

BEEKMANTOWN HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	—	3
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	3	3	2	—	3
English Language Learner	—	—	—	—	—
Students with Disabilities	—	2	2	—	2
Economically Disadvantaged	3	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	3
	Math	19	89.5		
	Science	19	163.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	113	142.5	106.7	3
	Math	108	60.6		
	Science	92	122.3		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	112	142.9	107.4	3
	Math	107	61.2		
	Science	91	123.6		
Students with Disabilities	ELA	27	48.1	27.7	2
	Math	26	19.2		
	Science	20	10		
Economically Disadvantaged	ELA	56	104.5	69.9	2
	Math	54	31.5		
	Science	41	75.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	142	127	89.4%	92%	2
	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	130	117	90%	92.5%	2
	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	29	20	69%	73.3%	2
	5-year	27	20	74.1%		
	6-year	26	20	76.9%		
Economically Disadvantaged	4-year	62	47	75.8%	83.6%	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	567	162	28.6%	3
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	536	151	28.2%	3
English Language Learner	6	—	—	—
Students with Disabilities	120	53	44.2%	2
Economically Disadvantaged	297	127	42.8%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	111	98.2%
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	✓	110	98.2%
English Language Learner	—	0	—
Students with Disabilities	—	21	—
Economically Disadvantaged	✓	53	98.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	106	55.7%
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	✗	105	55.2%
English Language Learner	—	0	—
Students with Disabilities	—	20	—
Economically Disadvantaged	✗	51	41.2%

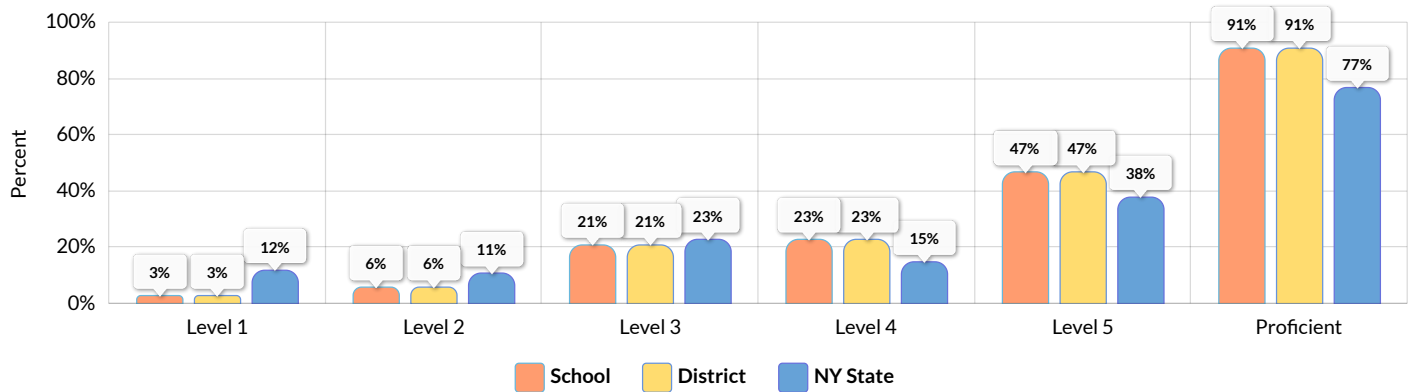
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

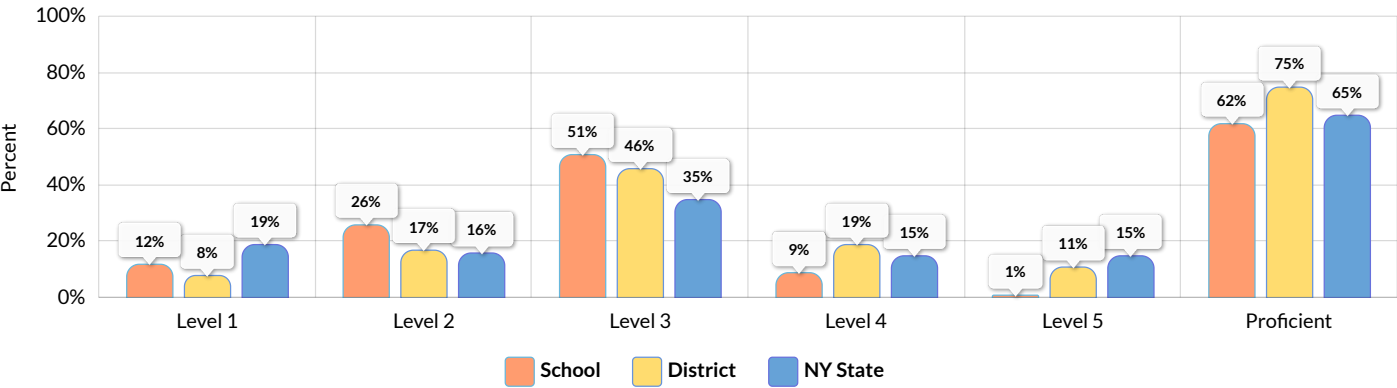


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	152	5	3%	9	6%	32	21%	35	23%	71	47%	138	91%
Female	73	4	5%	4	5%	14	19%	12	16%	39	53%	65	89%
Male	79	1	1%	5	6%	18	23%	23	29%	32	41%	73	92%
General Education Students	120	1	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)



Percent Scoring at Levels for All Students

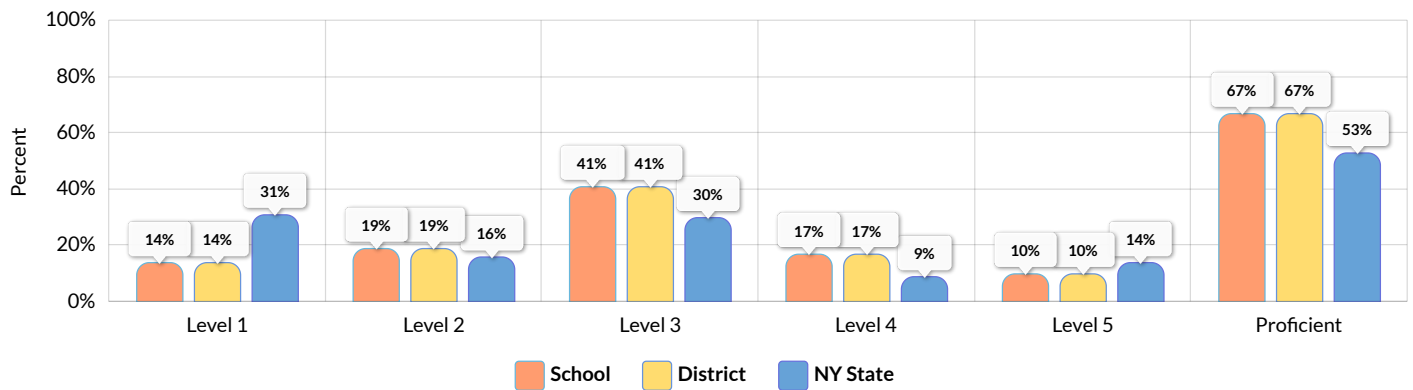


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	16	12%	36	26%	70	51%	13	9%	2	1%	85	62%
Female	53	4	8%	13	25%	31	58%	5	9%	0	0%	36	68%
Male	84	12	14%	23	27%	39	46%	8	10%	2	2%	49	58%
General Education Students	94	8	9%	24	26%	51	54%	9	10%	2	2%	62	66%
Students with Disabilities	43	8	19%	12	28%	19	44%	4	9%	0	0%	23	53%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—	—	—
White	126	15	12%	34	27%	63	50%	12	10%	2	2%	77	61%
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	7	64%	1	9%	0	0%	8	73%
Economically Disadvantaged	98	14	14%	25	26%	48	49%	11	11%	0	0%	59	60%
Not Economically Disadvantaged	39	2	5%	11	28%	22	56%	2	5%	2	5%	26	67%
English Language Learner	6	0	0%	1	17%	3	50%	2	33%	0	0%	5	83%
Non-English Language Learner	131	16	12%	35	27%	67	51%	11	8%	2	2%	80	61%
In Foster Care	6	0	0%	2	33%	4	67%	0	0%	0	0%	4	67%
Not in Foster Care	131	16	12%	34	26%	66	50%	13	10%	2	2%	81	62%
Homeless	5	2	40%	0	0%	2	40%	1	20%	0	0%	3	60%
Not Homeless	132	14	11%	36	27%	68	52%	12	9%	2	2%	82	62%
Migrant	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	133	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	137	16	12%	36	26%	70	51%	13	9%	2	1%	85	62%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

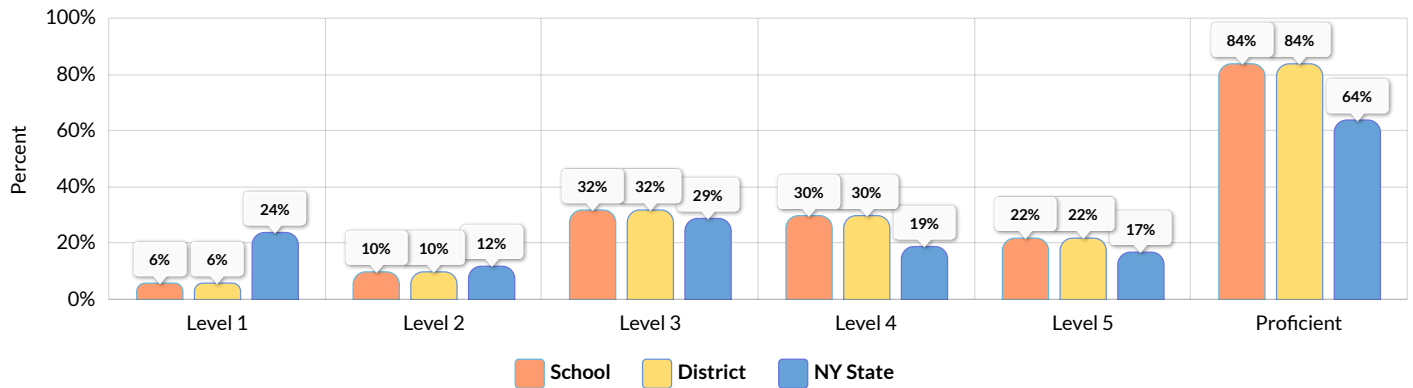


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	22	14%	31	19%	66	41%	27	17%	16	10%	109	67%
Female	82	9	11%	13	16%	41	50%	10	12%	9	11%	60	73%
Male	79	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small 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)



Percent Scoring at Levels for All Students

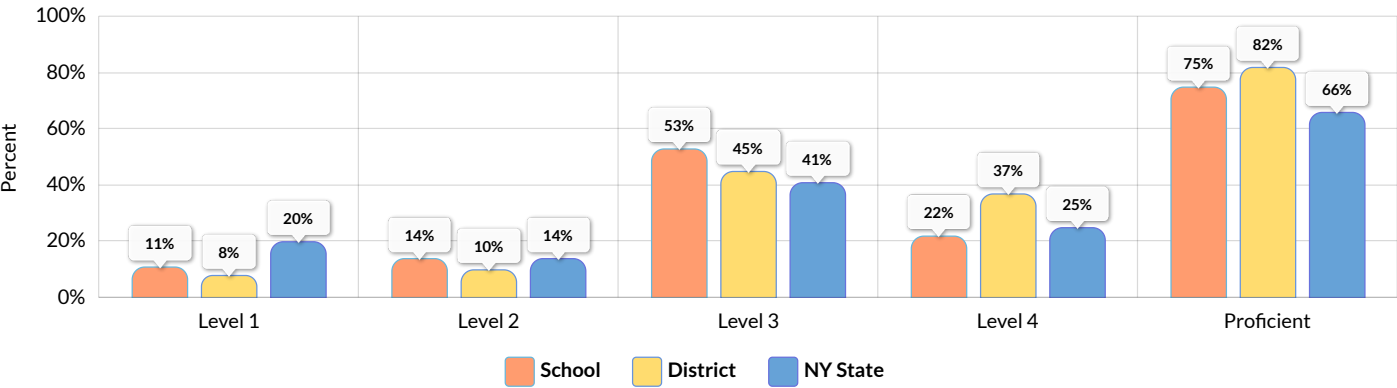


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	4	6%	6	10%	20	32%	19	30%	14	22%	53	84%
Female	33	3	9%	3	9%	8	24%	10	30%	9	27%	27	82%
Male	30	1	3%	3	10%	12	40%	9	30%	5	17%	26	87%
General Education Students	63	4	6%	6	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)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	115	13	11%	16	14%	61	53%	25	22%	86	75%
Female	47	4	9%	6	13%	25	53%	12	26%	37	79%
Male	68	9	13%	10	15%	36	53%	13	19%	49	72%
General Education Students	85	4	5%	7	8%	49	58%	25	29%	74	87%
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	5	—	—	—	—	—	—	—	—	—	—
White	107	12	11%	15	14%	56	52%	24	22%	80	75%
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	5	63%	1	13%	6	75%
Economically Disadvantaged	73	10	14%	11	15%	39	53%	13	18%	52	71%
Not Economically Disadvantaged	42	3	7%	5	12%	22	52%	12	29%	34	81%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	—	—	—	—	—	—	—	—	—	—
In Foster Care	5	2	40%	1	20%	2	40%	0	0%	2	40%
Not in Foster Care	110	11	10%	15	14%	59	54%	25	23%	84	76%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	111	—	—	—	—	—	—	—	—	—	—
Migrant	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	111	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	115	13	11%	16	14%	61	53%	25	22%	86	75%

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	135	8	6%	13	10%	51	38%	63	47%	114	84%
Female	68	4	6%	5	7%	30	44%	29	43%	59	87%
Male	66	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	67	4	6%	8	12%	21	31%	34	51%	55	82%
General Education Students	124	7	6%	10	8%	45	36%	62	50%	107	86%
Students with Disabilities	11	1	9%	3	27%	6	55%	1	9%	7	64%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	128	7	5%	12	9%	48	38%	61	48%	109	85%
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	70	1	1%	4	6%	24	34%	41	59%	65	93%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	134	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	8	6%	13	10%	51	38%	63	47%	114	84%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	134	—	—	—	—	—	—	—	—	—	—
Not Migrant	135	8	6%	13	10%	51	38%	63	47%	114	84%
Parent Not in Armed Forces	135	8	6%	13	10%	51	38%	63	47%	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)

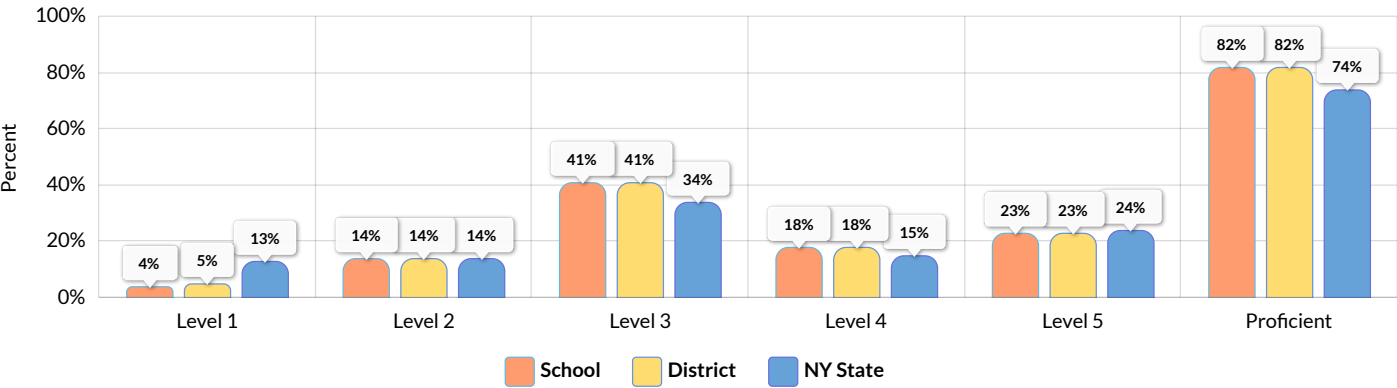


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34	0	0%	2	6%	17	50%	15	44%	32	94%
Female	13	0	0%	1	8%	9	69%	3	23%	12	92%
Male	21	0	0%	1	5%	8	38%	12	57%	20	95%
General Education Students	34	0	0%	2	6%	17	50%	15	44%	32	94%
Black or African 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)



Percent Scoring at Levels for All Students

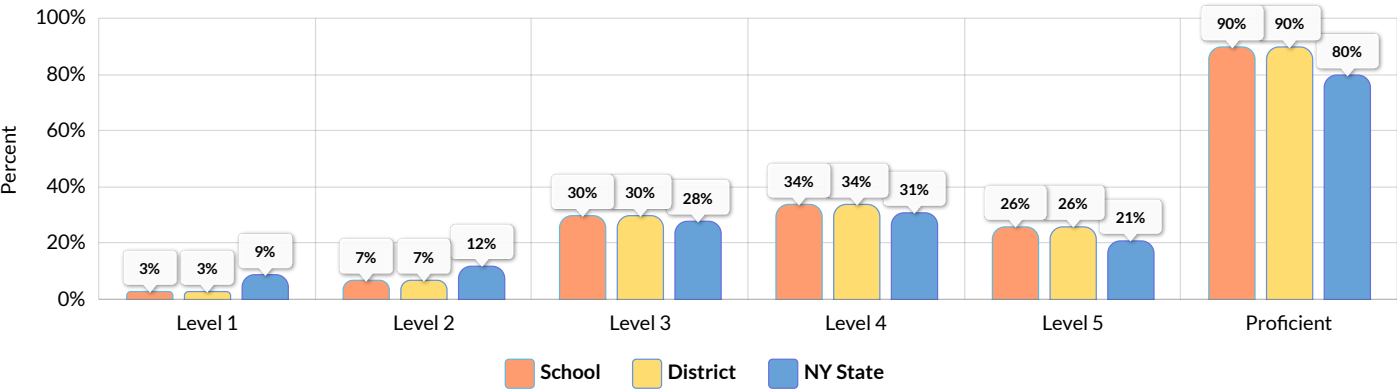


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	5	4%	18	14%	54	41%	24	18%	30	23%	108	82%
Female	62	—	—	—	—	—	—	—	—	—	—	—	—
Male	68	5	7%	7	10%	34	50%	10	15%	12	18%	56	82%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group 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	22	4	18%	4	18%	12	55%	2	9%	0	0%	14	64%
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	121	5	4%	16	13%	49	40%	22	18%	29	24%	100	83%
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	66	0	0%	6	9%	22	33%	14	21%	24	36%	60	91%
English Language Learner	5	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Non-English Language Learner	126	5	4%	18	14%	49	39%	24	19%	30	24%	103	82%
Not in Foster Care	131	5	4%	18	14%	54	41%	24	18%	30	23%	108	82%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	129	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	131	5	4%	18	14%	54	41%	24	18%	30	23%	108	82%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	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

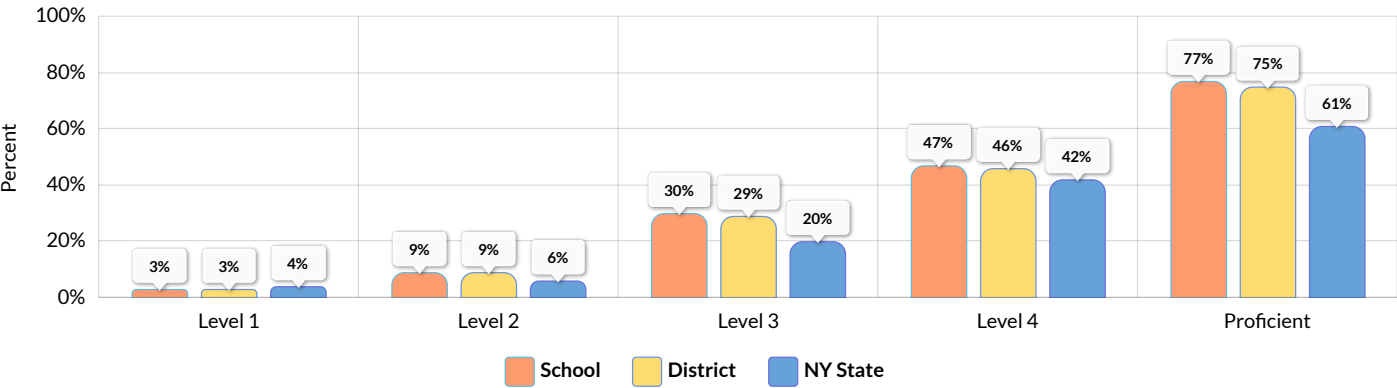
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	13	11%	107	89%	4	3%	11	9%	36	30%	56	47%	92	77%
Female	65	8	12%	57	88%	3	5%	6	9%	22	34%	26	40%	48	74%
Male	55	5	9%	50	91%	1	2%	5	9%	14	25%	30	55%	44	80%
General Education Students	93	6	6%	87	94%	1	1%	5	5%	27	29%	54	58%	81	87%
Students with Disabilities	27	7	26%	20	74%	3	11%	6	22%	9	33%	2	7%	11	41%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	119	13	—	106	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	120	13	11%	107	89%	4	3%	11	9%	36	30%	56	47%	92	77%
Economically Disadvantaged	62	11	18%	51	82%	3	5%	8	13%	22	35%	18	29%	40	65%
Not Economically Disadvantaged	58	2	3%	56	97%	1	2%	3	5%	14	24%	38	66%	52	90%
Non-English Language Learner	120	13	11%	107	89%	4	3%	11	9%	36	30%	56	47%	92	77%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	13	—	106	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	2	40%	3	60%	0	0%	1	20%	1	20%	1	20%	2	40%
Not Homeless	115	11	10%	104	90%	4	3%	10	9%	35	30%	55	48%	90	78%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	11	—	107	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	120	13	11%	107	89%	4	3%	11	9%	36	30%	56	47%	92	77%

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.

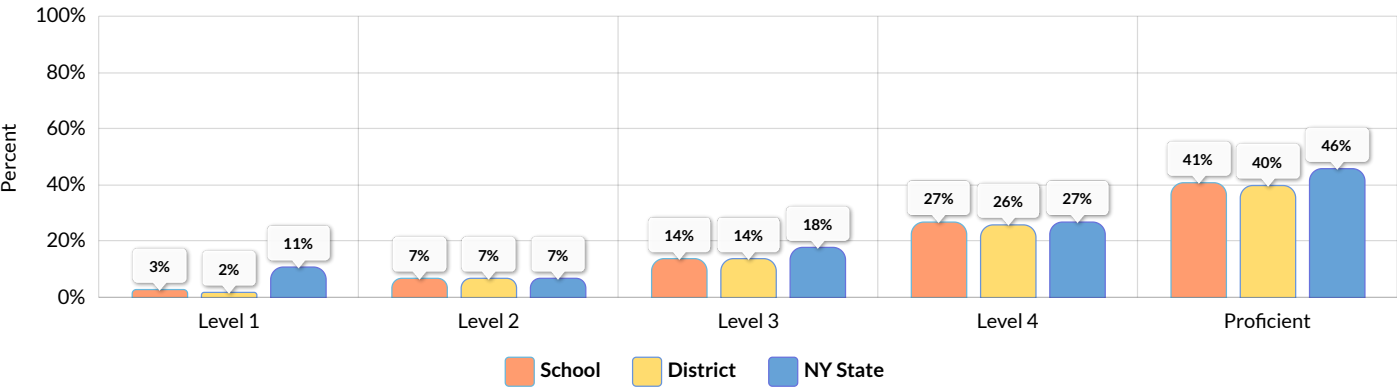
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	3	75	1	25
Female	2	2	100	0	0
Male	2	1	50	1	50
General Education Students	4	3	75	1	25
White	4	3	75	1	25
Economically Disadvantaged	3	2	67	1	33
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	4	3	75	1	25
Not in Foster Care	4	3	75	1	25
Homeless	1	1	100	0	0
Not Homeless	3	2	67	1	33
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	60	50%	60	50%	3	3%	8	7%	17	14%	32	27%	49	41%
Female	65	34	52%	31	48%	2	3%	5	8%	12	18%	12	18%	24	37%
Male	55	26	47%	29	53%	1	2%	3	5%	5	9%	20	36%	25	45%
General Education Students	93	38	41%	55	59%	2	2%	7	8%	16	17%	30	32%	46	49%
Students with Disabilities	27	22	81%	5	19%	1	4%	1	4%	1	4%	2	7%	3	11%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	119	60	—	59	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	120	60	50%	60	50%	3	3%	8	7%	17	14%	32	27%	49	41%
Economically Disadvantaged	62	41	66%	21	34%	3	5%	3	5%	5	8%	10	16%	15	24%
Not Economically Disadvantaged	58	19	33%	39	67%	0	0%	5	9%	12	21%	22	38%	34	59%
Non-English Language Learner	120	60	50%	60	50%	3	3%	8	7%	17	14%	32	27%	49	41%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	59	—	60	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	4	80%	1	20%	0	0%	1	20%	0	0%	0	0%	0	0%
Not Homeless	115	56	49%	59	51%	3	3%	7	6%	17	15%	32	28%	49	43%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	58	—	60	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	120	60	50%	60	50%	3	3%	8	7%	17	14%	32	27%	49	41%

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	108	50	46	58	54
Female	57	28	49	29	51
Male	51	22	43	29	57
General Education Students	89	35	39	54	61
Students with Disabilities	19	15	79	4	21
Black or African American	1	0	0	1	100
White	107	50	47	57	53
Economically Disadvantaged	51	32	63	19	37
Not Economically Disadvantaged	57	18	32	39	68
Non-English Language Learner	108	50	46	58	54
In Foster Care	1	1	100	0	0
Not in Foster Care	107	49	46	58	54
Homeless	4	3	75	1	25
Not Homeless	104	47	45	57	55
Not Migrant	108	50	46	58	54
Parent Not in Armed Forces	108	50	46	58	54

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	120	56	47%	64	53%	8	7%	1	1%	28	23%	27	23%	55	46%
Female	65	29	45%	36	55%	7	11%	1	2%	18	28%	10	15%	28	43%
Male	55	27	49%	28	51%	1	2%	0	0%	10	18%	17	31%	27	49%
General Education Students	93	32	34%	61	66%	6	6%	1	1%	27	29%	27	29%	54	58%
Students with Disabilities	27	24	89%	3	11%	2	7%	0	0%	1	4%	0	0%	1	4%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	119	55	—	64	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	120	56	47%	64	53%	8	7%	1	1%	28	23%	27	23%	55	46%
Economically Disadvantaged	62	40	65%	22	35%	5	8%	0	0%	8	13%	9	15%	17	27%
Not Economically Disadvantaged	58	16	28%	42	72%	3	5%	1	2%	20	34%	18	31%	38	66%
Non-English Language Learner	120	56	47%	64	53%	8	7%	1	1%	28	23%	27	23%	55	46%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	55	—	64	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Not Homeless	115	52	45%	63	55%	8	7%	1	1%	27	23%	27	23%	54	47%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	54	—	64	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	120	56	47%	64	53%	8	7%	1	1%	28	23%	27	23%	55	46%

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.

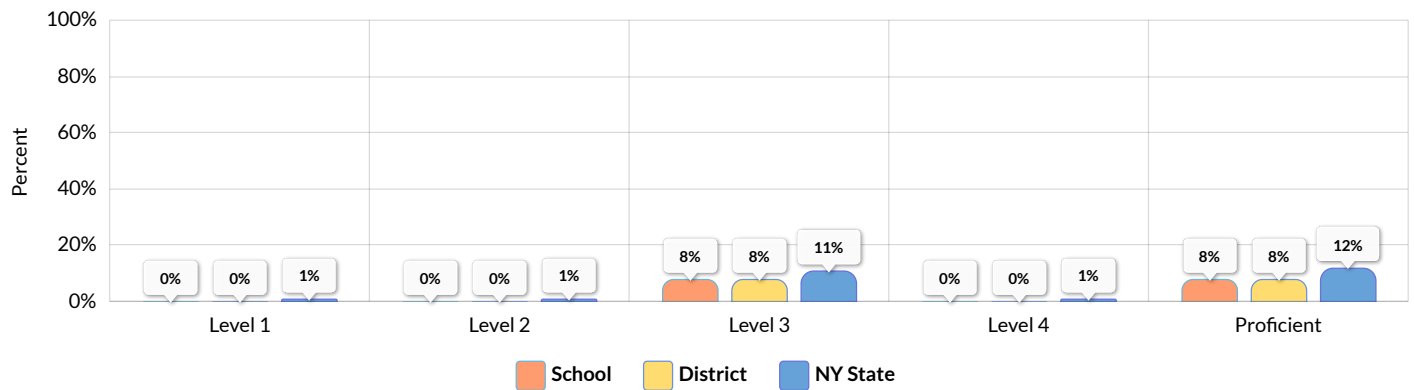
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	111	49	44	62	56
Female	60	25	42	35	58
Male	51	24	47	27	53
General Education Students	92	32	35	60	65
Students with Disabilities	19	17	89	2	11
Black or African American	1	1	100	0	0
White	110	48	44	62	56
Economically Disadvantaged	53	33	62	20	38
Not Economically Disadvantaged	58	16	28	42	72
Non-English Language Learner	111	49	44	62	56
In Foster Care	1	1	100	0	0
Not in Foster Care	110	48	44	62	56
Homeless	4	4	100	0	0
Not Homeless	107	45	42	62	58
Migrant	1	1	100	0	0
Not Migrant	110	48	44	62	56
Parent Not in Armed Forces	111	49	44	62	56

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	110	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
Female	65	62	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
Male	55	48	87%	7	13%	0	0%	0	0%	7	13%	0	0%	7	13%
General Education Students	93	83	89%	10	11%	0	0%	0	0%	10	11%	0	0%	10	11%
Students with Disabilities	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	119	109	—	10	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	120	110	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
Economically Disadvantaged	62	62	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	58	48	83%	10	17%	0	0%	0	0%	10	17%	0	0%	10	17%
Non-English Language Learner	120	110	92%	10	8%	0	0%	0	0%	10	8%	0	0%	10	8%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	109	—	10	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	115	105	91%	10	9%	0	0%	0	0%	10	9%	0	0%	10	9%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	108	—	10	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	120	110	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	109	99	91	10	9
Female	58	55	95	3	5
Male	51	44	86	7	14
General Education Students	90	80	89	10	11
Students with Disabilities	19	19	100	0	0
Black or African American	1	1	100	0	0
White	108	98	91	10	9
Economically Disadvantaged	51	51	100	0	0
Not Economically Disadvantaged	58	48	83	10	17
Non-English Language Learner	109	99	91	10	9
In Foster Care	1	1	100	0	0
Not in Foster Care	108	98	91	10	9
Homeless	2	2	100	0	0
Not Homeless	107	97	91	10	9
Not Migrant	109	99	91	10	9
Parent Not in Armed Forces	109	99	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	120	112	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Female	65	60	92%	5	8%	0	0%	0	0%	5	8%	0	0%	5	8%
Male	55	52	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	27	25	93%	2	7%	0	0%	0	0%	2	7%	0	0%	2	7%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	119	111	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	120	112	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Economically Disadvantaged	62	60	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
Not Economically Disadvantaged	58	52	90%	6	10%	0	0%	0	0%	6	10%	0	0%	6	10%
Non-English Language Learner	120	112	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	111	—	8	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	115	107	93%	8	7%	0	0%	0	0%	8	7%	0	0%	8	7%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	110	—	8	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	120	112	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	108	102	94	6	6
Female	57	54	95	3	5
Male	51	48	94	3	6
General Education Students	89	83	93	6	7
Students with Disabilities	19	19	100	0	0
Black or African American	1	1	100	0	0
White	107	101	94	6	6
Economically Disadvantaged	51	51	100	0	0
Not Economically Disadvantaged	57	51	89	6	11
Non-English Language Learner	108	102	94	6	6
In Foster Care	1	1	100	0	0
Not in Foster Care	107	101	94	6	6
Homeless	4	4	100	0	0
Not Homeless	104	98	94	6	6
Not Migrant	108	102	94	6	6
Parent Not in Armed Forces	108	102	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	1	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 SCHOOL	55	4	7%	1	0	0%
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 SCHOOL	54	2	4%
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	120	108	90%	43	36%	65	54%	0	0%	7	6%	2	2%	0	0%	3	3%
Female	65	57	88%	21	32%	36	55%	0	0%	4	6%	2	3%	0	0%	2	3%
Male	55	51	93%	22	40%	29	53%	0	0%	3	5%	0	0%	0	0%	1	2%
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	27	18	67%	0	0%	18	67%	0	0%	7	26%	2	7%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	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	119	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	62	51	82%	9	15%	42	68%	0	0%	7	11%	2	3%	0	0%	2	3%
Not Economically Disadvantaged	58	57	98%	34	59%	23	40%	0	0%	0	0%	0	0%	0	0%	1	2%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	120	108	90%	43	36%	65	54%	0	0%	7	6%	2	2%	0	0%	3	3%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	5	4	80%	0	0%	4	80%	0	0%	0	0%	0	0%	0	0%	1	20%
Not Homeless	115	104	90%	43	37%	61	53%	0	0%	7	6%	2	2%	0	0%	2	2%
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	120	108	90%	43	36%	65	54%	0	0%	7	6%	2	2%	0	0%	3	3%

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