadvantaged	21	14	67%	7	33%	1	5%	1	5%	1	5%	4	19%	5	24%
Not Economically Disadvantaged	32	13	41%	19	59%	0	0%	0	0%	2	6%	17	53%	19	59%
Non-English Language Learner	53	27	51%	26	49%	1	2%	1	2%	3	6%	21	40%	24	45%
Not in Foster Care	53	27	51%	26	49%	1	2%	1	2%	3	6%	21	40%	24	45%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	26	—	25	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	27	51%	26	49%	1	2%	1	2%	3	6%	21	40%	24	45%
Parent Not in Armed Forces	53	27	51%	26	49%	1	2%	1	2%	3	6%	21	40%	24	45%

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	48	24	50	24	50
Female	22	9	41	13	59
Male	26	15	58	11	42
General Education Students	42	19	45	23	55
Students with Disabilities	6	5	83	1	17
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Hispanic or Latino	2	1	50	1	50
White	44	23	52	21	48
Multiracial	1	0	0	1	100
Economically Disadvantaged	17	12	71	5	29
Not Economically Disadvantaged	31	12	39	19	61
Non-English Language Learner	48	24	50	24	50
Not in Foster Care	48	24	50	24	50
Homeless	2	1	50	1	50
Not Homeless	46	23	50	23	50
Not Migrant	48	24	50	24	50
Parent Not in Armed Forces	48	24	50	24	50

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

2019 TOTAL COHORT REGENTS IN SCIENCE

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	9	17%	44	83%	3	6%	6	11%	14	26%	21	40%	35	66%
Female	25	4	16%	21	84%	1	4%	4	16%	4	16%	12	48%	16	64%
Male	28	5	18%	23	82%	2	7%	2	7%	10	36%	9	32%	19	68%
General Education Students	44	5	11%	39	89%	2	5%	3	7%	13	30%	21	48%	34	77%
Students with Disabilities	9	4	44%	5	56%	1	11%	3	33%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	47	7	15%	40	85%	2	4%	5	11%	14	30%	19	40%	33	70%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	1	17%	1	17%	0	0%	2	33%	2	33%
Economically Disadvantaged	21	6	29%	15	71%	1	5%	3	14%	7	33%	4	19%	11	52%
Not Economically Disadvantaged	32	3	9%	29	91%	2	6%	3	9%	7	22%	17	53%	24	75%
Non-English Language Learner	53	9	17%	44	83%	3	6%	6	11%	14	26%	21	40%	35	66%
Not in Foster Care	53	9	17%	44	83%	3	6%	6	11%	14	26%	21	40%	35	66%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	8	—	43	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	9	17%	44	83%	3	6%	6	11%	14	26%	21	40%	35	66%
Parent Not in Armed Forces	53	9	17%	44	83%	3	6%	6	11%	14	26%	21	40%	35	66%

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	49	8	16	41	84
Female	22	3	14	19	86
Male	27	5	19	22	81
General Education Students	42	5	12	37	88
Students with Disabilities	7	3	43	4	57
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	1	100	0	0
Hispanic or Latino	2	0	0	2	100
White	44	6	14	38	86
Multiracial	1	1	100	0	0
Economically Disadvantaged	19	6	32	13	68
Not Economically Disadvantaged	30	2	7	28	93
Non-English Language Learner	49	8	16	41	84
Not in Foster Care	49	8	16	41	84
Homeless	2	1	50	1	50
Not Homeless	47	7	15	40	85
Not Migrant	49	8	16	41	84
Parent Not in Armed Forces	49	8	16	41	84

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	43	81%	10	19%	0	0%	0	0%	10	19%	0	0%	10	19%
Female	25	18	72%	7	28%	0	0%	0	0%	7	28%	0	0%	7	28%
Male	28	25	89%	3	11%	0	0%	0	0%	3	11%	0	0%	3	11%
General Education Students	44	34	77%	10	23%	0	0%	0	0%	10	23%	0	0%	10	23%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	47	38	81%	9	19%	0	0%	0	0%	9	19%	0	0%	9	19%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	21	18	86%	3	14%	0	0%	0	0%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	32	25	78%	7	22%	0	0%	0	0%	7	22%	0	0%	7	22%
Non-English Language Learner	53	43	81%	10	19%	0	0%	0	0%	10	19%	0	0%	10	19%
Not in Foster Care	53	43	81%	10	19%	0	0%	0	0%	10	19%	0	0%	10	19%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	42	—	9	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	43	81%	10	19%	0	0%	0	0%	10	19%	0	0%	10	19%
Parent Not in Armed Forces	53	43	81%	10	19%	0	0%	0	0%	10	19%	0	0%	10	19%

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	48	39	81	9	19
Female	24	17	71	7	29
Male	24	22	92	2	8
General Education Students	40	31	78	9	23
Students with Disabilities	8	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	2	100	0	0
Hispanic or Latino	1	1	100	0	0
White	44	36	82	8	18
Economically Disadvantaged	18	16	89	2	11
Not Economically Disadvantaged	30	23	77	7	23
Non-English Language Learner	48	39	81	9	19
Not in Foster Care	48	39	81	9	19
Homeless	1	1	100	0	0
Not Homeless	47	38	81	9	19
Not Migrant	48	39	81	9	19
Parent Not in Armed Forces	48	39	81	9	19

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

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	44	83%	9	17%	0	0%	0	0%	9	17%	0	0%	9	17%
Female	25	18	72%	7	28%	0	0%	0	0%	7	28%	0	0%	7	28%
Male	28	26	93%	2	7%	0	0%	0	0%	2	7%	0	0%	2	7%
General Education Students	44	35	80%	9	20%	0	0%	0	0%	9	20%	0	0%	9	20%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	47	39	83%	8	17%	0	0%	0	0%	8	17%	0	0%	8	17%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	21	19	90%	2	10%	0	0%	0	0%	2	10%	0	0%	2	10%
Not Economically Disadvantaged	32	25	78%	7	22%	0	0%	0	0%	7	22%	0	0%	7	22%
Non-English Language Learner	53	44	83%	9	17%	0	0%	0	0%	9	17%	0	0%	9	17%
Not in Foster Care	53	44	83%	9	17%	0	0%	0	0%	9	17%	0	0%	9	17%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	42	—	9	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	44	83%	9	17%	0	0%	0	0%	9	17%	0	0%	9	17%
Parent Not in Armed Forces	53	44	83%	9	17%	0	0%	0	0%	9	17%	0	0%	9	17%

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	48	39	81	9	19
Female	23	16	70	7	30
Male	25	23	92	2	8
General Education Students	41	32	78	9	22
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	44	36	82	8	18
Economically Disadvantaged	17	15	88	2	12
Not Economically Disadvantaged	31	24	77	7	23
Non-English Language Learner	48	39	81	9	19
Not in Foster Care	48	39	81	9	19
Homeless	1	1	100	0	0
Not Homeless	47	38	81	9	19
Not Migrant	48	39	81	9	19
Parent Not in Armed Forces	48	39	81	9	19

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	5	0	0%	5	100%	0	0%	1	20%	1	20%	1	20%	2	40%
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	79	17	22%	2	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	78	4	5%
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	53	47	89%	22	42%	25	47%	0	0%	2	4%	1	2%	0	0%	3	6%
Female	25	22	88%	13	52%	9	36%	0	0%	2	8%	0	0%	0	0%	1	4%
Male	28	25	89%	9	32%	16	57%	0	0%	0	0%	1	4%	0	0%	2	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	44	41	93%	22	50%	19	43%	0	0%	0	0%	1	2%	0	0%	2	5%
Students with Disabilities	9	6	67%	0	0%	6	67%	0	0%	2	22%	0	0%	0	0%	1	11%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	47	43	91%	20	43%	23	49%	0	0%	2	4%	1	2%	0	0%	1	2%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	16	76%	5	24%	11	52%	0	0%	1	5%	1	5%	0	0%	3	14%
Not Economically Disadvantaged	32	31	97%	17	53%	14	44%	0	0%	1	3%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	53	47	89%	22	42%	25	47%	0	0%	2	4%	1	2%	0	0%	3	6%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	53	47	89%	22	42%	25	47%	0	0%	2	4%	1	2%	0	0%	3	6%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	53	47	89%	22	42%	25	47%	0	0%	2	4%	1	2%	0	0%	3	6%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	53	47	89%	22	42%	25	47%	0	0%	2	4%	1	2%	0	0%	3	6%

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