

BEEKMANTOWN 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
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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	—	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	3	2	—	3
Multiracial	—	—	—	—
White	2	2	—	3
English Language Learner	—	—	—	—
Students with Disabilities	2	1	—	2
Economically Disadvantaged	2	2	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	726	138.8	3
	Math	697	122.9	
	Combined	1,423	131	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	170	—
	Math	6	150	
	Combined	11	—	
Black or African American	ELA	9	72.2	—
	Math	8	62.5	
	Combined	17	—	
Hispanic or Latino	ELA	20	140	3
	Math	18	133.3	
	Combined	38	136.8	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	689	139.4	2
	Math	662	123.2	
	Combined	1,351	131.5	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	95	57.9	2
	Math	89	45.5	
	Combined	184	51.9	
Economically Disadvantaged	ELA	347	113.7	2
	Math	326	97.4	
	Combined	673	105.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	858	117.4	2
	Math	852	100.5	
	Combined	1,710	109	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	141.7	—
	Math	6	150	
	Combined	12	—	
Black or African American	ELA	11	59.1	—
	Math	11	45.5	
	Combined	22	—	
Hispanic or Latino	ELA	27	103.7	2
	Math	27	88.9	
	Combined	54	96.3	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	811	118.4	2
	Math	806	101.2	
	Combined	1,617	109.8	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	157	35	1
	Math	156	26	
	Combined	313	30.5	
Economically Disadvantaged	ELA	462	85.4	2
	Math	456	69.6	
	Combined	918	77.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,266	258	20.4%	3
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—
Black or African American	17	—	—	—
Hispanic or Latino	34	6	17.6%	3
Multiracial	1	—	—	—
White	1,203	244	20.3%	3
English Language Learner	11	—	—	—
Students with Disabilities	258	93	36%	2
Economically Disadvantaged	668	189	28.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	936	80.7%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	15	—
Hispanic or Latino	—	28	—
Multiracial	—	1	—
White	X	884	80.9%
English Language Learner	—	5	—
Students with Disabilities	X	174	59.8%
Economically Disadvantaged	X	507	72%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	931	77.8%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	15	—
Hispanic or Latino	—	28	—
Multiracial	—	1	—
White	X	879	78%
English Language Learner	—	6	—
Students with Disabilities	X	173	56.1%
Economically Disadvantaged	X	501	68.7%

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
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	3	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	3	3	3	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	—	1	2	—	2
Economically Disadvantaged	2	2	2	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	104	154.8	148.8	3
	Math	56	117		
	Science	60	187.5		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
White	ELA	103	155.3	149.8	3
	Math	55	119.1		
	Science	60	187.5		
Students with Disabilities	ELA	20	65	—	—
	Math	5	100		
	Science	3	—		
Economically Disadvantaged	ELA	48	121.9	120.1	2
	Math	19	89.5		
	Science	19	163.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	114	141.2	105.7	2
	Math	109	60.1		
	Science	93	121		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	113	141.6	106.4	3
	Math	108	60.6		
	Science	92	122.3		
Students with Disabilities	ELA	28	46.4	26.7	1
	Math	27	18.5		
	Science	21	9.5		
Economically Disadvantaged	ELA	57	102.6	68.5	2
	Math	55	30.9		
	Science	42	73.8		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	144	127	88.2%	91.6%	3
	5-year	132	122	92.4%		
	6-year	155	146	94.2%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	3	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	4	—	—	—	—
	5-year	4	—	—		
	6-year	2	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	132	117	88.6%	92%	3
	5-year	123	115	93.5%		
	6-year	150	141	94%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	31	20	64.5%	64.5%	2
	5-year	27	—	—		
	6-year	26	—	—		
Economically Disadvantaged	4-year	63	47	74.6%	83.2%	2
	5-year	66	57	86.4%		
	6-year	61	54	88.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	568	162	28.5%	2
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	8	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	—	—	—	—
White	537	151	28.1%	2
English Language Learner	6	—	—	—
Students with Disabilities	121	53	43.8%	2
Economically Disadvantaged	298	127	42.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	112	97.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	✓	111	97.3%
English Language Learner	—	0	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	54	96.3%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	107	55.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	✗	106	54.7%
English Language Learner	—	0	—
Students with Disabilities	—	21	—
Economically Disadvantaged	✗	52	40.4%

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	167	40	24%	127	76%	35	28%	41	32%	42	33%	9	7%	51	40%
Grade 4	162	46	28%	116	72%	30	26%	37	32%	34	29%	15	13%	49	42%
Grade 5	157	32	20%	125	80%	23	18%	37	30%	43	34%	22	18%	65	52%
Grade 6	150	22	15%	128	85%	22	17%	39	30%	45	35%	22	17%	67	52%
Grade 7	146	28	19%	118	81%	31	26%	35	30%	33	28%	19	16%	52	44%
Grade 8	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%
Grades 3-8	938	191	20%	747	80%	150	20%	234	31%	241	32%	122	16%	363	49%

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	167	40	24%	127	76%	35	28%	41	32%	42	33%	9	7%	51	40%
Female	85	17	20%	68	80%	18	26%	20	29%	25	37%	5	7%	30	44%
Male	82	23	28%	59	72%	17	29%	21	36%	17	29%	4	7%	21	36%
General Education Students	139	28	20%	111	80%	25	23%	36	32%	41	37%	9	8%	50	45%
Students with Disabilities	28	12	43%	16	57%	10	63%	5	31%	1	6%	0	0%	1	6%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	152	38	25%	114	75%	31	27%	37	32%	38	33%	8	7%	46	40%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	95	29	31%	66	69%	21	32%	26	39%	18	27%	1	2%	19	29%
Not Economically Disadvantaged	72	11	15%	61	85%	14	23%	15	25%	24	39%	8	13%	32	52%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	164	39	24%	125	76%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	166	39	23%	127	77%	35	28%	41	32%	42	33%	9	7%	51	40%
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Homeless	162	39	24%	123	76%	—	—	—	—	—	—	—	—	—	—
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	164	39	24%	125	76%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	167	40	24%	127	76%	35	28%	41	32%	42	33%	9	7%	51	40%

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	162	46	28%	116	72%	30	26%	37	32%	34	29%	15	13%	49	42%
Female	78	22	28%	56	72%	12	21%	18	32%	17	30%	9	16%	26	46%
Male	84	24	29%	60	71%	18	30%	19	32%	17	28%	6	10%	23	38%
General Education Students	129	26	20%	103	80%	21	20%	33	32%	34	33%	15	15%	49	48%
Students with Disabilities	33	20	61%	13	39%	9	69%	4	31%	0	0%	0	0%	0	0%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	155	44	28%	111	72%	29	26%	34	31%	34	31%	14	13%	48	43%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	3	60%	0	0%	1	20%	1	20%
Economically Disadvantaged	93	38	41%	55	59%	19	35%	22	40%	10	18%	4	7%	14	25%
Not Economically Disadvantaged	69	8	12%	61	88%	11	18%	15	25%	24	39%	11	18%	35	57%
Non-English Language Learner	162	46	28%	116	72%	30	26%	37	32%	34	29%	15	13%	49	42%
In Foster Care	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	159	44	28%	115	72%	—	—	—	—	—	—	—	—	—	—
Homeless	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	42	27%	114	73%	—	—	—	—	—	—	—	—	—	—
Migrant	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	160	44	28%	116	73%	30	26%	37	32%	34	29%	15	13%	49	42%
Parent Not in Armed Forces	162	46	28%	116	72%	30	26%	37	32%	34	29%	15	13%	49	42%

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	157	32	20%	125	80%	23	18%	37	30%	43	34%	22	18%	65	52%
Female	77	16	21%	61	79%	9	15%	15	25%	24	39%	13	21%	37	61%
Male	80	16	20%	64	80%	14	22%	22	34%	19	30%	9	14%	28	44%
General Education Students	131	19	15%	112	85%	14	13%	34	30%	42	38%	22	20%	64	57%
Students with Disabilities	26	13	50%	13	50%	9	69%	3	23%	1	8%	0	0%	1	8%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	151	32	21%	119	79%	21	18%	36	30%	41	34%	21	18%	62	52%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	88	26	30%	62	70%	18	29%	18	29%	21	34%	5	8%	26	42%
Not Economically Disadvantaged	69	6	9%	63	91%	5	8%	19	30%	22	35%	17	27%	39	62%
Non-English Language Learner	157	32	20%	125	80%	23	18%	37	30%	43	34%	22	18%	65	52%
Not in Foster Care	157	32	20%	125	80%	23	18%	37	30%	43	34%	22	18%	65	52%
Homeless	6	1	17%	5	83%	2	40%	2	40%	1	20%	0	0%	1	20%
Not Homeless	151	31	21%	120	79%	21	18%	35	29%	42	35%	22	18%	64	53%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	156	32	21%	124	79%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	157	32	20%	125	80%	23	18%	37	30%	43	34%	22	18%	65	52%

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	150	22	15%	128	85%	22	17%	39	30%	45	35%	22	17%	67	52%
Female	79	14	18%	65	82%	10	15%	23	35%	19	29%	13	20%	32	49%
Male	71	8	11%	63	89%	12	19%	16	25%	26	41%	9	14%	35	56%
General Education Students	128	13	10%	115	90%	16	14%	35	30%	42	37%	22	19%	64	56%
Students with Disabilities	22	9	41%	13	59%	6	46%	4	31%	3	23%	0	0%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	141	18	13%	123	87%	21	17%	36	29%	45	37%	21	17%	66	54%
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	1	20%	3	60%	0	0%	1	20%	1	20%
Economically Disadvantaged	74	13	18%	61	82%	17	28%	19	31%	17	28%	8	13%	25	41%
Not Economically Disadvantaged	76	9	12%	67	88%	5	7%	20	30%	28	42%	14	21%	42	63%
Non-English Language Learner	150	22	15%	128	85%	22	17%	39	30%	45	35%	22	17%	67	52%
In Foster Care	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	20	14%	126	86%	—	—	—	—	—	—	—	—	—	—
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	20	14%	126	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	150	22	15%	128	85%	22	17%	39	30%	45	35%	22	17%	67	52%
Parent Not in Armed Forces	150	22	15%	128	85%	22	17%	39	30%	45	35%	22	17%	67	52%

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	146	28	19%	118	81%	31	26%	35	30%	33	28%	19	16%	52	44%
Female	63	10	16%	53	84%	12	23%	18	34%	13	25%	10	19%	23	43%
Male	83	18	22%	65	78%	19	29%	17	26%	20	31%	9	14%	29	45%
General Education Students	109	16	15%	93	85%	12	13%	29	31%	33	35%	19	20%	52	56%
Students with Disabilities	37	12	32%	25	68%	19	76%	6	24%	0	0%	0	0%	0	0%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	137	26	19%	111	81%	30	27%	32	29%	32	29%	17	15%	49	44%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	3	43%	1	14%	2	29%	3	43%
Economically Disadvantaged	87	24	28%	63	72%	24	38%	16	25%	17	27%	6	10%	23	37%
Not Economically Disadvantaged	59	4	7%	55	93%	7	13%	19	35%	16	29%	13	24%	29	53%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	28	20%	115	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	28	19%	118	81%	31	26%	35	30%	33	28%	19	16%	52	44%
Homeless	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Not Homeless	140	27	19%	113	81%	28	25%	33	29%	33	29%	19	17%	52	46%
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	143	27	19%	116	81%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	146	28	19%	118	81%	31	26%	35	30%	33	28%	19	16%	52	44%

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	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%
Female	81	9	11%	72	89%	4	6%	20	28%	24	33%	24	33%	48	67%
Male	75	14	19%	61	81%	5	8%	25	41%	20	33%	11	18%	31	51%
General Education Students	128	11	9%	117	91%	5	4%	35	30%	42	36%	35	30%	77	66%
Students with Disabilities	28	12	43%	16	57%	4	25%	10	63%	2	13%	0	0%	2	13%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	150	21	14%	129	86%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%
Economically Disadvantaged	71	18	25%	53	75%	5	9%	25	47%	18	34%	5	9%	23	43%
Not Economically Disadvantaged	85	5	6%	80	94%	4	5%	20	25%	26	33%	30	38%	56	70%
Non-English Language Learner	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%
Not in Foster Care	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%
Homeless	6	1	17%	5	83%	0	0%	2	40%	1	20%	2	40%	3	60%
Not Homeless	150	22	15%	128	85%	9	7%	43	34%	43	34%	33	26%	76	59%
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	155	22	14%	133	86%	9	7%	45	34%	44	33%	35	26%	79	59%
Parent Not in Armed Forces	156	23	15%	133	85%	9	7%	45	34%	44	33%	35	26%	79	59%

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	167	42	25%	125	75%	31	25%	52	42%	36	29%	6	5%	42	34%
Grade 4	162	47	29%	115	71%	30	26%	40	35%	40	35%	5	4%	45	39%
Grade 5	157	44	28%	113	72%	33	29%	26	23%	39	35%	15	13%	54	48%
Grade 6	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%
Combined 6	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%
Grade 7	146	34	23%	112	77%	29	26%	33	29%	32	29%	18	16%	50	45%
Combined 7	146	34	23%	112	77%	29	26%	33	29%	32	29%	18	16%	50	45%
Grade 8	156	119	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%
Regents 8	—	—	—	97	62%	1	1%	4	4%	38	39%	54	56%	92	95%
Combined 8	156	22	14%	134	86%	34	25%	7	5%	39	29%	54	40%	93	69%
Grades 3-8	938	222	24%	716	76%	184	26%	198	28%	230	32%	104	15%	334	47%

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	167	42	25%	125	75%	31	25%	52	42%	36	29%	6	5%	42	34%
Female	84	20	24%	64	76%	18	28%	24	38%	20	31%	2	3%	22	34%
Male	83	22	27%	61	73%	13	21%	28	46%	16	26%	4	7%	20	33%
General Education Students	139	29	21%	110	79%	22	20%	46	42%	36	33%	6	5%	42	38%
Students with Disabilities	28	13	46%	15	54%	9	60%	6	40%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	152	40	26%	112	74%	27	24%	47	42%	32	29%	6	5%	38	34%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	3	38%	4	50%	0	0%	4	50%
Economically Disadvantaged	94	30	32%	64	68%	21	33%	26	41%	17	27%	0	0%	17	27%
Not Economically Disadvantaged	73	12	16%	61	84%	10	16%	26	43%	19	31%	6	10%	25	41%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	164	41	25%	123	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	42	25%	125	75%	31	25%	52	42%	36	29%	6	5%	42	34%
Homeless	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	161	40	25%	121	75%	—	—	—	—	—	—	—	—	—	—
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	164	41	25%	123	75%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	167	42	25%	125	75%	31	25%	52	42%	36	29%	6	5%	42	34%

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	162	47	29%	115	71%	30	26%	40	35%	40	35%	5	4%	45	39%
Female	78	22	28%	56	72%	18	32%	22	39%	14	25%	2	4%	16	29%
Male	84	25	30%	59	70%	12	20%	18	31%	26	44%	3	5%	29	49%
General Education Students	129	27	21%	102	79%	21	21%	36	35%	40	39%	5	5%	45	44%
Students with Disabilities	33	20	61%	13	39%	9	69%	4	31%	0	0%	0	0%	0	0%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	155	44	28%	111	72%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	162	47	29%	115	71%	30	26%	40	35%	40	35%	5	4%	45	39%
Economically Disadvantaged	93	38	41%	55	59%	17	31%	24	44%	13	24%	1	2%	14	25%
Not Economically Disadvantaged	69	9	13%	60	87%	13	22%	16	27%	27	45%	4	7%	31	52%
Non-English Language Learner	162	47	29%	115	71%	30	26%	40	35%	40	35%	5	4%	45	39%
In Foster Care	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	159	45	28%	114	72%	—	—	—	—	—	—	—	—	—	—
Homeless	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	42	27%	114	73%	—	—	—	—	—	—	—	—	—	—
Migrant	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	160	45	28%	115	72%	30	26%	40	35%	40	35%	5	4%	45	39%
Parent Not in Armed Forces	162	47	29%	115	71%	30	26%	40	35%	40	35%	5	4%	45	39%

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	157	44	28%	113	72%	33	29%	26	23%	39	35%	15	13%	54	48%
Female	77	22	29%	55	71%	16	29%	12	22%	21	38%	6	11%	27	49%
Male	80	22	28%	58	73%	17	29%	14	24%	18	31%	9	16%	27	47%
General Education Students	131	30	23%	101	77%	22	22%	25	25%	39	39%	15	15%	54	53%
Students with Disabilities	26	14	54%	12	46%	11	92%	1	8%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	151	43	28%	108	72%	30	28%	25	23%	39	36%	14	13%	53	49%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	3	60%	1	20%	0	0%	1	20%	1	20%
Economically Disadvantaged	88	34	39%	54	61%	22	41%	15	28%	14	26%	3	6%	17	31%
Not Economically Disadvantaged	69	10	14%	59	86%	11	19%	11	19%	25	42%	12	20%	37	63%
Non-English Language Learner	157	44	28%	113	72%	33	29%	26	23%	39	35%	15	13%	54	48%
Not in Foster Care	157	44	28%	113	72%	33	29%	26	23%	39	35%	15	13%	54	48%
Homeless	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	151	42	28%	109	72%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	156	44	28%	112	72%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	157	44	28%	113	72%	33	29%	26	23%	39	35%	15	13%	54	48%

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	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%
Female	79	20	25%	59	75%	13	22%	26	44%	17	29%	3	5%	20	34%
Male	71	13	18%	58	82%	14	24%	14	24%	27	47%	3	5%	30	52%
General Education Students	128	23	18%	105	82%	21	20%	35	33%	43	41%	6	6%	49	47%
Students with Disabilities	22	10	45%	12	55%	6	50%	5	42%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	141	30	21%	111	79%	25	23%	40	36%	40	36%	6	5%	46	41%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	0	0%	4	67%	0	0%	4	67%
Economically Disadvantaged	74	20	27%	54	73%	19	35%	18	33%	15	28%	2	4%	17	31%
Not Economically Disadvantaged	76	13	17%	63	83%	8	13%	22	35%	29	46%	4	6%	33	52%
Non-English Language Learner	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%
In Foster Care	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	31	21%	115	79%	—	—	—	—	—	—	—	—	—	—
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	31	21%	115	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%
Parent Not in Armed Forces	150	33	22%	117	78%	27	23%	40	34%	44	38%	6	5%	50	43%

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	146	34	23%	112	77%	29	26%	33	29%	32	29%	18	16%	50	45%
Female	63	15	24%	48	76%	13	27%	18	38%	11	23%	6	13%	17	35%
Male	83	19	23%	64	77%	16	25%	15	23%	21	33%	12	19%	33	52%
General Education Students	109	20	18%	89	82%	14	16%	25	28%	32	36%	18	20%	50	56%
Students with Disabilities	37	14	38%	23	62%	15	65%	8	35%	0	0%	0	0%	0	0%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	137	31	23%	106	77%	29	27%	29	27%	31	29%	17	16%	48	45%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	4	67%	1	17%	1	17%	2	33%
Economically Disadvantaged	87	29	33%	58	67%	21	36%	20	34%	10	17%	7	12%	17	29%
Not Economically Disadvantaged	59	5	8%	54	92%	8	15%	13	24%	22	41%	11	20%	33	61%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	34	24%	109	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	34	23%	112	77%	29	26%	33	29%	32	29%	18	16%	50	45%
Homeless	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Not Homeless	140	33	24%	107	76%	25	23%	32	30%	32	30%	18	17%	50	47%
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	143	33	23%	110	77%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	146	34	23%	112	77%	29	26%	33	29%	32	29%	18	16%	50	45%

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	156	119	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%
Female	81	60	74%	21	26%	18	86%	2	10%	1	5%	0	0%	1	5%
Male	75	59	79%	16	21%	15	94%	1	6%	0	0%	0	0%	0	0%
General Education Students	128	105	82%	23	18%	19	83%	3	13%	1	4%	0	0%	1	4%
Students with Disabilities	28	14	50%	14	50%	14	100%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	150	114	76%	36	24%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	151	114	75%	37	25%	33	89%	3	8%	1	3%	0	0%	1	3%
Economically Disadvantaged	71	47	66%	24	34%	21	88%	2	8%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	85	72	85%	13	15%	12	92%	1	8%	0	0%	0	0%	0	0%
Non-English Language Learner	156	119	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%
Not in Foster Care	156	119	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%
Homeless	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	150	116	77%	34	23%	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	155	118	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%
Parent Not in Armed Forces	156	119	76%	37	24%	33	89%	3	8%	1	3%	0	0%	1	3%

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	158	66	42%	92	58%	10	11%	24	26%	42	46%	16	17%	58	63%
Regents 8	—	—	—	46	29%	0	0%	0	0%	12	26%	34	74%	46	100%
Combined 8	158	20	13%	138	87%	10	7%	24	17%	54	39%	50	36%	104	75%

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	158	66	42%	92	58%	10	11%	24	26%	42	46%	16	17%	58	63%
Female	83	33	40%	50	60%	5	10%	14	28%	23	46%	8	16%	31	62%
Male	75	33	44%	42	56%	5	12%	10	24%	19	45%	8	19%	27	64%
General Education Students	130	54	42%	76	58%	4	5%	18	24%	38	50%	16	21%	54	71%
Students with Disabilities	28	12	43%	16	57%	6	38%	6	38%	4	25%	0	0%	4	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	152	63	41%	89	59%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	155	63	41%	92	59%	10	11%	24	26%	42	46%	16	17%	58	63%
Economically Disadvantaged	71	22	31%	49	69%	9	18%	14	29%	16	33%	10	20%	26	53%
Not Economically Disadvantaged	87	44	51%	43	49%	1	2%	10	23%	26	60%	6	14%	32	74%
Non-English Language Learner	158	66	42%	92	58%	10	11%	24	26%	42	46%	16	17%	58	63%
Not in Foster Care	158	66	42%	92	58%	10	11%	24	26%	42	46%	16	17%	58	63%
Homeless	6	1	17%	5	83%	1	20%	0	0%	1	20%	3	60%	4	80%
Not Homeless	152	65	43%	87	57%	9	10%	24	28%	41	47%	13	15%	54	62%
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	157	65	41%	92	59%	10	11%	24	26%	42	46%	16	17%	58	63%
Parent Not in Armed Forces	158	66	42%	92	58%	10	11%	24	26%	42	46%	16	17%	58	63%

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	152	5	3%	9	6%	32	21%	35	23%	71	47%	138	91%
Female	73	4	5%	4	5%	14	19%	12	16%	39	53%	65	89%
Male	79	1	1%	5	6%	18	23%	23	29%	32	41%	73	92%
General Education Students	120	1	1%	4	3%	20	17%	27	23%	68	57%	115	96%
Students with Disabilities	32	4	13%	5	16%	12	38%	8	25%	3	9%	23	72%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	144	5	3%	9	6%	31	22%	33	23%	66	46%	130	90%
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Economically Disadvantaged	77	3	4%	8	10%	25	32%	21	27%	20	26%	66	86%
Not Economically Disadvantaged	75	2	3%	1	1%	7	9%	14	19%	51	68%	72	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	151	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	149	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Not Homeless	146	5	3%	8	5%	31	21%	34	23%	68	47%	133	91%
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	150	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	152	5	3%	9	6%	32	21%	35	23%	71	47%	138	91%

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	235	18	8%	40	17%	108	46%	44	19%	25	11%	177	75%
Female	105	4	4%	15	14%	47	45%	23	22%	16	15%	86	82%
Male	130	14	11%	25	19%	61	47%	21	16%	9	7%	91	70%
General Education Students	191	9	5%	28	15%	89	47%	40	21%	25	13%	154	81%
Students with Disabilities	44	9	20%	12	27%	19	43%	4	9%	0	0%	23	52%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	1	11%	5	56%	2	22%	0	0%	7	78%
White	221	17	8%	38	17%	99	45%	42	19%	25	11%	166	75%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	4	80%	0	0%	0	0%	4	80%
Economically Disadvantaged	128	14	11%	26	20%	64	50%	22	17%	2	2%	88	69%
Not Economically Disadvantaged	107	4	4%	14	13%	44	41%	22	21%	23	21%	89	83%
English Language Learner	6	0	0%	1	17%	3	50%	2	33%	0	0%	5	83%
Non-English Language Learner	229	18	8%	39	17%	105	46%	42	18%	25	11%	172	75%
In Foster Care	6	0	0%	2	33%	4	67%	0	0%	0	0%	4	67%
Not in Foster Care	229	18	8%	38	17%	104	45%	44	19%	25	11%	173	76%
Homeless	7	2	29%	0	0%	3	43%	2	29%	0	0%	5	71%
Not Homeless	228	16	7%	40	18%	105	46%	42	18%	25	11%	172	75%
Migrant	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	231	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	235	18	8%	40	17%	108	46%	44	19%	25	11%	177	75%

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	162	22	14%	31	19%	66	41%	27	17%	16	10%	109	67%
Female	82	9	11%	13	16%	41	50%	10	12%	9	11%	60	73%
Male	79	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	80	13	16%	18	23%	25	31%	17	21%	7	9%	49	61%
General Education Students	150	17	11%	27	18%	65	43%	26	17%	15	10%	106	71%
Students with Disabilities	12	5	42%	4	33%	1	8%	1	8%	1	8%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—	—	—
White	148	19	13%	27	18%	61	41%	25	17%	16	11%	102	69%
Small Group Total: Race & Ethnicity	14	3	21%	4	29%	5	36%	2	14%	0	0%	7	50%
Economically Disadvantaged	62	13	21%	15	24%	24	39%	7	11%	3	5%	34	55%
Not Economically Disadvantaged	100	9	9%	16	16%	42	42%	20	20%	13	13%	75	75%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	160	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	161	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	162	22	14%	31	19%	66	41%	27	17%	16	10%	109	67%
Not Migrant	162	22	14%	31	19%	66	41%	27	17%	16	10%	109	67%
Parent Not in Armed Forces	162	22	14%	31	19%	66	41%	27	17%	16	10%	109	67%

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	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Female	33	3	9%	3	9%	8	24%	10	30%	9	27%	27	82%
Male	30	1	3%	3	10%	12	40%	9	30%	5	17%	26	87%
General Education Students	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	61	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Economically Disadvantaged	14	2	14%	1	7%	6	43%	4	29%	1	7%	11	79%
Not Economically Disadvantaged	49	2	4%	5	10%	14	29%	15	31%	13	27%	42	86%
Non-English Language Learner	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Not in Foster Care	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Not Homeless	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Not Migrant	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Parent Not in Armed Forces	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	161	13	8%	16	10%	73	45%	59	37%	132	82%
Female	74	4	5%	6	8%	29	39%	35	47%	64	86%
Male	87	9	10%	10	11%	44	51%	24	28%	68	78%
General Education Students	131	4	3%	7	5%	61	47%	59	45%	120	92%
Students with Disabilities	30	9	30%	9	30%	12	40%	0	0%	12	40%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	152	12	8%	15	10%	68	45%	57	38%	125	82%
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	81	10	12%	11	14%	42	52%	18	22%	60	74%
Not Economically Disadvantaged	80	3	4%	5	6%	31	39%	41	51%	72	90%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	158	—	—	—	—	—	—	—	—	—	—
In Foster Care	5	2	40%	1	20%	2	40%	0	0%	2	40%
Not in Foster Care	156	11	7%	15	10%	71	46%	59	38%	130	83%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	157	—	—	—	—	—	—	—	—	—	—
Migrant	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	157	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	161	13	8%	16	10%	73	45%	59	37%	132	82%

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	136	8	6%	14	10%	51	38%	63	46%	114	84%
Female	68	4	6%	5	7%	30	44%	29	43%	59	87%
Male	67	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	68	4	6%	9	13%	21	31%	34	50%	55	81%
General Education Students	124	7	6%	10	8%	45	36%	62	50%	107	86%
Students with Disabilities	12	1	8%	4	33%	6	50%	1	8%	7	58%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	129	7	5%	13	10%	48	37%	61	47%	109	84%
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	2	29%	5	71%
Economically Disadvantaged	65	7	11%	9	14%	27	42%	22	34%	49	75%
Not Economically Disadvantaged	71	1	1%	5	7%	24	34%	41	58%	65	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	8	6%	14	10%	51	38%	63	46%	114	84%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	135	—	—	—	—	—	—	—	—	—	—
Not Migrant	136	8	6%	14	10%	51	38%	63	46%	114	84%
Parent Not in Armed Forces	136	8	6%	14	10%	51	38%	63	46%	114	84%

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	64	1	2%	1	2%	22	34%	40	63%	62	97%
Female	30	1	3%	0	0%	7	23%	22	73%	29	97%
Male	34	0	0%	1	3%	15	44%	18	53%	33	97%
General Education Students	62	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	62	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	64	1	2%	1	2%	22	34%	40	63%	62	97%
Economically Disadvantaged	14	0	0%	0	0%	7	50%	7	50%	14	100%
Not Economically Disadvantaged	50	1	2%	1	2%	15	30%	33	66%	48	96%
Non-English Language Learner	64	1	2%	1	2%	22	34%	40	63%	62	97%
Not in Foster Care	64	1	2%	1	2%	22	34%	40	63%	62	97%
Not Homeless	64	1	2%	1	2%	22	34%	40	63%	62	97%
Not Migrant	64	1	2%	1	2%	22	34%	40	63%	62	97%
Parent Not in Armed Forces	64	1	2%	1	2%	22	34%	40	63%	62	97%

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	34	0	0%	2	6%	17	50%	15	44%	32	94%
Female	13	0	0%	1	8%	9	69%	3	23%	12	92%
Male	21	0	0%	1	5%	8	38%	12	57%	20	95%
General Education Students	34	0	0%	2	6%	17	50%	15	44%	32	94%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	32	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	0	0%	2	6%	17	50%	15	44%	32	94%
Economically Disadvantaged	5	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	29	0	0%	1	3%	15	52%	13	45%	28	97%
Non-English Language Learner	34	0	0%	2	6%	17	50%	15	44%	32	94%
Not in Foster Care	34	0	0%	2	6%	17	50%	15	44%	32	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	0	0%	2	6%	17	50%	15	44%	32	94%
Parent Not in Armed Forces	34	0	0%	2	6%	17	50%	15	44%	32	94%

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	132	6	5%	18	14%	54	41%	24	18%	30	23%	108	82%
Female	62	—	—	—	—	—	—	—	—	—	—	—	—
Male	69	6	9%	7	10%	34	49%	10	14%	12	17%	56	81%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	63	0	0%	11	17%	20	32%	14	22%	18	29%	52	83%
General Education Students	109	1	1%	14	13%	42	39%	22	20%	30	28%	94	86%
Students with Disabilities	23	5	22%	4	17%	12	52%	2	9%	0	0%	14	61%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
White	122	6	5%	16	13%	49	40%	22	18%	29	24%	100	82%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	2	40%	0	0%	4	80%
Economically Disadvantaged	65	5	8%	12	18%	32	49%	10	15%	6	9%	48	74%
Not Economically Disadvantaged	67	1	1%	6	9%	22	33%	14	21%	24	36%	60	90%
English Language Learner	5	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Non-English Language Learner	127	6	5%	18	14%	49	39%	24	19%	30	24%	103	81%
Not in Foster Care	132	6	5%	18	14%	54	41%	24	18%	30	23%	108	82%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	129	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	130	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	132	6	5%	18	14%	54	41%	24	18%	30	23%	108	82%

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	125	4	3%	9	7%	38	30%	42	34%	32	26%	112	90%
Female	60	3	5%	5	8%	18	30%	17	28%	17	28%	52	87%
Male	65	1	2%	4	6%	20	31%	25	38%	15	23%	60	92%
General Education Students	103	2	2%	4	4%	29	28%	37	36%	31	30%	97	94%
Students with Disabilities	22	2	9%	5	23%	9	41%	5	23%	1	5%	15	68%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	118	4	3%	9	8%	36	31%	41	35%	28	24%	105	89%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	1	14%	4	57%	7	100%
Economically Disadvantaged	58	4	7%	9	16%	21	36%	16	28%	8	14%	45	78%
Not Economically Disadvantaged	67	0	0%	0	0%	17	25%	26	39%	24	36%	67	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	121	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	124	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	125	4	3%	9	7%	38	30%	42	34%	32	26%	112	90%

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

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	8	100	0	0
Female	3	3	100	0	0
Male	5	5	100	0	0
General Education Students	8	8	100	0	0
Hispanic or Latino	1	1	100	0	0
White	7	7	100	0	0
Economically Disadvantaged	6	6	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	8	8	100	0	0
In Foster Care	1	1	100	0	0
Not in Foster Care	7	7	100	0	0
Not Homeless	8	8	100	0	0
Migrant	1	1	100	0	0
Not Migrant	7	7	100	0	0
Parent Not in Armed Forces	8	8	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	123	16	13%	107	87%	4	3%	11	9%	36	29%	56	46%	92	75%
Female	66	9	14%	57	86%	3	5%	6	9%	22	33%	26	39%	48	73%
Male	57	7	12%	50	88%	1	2%	5	9%	14	25%	30	53%	44	77%
General Education Students	93	6	6%	87	94%	1	1%	5	5%	27	29%	54	58%	81	87%
Students with Disabilities	30	10	33%	20	67%	3	10%	6	20%	9	30%	2	7%	11	37%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	122	16	—	106	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	123	16	13%	107	87%	4	3%	11	9%	36	29%	56	46%	92	75%
Economically Disadvantaged	64	13	20%	51	80%	3	5%	8	13%	22	34%	18	28%	40	63%
Not Economically Disadvantaged	59	3	5%	56	95%	1	2%	3	5%	14	24%	38	64%	52	88%
Non-English Language Learner	123	16	13%	107	87%	4	3%	11	9%	36	29%	56	46%	92	75%
In Foster Care	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	15	—	106	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	3	50%	3	50%	0	0%	1	17%	1	17%	1	17%	2	33%
Not Homeless	117	13	11%	104	89%	4	3%	10	9%	35	30%	55	47%	90	77%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	14	—	107	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	16	13%	107	87%	4	3%	11	9%	36	29%	56	46%	92	75%

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	5	4	80	1	20
Female	2	2	100	0	0
Male	3	2	67	1	33
General Education Students	4	3	75	1	25
Students with Disabilities	1	1	100	0	0
White	5	4	80	1	20
Economically Disadvantaged	4	3	75	1	25
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	5	4	80	1	20
Not in Foster Care	5	4	80	1	20
Homeless	1	1	100	0	0
Not Homeless	4	3	75	1	25
Not Migrant	5	4	80	1	20
Parent Not in Armed Forces	5	4	80	1	20

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	123	63	51%	60	49%	3	2%	8	7%	17	14%	32	26%	49	40%
Female	66	35	53%	31	47%	2	3%	5	8%	12	18%	12	18%	24	36%
Male	57	28	49%	29	51%	1	2%	3	5%	5	9%	20	35%	25	44%
General Education Students	93	38	41%	55	59%	2	2%	7	8%	16	17%	30	32%	46	49%
Students with Disabilities	30	25	83%	5	17%	1	3%	1	3%	1	3%	2	7%	3	10%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	122	63	—	59	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	123	63	51%	60	49%	3	2%	8	7%	17	14%	32	26%	49	40%
Economically Disadvantaged	64	43	67%	21	33%	3	5%	3	5%	5	8%	10	16%	15	23%
Not Economically Disadvantaged	59	20	34%	39	66%	0	0%	5	8%	12	20%	22	37%	34	58%
Non-English Language Learner	123	63	51%	60	49%	3	2%	8	7%	17	14%	32	26%	49	40%
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	61	—	60	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
Not Homeless	117	58	50%	59	50%	3	3%	7	6%	17	15%	32	27%	49	42%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	61	—	60	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	63	51%	60	49%	3	2%	8	7%	17	14%	32	26%	49	40%

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	110	52	47	58	53
Female	58	29	50	29	50
Male	52	23	44	29	56
General Education Students	89	35	39	54	61
Students with Disabilities	21	17	81	4	19
Black or African American	1	0	0	1	100
White	109	52	48	57	52
Economically Disadvantaged	53	34	64	19	36
Not Economically Disadvantaged	57	18	32	39	68
Non-English Language Learner	110	52	47	58	53
In Foster Care	2	2	100	0	0
Not in Foster Care	108	50	46	58	54
Homeless	5	4	80	1	20
Not Homeless	105	48	46	57	54
Not Migrant	110	52	47	58	53
Parent Not in Armed Forces	110	52	47	58	53

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	123	59	48%	64	52%	8	7%	1	1%	28	23%	27	22%	55	45%
Female	66	30	45%	36	55%	7	11%	1	2%	18	27%	10	15%	28	42%
Male	57	29	51%	28	49%	1	2%	0	0%	10	18%	17	30%	27	47%
General Education Students	93	32	34%	61	66%	6	6%	1	1%	27	29%	27	29%	54	58%
Students with Disabilities	30	27	90%	3	10%	2	7%	0	0%	1	3%	0	0%	1	3%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	122	58	—	64	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	123	59	48%	64	52%	8	7%	1	1%	28	23%	27	22%	55	45%
Economically Disadvantaged	64	42	66%	22	34%	5	8%	0	0%	8	13%	9	14%	17	27%
Not Economically Disadvantaged	59	17	29%	42	71%	3	5%	1	2%	20	34%	18	31%	38	64%
Non-English Language Learner	123	59	48%	64	52%	8	7%	1	1%	28	23%	27	22%	55	45%
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	57	—	64	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Not Homeless	117	54	46%	63	54%	8	7%	1	1%	27	23%	27	23%	54	46%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	57	—	64	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	59	48%	64	52%	8	7%	1	1%	28	23%	27	22%	55	45%

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	112	50	45	62	55
Female	60	25	42	35	58
Male	52	25	48	27	52
General Education Students	92	32	35	60	65
Students with Disabilities	20	18	90	2	10
Black or African American	1	1	100	0	0
White	111	49	44	62	56
Economically Disadvantaged	54	34	63	20	37
Not Economically Disadvantaged	58	16	28	42	72
Non-English Language Learner	112	50	45	62	55
In Foster Care	1	1	100	0	0
Not in Foster Care	111	49	44	62	56
Homeless	4	4	100	0	0
Not Homeless	108	46	43	62	57
Migrant	1	1	100	0	0
Not Migrant	111	49	44	62	56
Parent Not in Armed Forces	112	50	45	62	55

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	123	113	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
Female	66	63	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
Male	57	50	88%	7	12%	0	0%	0	0%	7	12%	0	0%	7	12%
General Education Students	93	83	89%	10	11%	0	0%	0	0%	10	11%	0	0%	10	11%
Students with Disabilities	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	122	112	—	10	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	123	113	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
Economically Disadvantaged	64	64	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	59	49	83%	10	17%	0	0%	0	0%	10	17%	0	0%	10	17%
Non-English Language Learner	123	113	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	111	—	10	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	117	107	91%	10	9%	0	0%	0	0%	10	9%	0	0%	10	9%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	111	—	10	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	113	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%

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	110	100	91	10	9
Female	58	55	95	3	5
Male	52	45	87	7	13
General Education Students	90	80	89	10	11
Students with Disabilities	20	20	100	0	0
Black or African American	1	1	100	0	0
White	109	99	91	10	9
Economically Disadvantaged	52	52	100	0	0
Not Economically Disadvantaged	58	48	83	10	17
Non-English Language Learner	110	100	91	10	9
In Foster Care	1	1	100	0	0
Not in Foster Care	109	99	91	10	9
Homeless	2	2	100	0	0
Not Homeless	108	98	91	10	9
Not Migrant	110	100	91	10	9
Parent Not in Armed Forces	110	100	91	10	9

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	115	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Female	66	61	92%	5	8%	0	0%	0	0%	5	8%	0	0%	5	8%
Male	57	54	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
General Education Students	93	87	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Students with Disabilities	30	28	93%	2	7%	0	0%	0	0%	2	7%	0	0%	2	7%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	122	114	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	123	115	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Economically Disadvantaged	64	62	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
Not Economically Disadvantaged	59	53	90%	6	10%	0	0%	0	0%	6	10%	0	0%	6	10%
Non-English Language Learner	123	115	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	113	—	8	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	117	109	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	113	—	8	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	115	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%

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	109	103	94	6	6
Female	57	54	95	3	5
Male	52	49	94	3	6
General Education Students	89	83	93	6	7
Students with Disabilities	20	20	100	0	0
Black or African American	1	1	100	0	0
White	108	102	94	6	6
Economically Disadvantaged	52	52	100	0	0
Not Economically Disadvantaged	57	51	89	6	11
Non-English Language Learner	109	103	94	6	6
In Foster Care	1	1	100	0	0
Not in Foster Care	108	102	94	6	6
Homeless	4	4	100	0	0
Not Homeless	105	99	94	6	6
Not Migrant	109	103	94	6	6
Parent Not in Armed Forces	109	103	94	6	6

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	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 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 ELA	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	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	168	14	8%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	155	3	2%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	109	89%	43	35%	66	54%	0	0%	7	6%	3	2%	0	0%	4	3%
Female	66	57	86%	21	32%	36	55%	0	0%	4	6%	3	5%	0	0%	2	3%
Male	57	52	91%	22	39%	30	53%	0	0%	3	5%	0	0%	0	0%	2	4%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	93	90	97%	43	46%	47	51%	0	0%	0	0%	0	0%	0	0%	3	3%
Students with Disabilities	30	19	63%	0	0%	19	63%	0	0%	7	23%	3	10%	0	0%	1	3%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	122	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	64	52	81%	9	14%	43	67%	0	0%	7	11%	3	5%	0	0%	2	3%
Not Economically Disadvantaged	59	57	97%	34	58%	23	39%	0	0%	0	0%	0	0%	0	0%	2	3%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	123	109	89%	43	35%	66	54%	0	0%	7	6%	3	2%	0	0%	4	3%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	6	4	67%	0	0%	4	67%	0	0%	0	0%	1	17%	0	0%	1	17%
Not Homeless	117	105	90%	43	37%	62	53%	0	0%	7	6%	2	2%	0	0%	3	3%
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	123	109	89%	43	35%	66	54%	0	0%	7	6%	3	2%	0	0%	4	3%

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