

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	377	149.6	4
	Math	357	159.9	
	Combined	734	154.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	1	—	
	Combined	3	—	
Hispanic or Latino	ELA	14	92.9	—
	Math	13	134.6	
	Combined	27	—	
Multiracial	ELA	15	173.3	4
	Math	14	178.6	
	Combined	29	175.9	
White	ELA	345	151.9	3
	Math	328	160.8	
	Combined	673	156.2	
English Language Learner	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
Students with Disabilities	ELA	58	57.8	2
	Math	49	78.6	
	Combined	107	67.3	
Economically Disadvantaged	ELA	136	125.7	4
	Math	123	132.5	
	Combined	259	129	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	429	131.5	3
	Math	430	132.8	
	Combined	859	132.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	14	92.9	—
	Math	14	125	
	Combined	28	—	
Multiracial	ELA	16	162.5	4
	Math	16	156.3	
	Combined	32	159.4	
White	ELA	396	132.3	3
	Math	397	132.9	
	Combined	793	132.6	
English Language Learner	ELA	5	40	—
	Math	5	60	
	Combined	10	—	
Students with Disabilities	ELA	74	45.3	2
	Math	74	52	
	Combined	148	48.6	
Economically Disadvantaged	ELA	164	104.3	3
	Math	164	99.4	
	Combined	328	101.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	–	–	–	–
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	6	–	–	–	–
English Language Learner	8	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	7	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	592	106	17.9%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	4	–	–	–
Hispanic or Latino	24	–	–	–
Multiracial	22	–	–	–
White	541	89	16.5%	3
English Language Learner	9	–	–	–
Students with Disabilities	87	17	19.5%	4
Economically Disadvantaged	241	62	25.7%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	459	83.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	4	—
Hispanic or Latino	—	16	—
Multiracial	—	17	—
White	X	421	82.7%
English Language Learner	—	5	—
Students with Disabilities	X	67	74.6%
Economically Disadvantaged	X	177	79.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	461	78.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	4	—
Hispanic or Latino	—	16	—
Multiracial	—	17	—
White	X	423	77.8%
English Language Learner	—	5	—
Students with Disabilities	X	68	63.2%
Economically Disadvantaged	X	178	70.8%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	67	171.6	112.6	2
	Math	41	47.6		
	Science	49	121.4		
Black or African American	ELA	1	–	–	–
	Math	–	–		
	Science	–	–		
White	ELA	66	174.2	113.5	2
	Math	41	47.6		
	Science	49	121.4		
Students with Disabilities	ELA	8	50	–	–
	Math	4	–		
	Science	5	80		
Economically Disadvantaged	ELA	19	160.5	104.8	2
	Math	14	35.7		
	Science	14	125		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	69	166.7	95.8	2
	Math	66	29.5		
	Science	67	88.8		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	68	169.1	97.2	2
	Math	65	30		
	Science	66	90.2		
Students with Disabilities	ELA	8	50	—	—
	Math	8	25		
	Science	7	57.1		
Economically Disadvantaged	ELA	21	145.2	87.3	2
	Math	19	26.3		
	Science	19	92.1		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	73	71	97.3%	96.4%	4
	5-year	75	73	97.3%		
	6-year	74	70	94.6%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Black or African American	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	1	–	–	–	–
	5-year	2	–	–		
	6-year	1	–	–		
Multiracial	4-year	3	–	–	–	–
	5-year	2	–	–		
	6-year	2	–	–		
White	4-year	66	64	97%	96.1%	4
	5-year	69	67	97.1%		
	6-year	70	66	94.3%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Students with Disabilities	4-year	12	–	–	–	–
	5-year	8	–	–		
	6-year	13	–	–		
Economically Disadvantaged	4-year	21	21	100%	94.6%	4
	5-year	26	25	96.2%		
	6-year	24	21	87.5%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	269	63	23.4%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	4	–	–	–
Hispanic or Latino	11	–	–	–
Multiracial	7	–	–	–
White	245	55	22.4%	3
English Language Learner	–	–	–	–
Students with Disabilities	27	–	–	–
Economically Disadvantaged	103	32	31.1%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	68	98.5%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	✓	66	100%
English Language Learner	–	0	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	20	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	64	62.5%
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	X	63	63.5%
English Language Learner	—	0	—
Students with Disabilities	—	8	—
Economically Disadvantaged	—	17	—

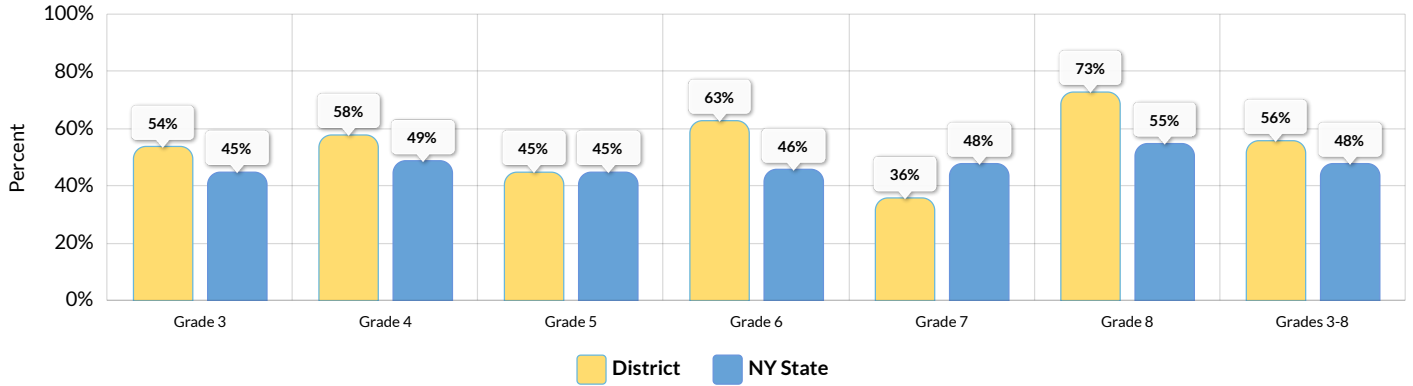
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



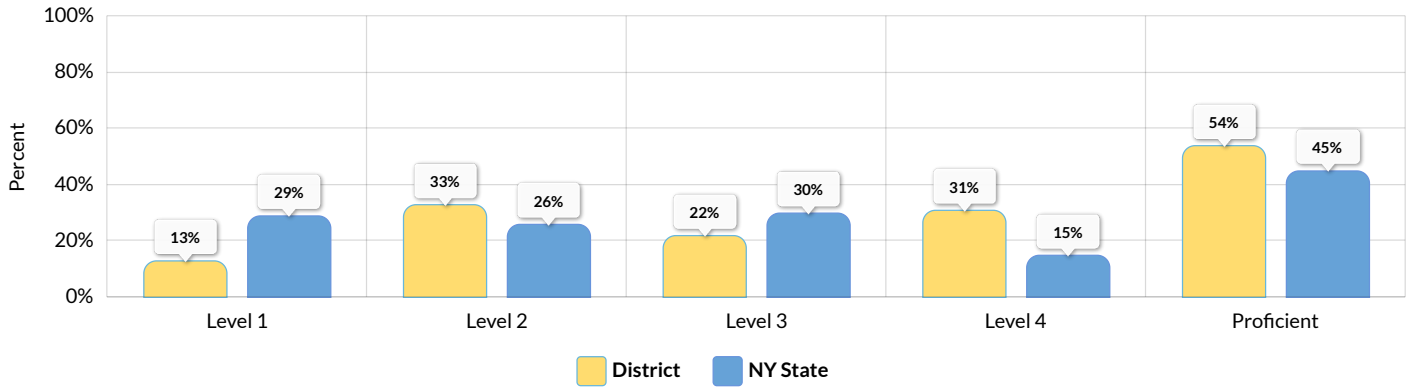
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Grade 4	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Grade 5	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Grade 6	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%
Grade 7	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%
Grade 8	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%
Grades 3-8	461	82	18%	379	82%	63	17%	104	27%	138	36%	74	20%	212	56%

GRADE 3 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Female	31	4	13%	27	87%	3	11%	9	33%	5	19%	10	37%	15	56%
Male	33	6	18%	27	82%	4	15%	9	33%	7	26%	7	26%	14	52%
General Education Students	50	7	14%	43	86%	1	2%	14	33%	11	26%	17	40%	28	65%
Students with Disabilities	14	3	21%	11	79%	6	55%	4	36%	1	9%	0	0%	1	9%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	57	9	16%	48	84%	6	13%	15	31%	11	23%	16	33%	27	56%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	3	50%	1	17%	1	17%	2	33%
Economically Disadvantaged	20	2	10%	18	90%	4	22%	9	50%	4	22%	1	6%	5	28%
Not Economically Disadvantaged	44	8	18%	36	82%	3	8%	9	25%	8	22%	16	44%	24	67%
Non-English Language Learner	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Not in Foster Care	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Not Homeless	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Not Migrant	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%
Parent Not in Armed Forces	64	10	16%	54	84%	7	13%	18	33%	12	22%	17	31%	29	54%

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	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Female	43	8	19%	35	81%	3	9%	8	23%	16	46%	8	23%	24	69%
Male	32	2	6%	30	94%	9	30%	7	23%	11	37%	3	10%	14	47%
General Education Students	65	8	12%	57	88%	6	11%	13	23%	27	47%	11	19%	38	67%
Students with Disabilities	10	2	20%	8	80%	6	75%	2	25%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	73	10	14%	63	86%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Economically Disadvantaged	27	5	19%	22	81%	6	27%	9	41%	6	27%	1	5%	7	32%
Not Economically Disadvantaged	48	5	10%	43	90%	6	14%	6	14%	21	49%	10	23%	31	72%
Non-English Language Learner	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Not in Foster Care	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Not Homeless	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Not Migrant	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%
Parent Not in Armed Forces	75	10	13%	65	87%	12	18%	15	23%	27	42%	11	17%	38	58%

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	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Female	34	7	21%	27	79%	3	11%	9	33%	14	52%	1	4%	15	56%
Male	38	5	13%	33	87%	11	33%	10	30%	8	24%	4	12%	12	36%
General Education Students	60	8	13%	52	87%	9	17%	18	35%	20	38%	5	10%	25	48%
Students with Disabilities	12	4	33%	8	67%	5	63%	1	13%	2	25%	0	0%	2	25%
Black or African American	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
White	67	12	18%	55	82%	11	20%	17	31%	22	40%	5	9%	27	49%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Economically Disadvantaged	25	4	16%	21	84%	6	29%	7	33%	7	33%	1	5%	8	38%
Not Economically Disadvantaged	47	8	17%	39	83%	8	21%	12	31%	15	38%	4	10%	19	49%
Non-English Language Learner	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Not in Foster Care	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Not Homeless	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Not Migrant	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%
Parent Not in Armed Forces	72	12	17%	60	83%	14	23%	19	32%	22	37%	5	8%	27	45%

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	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%
Female	34	7	21%	27	79%	4	15%	4	15%	11	41%	8	30%	19	70%
Male	44	1	2%	43	98%	6	14%	12	28%	17	40%	8	19%	25	58%
General Education Students	70	7	10%	63	90%	5	8%	15	24%	27	43%	16	25%	43	68%
Students with Disabilities	8	1	13%	7	88%	5	71%	1	14%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	1	20%	4	80%	0	0%	0	0%	0	0%
White	67	8	12%	59	88%	8	14%	11	19%	26	44%	14	24%	40	68%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	32	3	9%	29	91%	5	17%	8	28%	10	34%	6	21%	16	55%
Not Economically Disadvantaged	46	5	11%	41	89%	5	12%	8	20%	18	44%	10	24%	28	68%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	75	7	9%	68	91%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%
Not Homeless	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%
Not Migrant	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%
Parent Not in Armed Forces	78	8	10%	70	90%	10	14%	16	23%	28	40%	16	23%	44	63%

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	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%
Female	41	12	29%	29	71%	5	17%	13	45%	7	24%	4	14%	11	38%
Male	36	9	25%	27	75%	9	33%	9	33%	7	26%	2	7%	9	33%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	63	14	22%	49	78%	7	14%	22	45%	14	29%	6	12%	20	41%
Students with Disabilities	15	8	53%	7	47%	7	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
White	70	20	29%	50	71%	12	24%	21	42%	12	24%	5	10%	17	34%
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	32	12	38%	20	63%	8	40%	5	25%	5	25%	2	10%	7	35%
Not Economically Disadvantaged	46	10	22%	36	78%	6	17%	17	47%	9	25%	4	11%	13	36%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	77	21	27%	56	73%	14	25%	22	39%	14	25%	6	11%	20	36%
Not in Foster Care	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%
Not Homeless	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%
Not Migrant	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%
Parent Not in Armed Forces	78	22	28%	56	72%	14	25%	22	39%	14	25%	6	11%	20	36%

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	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%
Female	47	8	17%	39	83%	1	3%	6	15%	22	56%	10	26%	32	82%
Male	47	12	26%	35	74%	5	14%	8	23%	13	37%	9	26%	22	63%
General Education Students	85	16	19%	69	81%	4	6%	12	17%	34	49%	19	28%	53	77%
Students with Disabilities	9	4	44%	5	56%	2	40%	2	40%	1	20%	0	0%	1	20%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	89	20	22%	69	78%	6	9%	14	20%	32	46%	17	25%	49	71%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	42	12	29%	30	71%	4	13%	9	30%	12	40%	5	17%	17	57%
Not Economically Disadvantaged	52	8	15%	44	85%	2	5%	5	11%	23	52%	14	32%	37	84%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	93	20	22%	73	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%
Not Homeless	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%
Not Migrant	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%
Parent Not in Armed Forces	94	20	21%	74	79%	6	8%	14	19%	35	47%	19	26%	54	73%

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	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Grade 4	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Grade 5	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Grade 6	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Combined 6	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Grade 7	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Combined 7	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Grade 8	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Regents 8	—	—	—	22	23%	0	0%	0	0%	4	18%	18	82%	22	100%
Combined 8	94	32	34%	62	66%	8	13%	10	16%	24	39%	20	32%	44	71%
Grades 3-8	461	105	23%	356	77%	45	13%	84	24%	150	42%	77	22%	227	64%

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	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Female	31	4	13%	27	87%	4	15%	5	19%	13	48%	5	19%	18	67%
Male	33	6	18%	27	82%	2	7%	6	22%	10	37%	9	33%	19	70%
General Education Students	50	6	12%	44	88%	0	0%	9	20%	21	48%	14	32%	35	80%
Students with Disabilities	14	4	29%	10	71%	6	60%	2	20%	2	20%	0	0%	2	20%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	57	10	18%	47	82%	4	9%	10	21%	20	43%	13	28%	33	70%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	1	14%	3	43%	1	14%	4	57%
Economically Disadvantaged	20	3	15%	17	85%	5	29%	3	18%	7	41%	2	12%	9	53%
Not Economically Disadvantaged	44	7	16%	37	84%	1	3%	8	22%	16	43%	12	32%	28	76%
Non-English Language Learner	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Not in Foster Care	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Not Homeless	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Not Migrant	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%
Parent Not in Armed Forces	64	10	16%	54	84%	6	11%	11	20%	23	43%	14	26%	37	69%

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	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Female	43	3	7%	40	93%	4	10%	19	48%	17	43%	0	0%	17	43%
Male	32	3	9%	29	91%	6	21%	5	17%	17	59%	1	3%	18	62%
General Education Students	65	3	5%	62	95%	6	10%	22	35%	33	53%	1	2%	34	55%
Students with Disabilities	10	3	30%	7	70%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	73	5	7%	68	93%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	74	5	7%	69	93%	10	14%	24	35%	34	49%	1	1%	35	51%
Economically Disadvantaged	27	2	7%	25	93%	7	28%	9	36%	9	36%	0	0%	9	36%
Not Economically Disadvantaged	48	4	8%	44	92%	3	7%	15	34%	25	57%	1	2%	26	59%
Non-English Language Learner	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Not in Foster Care	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Not Homeless	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Not Migrant	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%
Parent Not in Armed Forces	75	6	8%	69	92%	10	14%	24	35%	34	49%	1	1%	35	51%

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	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Female	34	7	21%	27	79%	3	11%	8	30%	11	41%	5	19%	16	59%
Male	38	4	11%	34	89%	8	24%	11	32%	9	26%	6	18%	15	44%
General Education Students	60	7	12%	53	88%	8	15%	16	30%	18	34%	11	21%	29	55%
Students with Disabilities	12	4	33%	8	67%	3	38%	3	38%	2	25%	0	0%	2	25%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	67	11	16%	56	84%	8	14%	17	30%	20	36%	11	20%	31	55%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Economically Disadvantaged	25	3	12%	22	88%	6	27%	7	32%	7	32%	2	9%	9	41%
Not Economically Disadvantaged	47	8	17%	39	83%	5	13%	12	31%	13	33%	9	23%	22	56%
Non-English Language Learner	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Not in Foster Care	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Not Homeless	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Not Migrant	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%
Parent Not in Armed Forces	72	11	15%	61	85%	11	18%	19	31%	20	33%	11	18%	31	51%

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	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Female	34	5	15%	29	85%	0	0%	7	24%	13	45%	9	31%	22	76%
Male	44	3	7%	41	93%	4	10%	6	15%	21	51%	10	24%	31	76%
General Education Students	70	6	9%	64	91%	1	2%	11	17%	34	53%	18	28%	52	81%
Students with Disabilities	8	2	25%	6	75%	3	50%	2	33%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
White	67	7	10%	60	90%	3	5%	10	17%	30	50%	17	28%	47	78%
Multiracial	5	1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	32	3	9%	29	91%	2	7%	9	31%	10	34%	8	28%	18	62%
Not Economically Disadvantaged	46	5	11%	41	89%	2	5%	4	10%	24	59%	11	27%	35	85%
English Language Learner	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	75	8	11%	67	89%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Not Homeless	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Not Migrant	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%
Parent Not in Armed Forces	78	8	10%	70	90%	4	6%	13	19%	34	49%	19	27%	53	76%

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	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Female	41	19	46%	22	54%	4	18%	6	27%	7	32%	5	23%	12	55%
Male	36	18	50%	18	50%	2	11%	1	6%	8	44%	7	39%	15	83%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	63	27	43%	36	57%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	15	11	73%	4	27%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	70	35	50%	35	50%	5	14%	7	20%	13	37%	10	29%	23	66%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	1	20%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	32	21	66%	11	34%	3	27%	2	18%	3	27%	3	27%	6	55%
Not Economically Disadvantaged	46	17	37%	29	63%	3	10%	5	17%	12	41%	9	31%	21	72%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	77	37	48%	40	52%	6	15%	7	18%	15	38%	12	30%	27	68%
Not in Foster Care	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Not Homeless	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Not Migrant	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%
Parent Not in Armed Forces	78	38	49%	40	51%	6	15%	7	18%	15	38%	12	30%	27	68%

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	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Female	47	30	64%	17	36%	2	12%	5	29%	9	53%	1	6%	10	59%
Male	47	24	51%	23	49%	6	26%	5	22%	11	48%	1	4%	12	52%
General Education Students	85	49	58%	36	42%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	89	52	58%	37	42%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	93	53	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Economically Disadvantaged	42	24	57%	18	43%	6	33%	8	44%	3	17%	1	6%	4	22%
Not Economically Disadvantaged	52	30	58%	22	42%	2	9%	2	9%	17	77%	1	5%	18	82%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	93	54	58%	39	42%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Not Homeless	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Not Migrant	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%
Parent Not in Armed Forces	94	54	57%	40	43%	8	20%	10	25%	20	50%	2	5%	22	55%

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	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Regents 8	—	—	—	22	23%	0	0%	0	0%	7	32%	15	68%	22	100%
Combined 8	94	9	10%	85	90%	1	1%	11	13%	40	47%	33	39%	73	86%

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	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Female	47	13	28%	34	72%	0	0%	5	15%	20	59%	9	26%	29	85%
Male	47	18	38%	29	62%	1	3%	6	21%	13	45%	9	31%	22	76%
General Education Students	85	29	34%	56	66%	0	0%	8	14%	30	54%	18	32%	48	86%
Students with Disabilities	9	2	22%	7	78%	1	14%	3	43%	3	43%	0	0%	3	43%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	89	30	34%	59	66%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Economically Disadvantaged	42	8	19%	34	81%	1	3%	10	29%	17	50%	6	18%	23	68%
Not Economically Disadvantaged	52	23	44%	29	56%	0	0%	1	3%	16	55%	12	41%	28	97%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	93	31	33%	62	67%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Not Homeless	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Not Migrant	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%
Parent Not in Armed Forces	94	31	33%	63	67%	1	2%	11	17%	33	52%	18	29%	51	81%

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	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%
Female	36	3	8%	3	8%	10	28%	3	8%	17	47%	30	83%
Male	45	8	18%	6	13%	10	22%	9	20%	12	27%	31	69%
General Education Students	59	2	3%	3	5%	13	22%	12	20%	29	49%	54	92%
Students with Disabilities	22	9	41%	6	27%	7	32%	0	0%	0	0%	7	32%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	72	8	11%	9	13%	16	22%	11	15%	28	39%	55	76%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	0	0%	4	44%	1	11%	1	11%	6	67%
Economically Disadvantaged	22	5	23%	2	9%	6	27%	3	14%	6	27%	15	68%
Not Economically Disadvantaged	59	6	10%	7	12%	14	24%	9	15%	23	39%	46	78%
Non-English Language Learner	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%
Not in Foster Care	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%
Not Homeless	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%
Not Migrant	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%
Parent Not in Armed Forces	81	11	14%	9	11%	20	25%	12	15%	29	36%	61	75%

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	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%
Female	41	4	10%	7	17%	17	41%	9	22%	4	10%	30	73%
Male	53	11	21%	7	13%	18	34%	11	21%	6	11%	35	66%
General Education Students	76	2	3%	9	12%	35	46%	20	26%	10	13%	65	86%
Students with Disabilities	18	13	72%	5	28%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	–	–	–	–	–	–	–	–	–	–	–	–
White	84	13	15%	12	14%	31	37%	19	23%	9	11%	59	70%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	2	20%	4	40%	1	10%	1	10%	6	60%
Economically Disadvantaged	40	6	15%	6	15%	18	45%	8	20%	2	5%	28	70%
Not Economically Disadvantaged	54	9	17%	8	15%	17	31%	12	22%	8	15%	37	69%
Non-English Language Learner	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%
Not in Foster Care	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%
Not Homeless	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%
Not Migrant	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%
Parent Not in Armed Forces	94	15	16%	14	15%	35	37%	20	21%	10	11%	65	69%

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	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Female	31	6	19%	5	16%	11	35%	6	19%	3	10%	20	65%
Male	25	6	24%	3	12%	11	44%	5	20%	0	0%	16	64%
General Education Students	51	9	18%	8	16%	20	39%	11	22%	3	6%	34	67%
Students with Disabilities	5	3	60%	0	0%	2	40%	0	0%	0	0%	2	40%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	52	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Economically Disadvantaged	16	3	19%	4	25%	8	50%	1	6%	0	0%	9	56%
Not Economically Disadvantaged	40	9	23%	4	10%	14	35%	10	25%	3	8%	27	68%
Non-English Language Learner	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Not in Foster Care	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Not Homeless	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Not Migrant	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%
Parent Not in Armed Forces	56	12	21%	8	14%	22	39%	11	20%	3	5%	36	64%

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	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Female	24	2	8%	3	13%	12	50%	6	25%	1	4%	19	79%
Male	18	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	19	0	0%	1	5%	14	74%	2	11%	2	11%	18	95%
General Education Students	42	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	41	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Economically Disadvantaged	12	1	8%	1	8%	8	67%	2	17%	0	0%	10	83%
Not Economically Disadvantaged	31	1	3%	3	10%	18	58%	6	19%	3	10%	27	87%
Non-English Language Learner	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Not in Foster Care	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Not Homeless	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Not Migrant	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%
Parent Not in Armed Forces	43	2	5%	4	9%	26	60%	8	19%	3	7%	37	86%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	78	9	12%	6	8%	38	49%	25	32%	63	81%
Female	33	4	12%	2	6%	16	48%	11	33%	27	82%
Male	45	5	11%	4	9%	22	49%	14	31%	36	80%
General Education Students	65	4	6%	2	3%	34	52%	25	38%	59	91%
Students with Disabilities	13	5	38%	4	31%	4	31%	0	0%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	69	8	12%	5	7%	33	48%	23	33%	56	81%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	33	1	3%	4	12%	19	58%	9	27%	28	85%
Not Economically Disadvantaged	45	8	18%	2	4%	19	42%	16	36%	35	78%
Non-English Language Learner	78	9	12%	6	8%	38	49%	25	32%	63	81%
Not in Foster Care	78	9	12%	6	8%	38	49%	25	32%	63	81%
Not Homeless	78	9	12%	6	8%	38	49%	25	32%	63	81%
Not Migrant	78	9	12%	6	8%	38	49%	25	32%	63	81%
Parent Not in Armed Forces	78	9	12%	6	8%	38	49%	25	32%	63	81%

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	67	6	9%	11	16%	33	49%	17	25%	50	75%
Female	34	4	12%	2	6%	18	53%	10	29%	28	82%
Male	33	2	6%	9	27%	15	45%	7	21%	22	67%
General Education Students	62	4	6%	10	16%	32	52%	16	26%	48	77%
Students with Disabilities	5	2	40%	1	20%	1	20%	1	20%	2	40%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	60	4	7%	10	17%	30	50%	16	27%	46	77%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	3	43%	1	14%	4	57%
Economically Disadvantaged	27	5	19%	8	30%	11	41%	3	11%	14	52%
Not Economically Disadvantaged	40	1	3%	3	8%	22	55%	14	35%	36	90%
Non-English Language Learner	67	6	9%	11	16%	33	49%	17	25%	50	75%
Not in Foster Care	67	6	9%	11	16%	33	49%	17	25%	50	75%
Not Homeless	67	6	9%	11	16%	33	49%	17	25%	50	75%
Not Migrant	67	6	9%	11	16%	33	49%	17	25%	50	75%
Parent Not in Armed Forces	67	6	9%	11	16%	33	49%	17	25%	50	75%

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	41	3	7%	14	34%	21	51%	3	7%	24	59%
Female	21	1	5%	6	29%	14	67%	0	0%	14	67%
Male	19	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	20	2	10%	8	40%	7	35%	3	15%	10	50%
General Education Students	40	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
White	39	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	41	3	7%	14	34%	21	51%	3	7%	24	59%
Economically Disadvantaged	12	2	17%	3	25%	7	58%	0	0%	7	58%
Not Economically Disadvantaged	29	1	3%	11	38%	14	48%	3	10%	17	59%
Non-English Language Learner	41	3	7%	14	34%	21	51%	3	7%	24	59%
Not in Foster Care	41	3	7%	14	34%	21	51%	3	7%	24	59%
Not Homeless	41	3	7%	14	34%	21	51%	3	7%	24	59%
Not Migrant	41	3	7%	14	34%	21	51%	3	7%	24	59%
Parent Not in Armed Forces	41	3	7%	14	34%	21	51%	3	7%	24	59%

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	24	1	4%	1	4%	18	75%	4	17%	22	92%
Female	13	0	0%	0	0%	9	69%	4	31%	13	100%
Male	11	1	9%	1	9%	9	82%	0	0%	9	82%
General Education Students	24	1	4%	1	4%	18	75%	4	17%	22	92%
White	23	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	1	4%	1	4%	18	75%	4	17%	22	92%
Economically Disadvantaged	6	0	0%	1	17%	5	83%	0	0%	5	83%
Not Economically Disadvantaged	18	1	6%	0	0%	13	72%	4	22%	17	94%
Non-English Language Learner	24	1	4%	1	4%	18	75%	4	17%	22	92%
Not in Foster Care	24	1	4%	1	4%	18	75%	4	17%	22	92%
Not Homeless	24	1	4%	1	4%	18	75%	4	17%	22	92%
Not Migrant	24	1	4%	1	4%	18	75%	4	17%	22	92%
Parent Not in Armed Forces	24	1	4%	1	4%	18	75%	4	17%	22	92%

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	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%
Female	39	—	—	—	—	—	—	—	—	—	—	—	—
Male	43	8	19%	2	5%	8	19%	8	19%	17	40%	33	77%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	40	2	5%	2	5%	14	35%	6	15%	16	40%	36	90%
General Education Students	66	3	5%	2	3%	15	23%	14	21%	32	48%	61	92%
Students with Disabilities	17	7	41%	2	12%	7	41%	0	0%	1	6%	8	47%
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	73	8	11%	3	4%	17	23%	13	18%	32	44%	62	85%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Economically Disadvantaged	33	3	9%	2	6%	10	30%	8	24%	10	30%	28	85%
Not Economically Disadvantaged	50	7	14%	2	4%	12	24%	6	12%	23	46%	41	82%
Non-English Language Learner	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%
Not in Foster Care	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%
Not Homeless	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%
Not Migrant	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%
Parent Not in Armed Forces	83	10	12%	4	5%	22	27%	14	17%	33	40%	69	83%

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	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%
Female	35	2	6%	0	0%	7	20%	5	14%	21	60%	33	94%
Male	41	1	2%	2	5%	7	17%	11	27%	20	49%	38	93%
General Education Students	58	1	2%	0	0%	4	7%	14	24%	39	67%	57	98%
Students with Disabilities	18	2	11%	2	11%	10	56%	2	11%	2	11%	14	78%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	68	2	3%	1	1%	13	19%	14	21%	38	56%	65	96%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	1	13%	2	25%	3	38%	6	75%
Economically Disadvantaged	20	1	5%	0	0%	5	25%	7	35%	7	35%	19	95%
Not Economically Disadvantaged	56	2	4%	2	4%	9	16%	9	16%	34	61%	52	93%
Non-English Language Learner	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%
Not in Foster Care	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%
Not Homeless	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%
Not Migrant	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%
Parent Not in Armed Forces	76	3	4%	2	3%	14	18%	16	21%	41	54%	71	93%

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	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Female	45	2	4%	43	96%	2	4%	1	2%	12	27%	28	62%	40	89%
Male	30	5	17%	25	83%	0	0%	5	17%	5	17%	15	50%	20	67%
General Education Students	65	4	6%	61	94%	0	0%	4	6%	14	22%	43	66%	57	88%
Students with Disabilities	10	3	30%	7	70%	2	20%	2	20%	3	30%	0	0%	3	30%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	73	6	—	67	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Economically Disadvantaged	23	2	9%	21	91%	2	9%	2	9%	4	17%	13	57%	17	74%
Not Economically Disadvantaged	52	5	10%	47	90%	0	0%	4	8%	13	25%	30	58%	43	83%
Non-English Language Learner	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Not in Foster Care	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Not Homeless	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Not Migrant	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%
Parent Not in Armed Forces	75	7	9%	68	91%	2	3%	6	8%	17	23%	43	57%	60	80%

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	1	0	0	1	100
Female	1	0	0	1	100
General Education Students	1	0	0	1	100
White	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Female	45	8	18%	37	82%	5	11%	9	20%	8	18%	15	33%	23	51%
Male	30	9	30%	21	70%	7	23%	4	13%	7	23%	3	10%	10	33%
General Education Students	65	10	15%	55	85%	10	15%	12	18%	15	23%	18	28%	33	51%
Students with Disabilities	10	7	70%	3	30%	2	20%	1	10%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	73	15	—	58	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Economically Disadvantaged	23	6	26%	17	74%	4	17%	6	26%	5	22%	2	9%	7	30%
Not Economically Disadvantaged	52	11	21%	41	79%	8	15%	7	13%	10	19%	16	31%	26	50%
Non-English Language Learner	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Not in Foster Care	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Not Homeless	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Not Migrant	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%
Parent Not in Armed Forces	75	17	23%	58	77%	12	16%	13	17%	15	20%	18	24%	33	44%

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	61	10	16	51	84
Female	39	5	13	34	87
Male	22	5	23	17	77
General Education Students	60	10	17	50	83
Students with Disabilities	1	0	0	1	100
White	61	10	16	51	84
Economically Disadvantaged	19	4	21	15	79
Not Economically Disadvantaged	42	6	14	36	86
Non-English Language Learner	61	10	16	51	84
Not in Foster Care	61	10	16	51	84
Not Homeless	61	10	16	51	84
Not Migrant	61	10	16	51	84
Parent Not in Armed Forces	61	10	16	51	84

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	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Female	45	6	13%	39	87%	11	24%	8	18%	9	20%	11	24%	20	44%
Male	30	11	37%	19	63%	6	20%	0	0%	9	30%	4	13%	13	43%
General Education Students	65	11	17%	54	83%	15	23%	7	11%	17	26%	15	23%	32	49%
Students with Disabilities	10	6	60%	4	40%	2	20%	1	10%	1	10%	0	0%	1	10%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	73	15	—	58	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Economically Disadvantaged	23	8	35%	15	65%	5	22%	3	13%	5	22%	2	9%	7	30%
Not Economically Disadvantaged	52	9	17%	43	83%	12	23%	5	10%	13	25%	13	25%	26	50%
Non-English Language Learner	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Not in Foster Care	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Not Homeless	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Not Migrant	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%
Parent Not in Armed Forces	75	17	23%	58	77%	17	23%	8	11%	18	24%	15	20%	33	44%

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	67	12	18	55	82
Female	43	5	12	38	88
Male	24	7	29	17	71
General Education Students	64	10	16	54	84
Students with Disabilities	3	2	67	1	33
Black or African American	1	1	100	0	0
White	66	11	17	55	83
Economically Disadvantaged	21	7	33	14	67
Not Economically Disadvantaged	46	5	11	41	89
Non-English Language Learner	67	12	18	55	82
Not in Foster Care	67	12	18	55	82
Not Homeless	67	12	18	55	82
Not Migrant	67	12	18	55	82
Parent Not in Armed Forces	67	12	18	55	82

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	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	65	65	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
White	73	73	–	0	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	61	61	100	0	0
Female	39	39	100	0	0
Male	22	22	100	0	0
General Education Students	59	59	100	0	0
Students with Disabilities	2	2	100	0	0
White	61	61	100	0	0
Economically Disadvantaged	18	18	100	0	0
Not Economically Disadvantaged	43	43	100	0	0
Non-English Language Learner	61	61	100	0	0
Not in Foster Care	61	61	100	0	0
Not Homeless	61	61	100	0	0
Not Migrant	61	61	100	0	0
Parent Not in Armed Forces	61	61	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Female	45	41	91%	4	9%	0	0%	0	0%	3	7%	1	2%	4	9%
Male	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
General Education Students	65	60	92%	5	8%	0	0%	0	0%	4	6%	1	2%	5	8%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	73	68	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Economically Disadvantaged	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	52	47	90%	5	10%	0	0%	0	0%	4	8%	1	2%	5	10%
Non-English Language Learner	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Not in Foster Care	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Not Homeless	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Not Migrant	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	7%
Parent Not in Armed Forces	75	70	93%	5	7%	0	0%	0	0%	4	5%	1	1%	5	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	62	57	92	5	8
Female	40	36	90	4	10
Male	22	21	95	1	5
General Education Students	59	54	92	5	8
Students with Disabilities	3	3	100	0	0
Black or African American	1	1	100	0	0
White	61	56	92	5	8
Economically Disadvantaged	20	20	100	0	0
Not Economically Disadvantaged	42	37	88	5	12
Non-English Language Learner	62	57	92	5	8
Not in Foster Care	62	57	92	5	8
Not Homeless	62	57	92	5	8
Not Migrant	62	57	92	5	8
Parent Not in Armed Forces	62	57	92	5	8

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	1	0	0%	1	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 5 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	9	9	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	922	\$1,500,148	\$1,627	\$16,596,563	\$18,001	\$18,096,711	\$19,628
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	80	16	20%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	77	8	10%
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	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%
Female	45	43	96%	24	53%	18	40%	1	2%	1	2%	0	0%	0	0%	1	2%
Male	30	25	83%	10	33%	15	50%	0	0%	0	0%	3	10%	0	0%	2	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	65	61	94%	34	52%	27	42%	0	0%	0	0%	1	2%	0	0%	3	5%
Students with Disabilities	10	7	70%	0	0%	6	60%	1	10%	1	10%	2	20%	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	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	23	21	91%	7	30%	13	57%	1	4%	0	0%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	52	47	90%	27	52%	20	38%	0	0%	1	2%	2	4%	0	0%	2	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%
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	75	68	91%	34	45%	33	44%	1	1%	1	1%	3	4%	0	0%	3	4%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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