

As required by Education Law, the budget must be presented in three components, as shown below. Further, the law prescribes which budget codes belong to which component.

Administrative : Central Administration, Finance, Management Information Systems, Insurance, Legal, Instructional Supervision and Associated Employee Benefits

Program: Instruction, Library, Special Education, Computer-Assisted Instruction, Guidance, Athletics, Co-Curricular, Transportation and Associated Employee Benefits

Capital: Maintenance and Operations, Security, Utilities, Bus Purchases, Debt Service, Capital Projects and Associated Employee Benefits

PROPOSED 2024/25 BUDGET- Three Part Format Summary

		2024/25				2023/24			
CODE	DESCRIPTION	ADMIN.	PROGRAM	CAPITAL	TOTAL	ADMIN.	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	19,000			19,000	16,000			16,000
1040	District Clerk	86,500			86,500	66,500			66,500
1060	District Meeting	62,330			62,330	62,330			62,330
1240	Office of Chief School Administrator	526,414			526,414	519,178			519,178
1310	Business Administration	1,816,605			1,816,605	1,713,981			1,713,981
1320	Auditing	106,500			106,500	105,000			105,000
1420	Legal Service	410,000	410,000		820,000	387,500	387,500		775,000
1430	Districtwide Administration	743,651			743,651	730,321			730,321
1460	Records Management	61,373			61,373	59,373			59,373
1480	Public Information & Services	134,259			134,259	128,254			128,254
1620/1621/1622	Plant Operations, Maintenance, Grounds and Security			19,558,456	19,558,456			17,835,610	17,835,610
1670	Printing and Mailing	213,000			213,000	214,000			214,000
1680	Mgmt. of Information Systems	1,195,363			1,195,363	1,213,047			1,213,047
1910	Liability Insurance	1,850,000			1,850,000	1,530,000			1,530,000
1920	School Association Dues	19,500			19,500	19,500			19,500
1981	BOCES Charges	790,829			790,829	768,560			768,560
1989	TAN Issue Expense	35,500			35,500	35,500			35,500
2010	Curriculum Development	701,918			701,918	701,657			701,657
2020	Supervision - Regular School	8,359,956			8,359,956	8,316,011			8,316,011
2040	Supervision - Adult Education	10,000			10,000	11,200			11,200
2070	Inservice Training		400,400		400,400		406,263		406,263
2110	Teaching - Regular School		36,169,072		36,169,072		36,176,848		36,176,848
2112	Teaching - Art		3,090,890		3,090,890		2,970,812		2,970,812
2113	Teaching - Bus./Voc. Education		999,180		999,180		950,572		950,572
2115	Teaching - English Language Arts		5,430,999		5,430,999		5,406,744		5,406,744
2116	Teaching - World Languages		4,391,481		4,391,481		4,380,528		4,380,528
2117	Teaching - Health		1,053,511		1,053,511		1,019,014		1,019,014
2118	Teaching - Physical Education		3,952,550		3,952,550		3,995,995		3,995,995
2119	Teaching - Family and Consumer Science		629,195		629,195		507,906		507,906
2120	Teaching - Technology		969,655		969,655		936,638		936,638
2121	Teaching - Math		6,251,526		6,251,526		6,283,644		6,283,644

PROPOSED 2024/25 BUDGET- Three Part Format Summary

		2024/25				2023/24			
CODE	DESCRIPTION	ADMIN.	PROGRAM	CAPITAL	TOTAL	ADMIN.	PROGRAM	CAPITAL	TOTAL
2122	Teaching - Music		4,211,207		4,211,207		4,323,676		4,323,676
2123	Teaching - Science		7,128,714		7,128,714		7,025,615		7,025,615
2124	Teaching - Research		258,609		258,609		252,186		252,186
2125	Teaching - Social Studies		5,861,076		5,861,076		6,054,860		6,054,860
2130	Teaching - Driver Education		175,000		175,000		200,000		200,000
2131	Speech		3,410,500		3,410,500		3,323,209		3,323,209
2170	Teaching - Reading/PSEN		2,291,393		2,291,393		1,661,845		1,661,845
2250	Children with Disabilities	1,045,779	43,615,754		44,661,533	1,014,639	41,925,711		42,940,350
2280	Occupational Education		969,500		969,500		650,000		650,000
2300	Teaching - Special Schools		366,500		366,500		334,000		334,000
2610	School Library		1,758,416		1,758,416		1,620,340		1,620,340
2630	Computer Assisted Instruction		3,681,917		3,681,917		3,667,226		3,667,226
2805	Attendance		41,411		41,411		127,356		127,356
2810	Guidance		4,303,703		4,303,703		4,067,503		4,067,503
2815	Health Services		2,344,539		2,344,539		2,265,114		2,265,114
2820	Psychological Services		1,963,306		1,963,306		1,889,739		1,889,739
2825	Social Work Services		477,651		477,651		452,926		452,926
2850	Co-Curricular Activities		1,951,500		1,951,500		1,922,616		1,922,616
2855	Interscholastic Athletics		2,524,554		2,524,554		2,725,163		2,725,163
5510	District Owned Transportation		5,177,929	1,198,000	6,375,929		5,007,334	852,000	5,859,334
5530	Garage Building		139,811		139,811		132,271		132,271
5540	Contract Transportation		12,200,000		12,200,000		12,200,000		12,200,000
5581	Contract Transportation - BOCES		200,000		200,000		50,000		50,000
7140	Community Recreation		111,400		111,400		101,400		101,400
9010	Employee Benefits	6,493,076	68,499,776	5,289,768	80,282,620	6,237,729	65,364,577	5,070,314	76,672,620
9700	Tax Anticipation Note Interest			1,000,000	1,000,000			750,000	750,000
9900	Transfer to Other Funds - Capital, Debt Service, School Lunch & Special Aid		880,000	8,891,606	9,771,606		980,000	9,684,881	10,664,881
TOTAL:		\$24,681,553	\$238,292,625	\$35,937,830	\$298,912,008	\$23,850,280	\$231,747,131	\$34,192,805	\$289,790,216
PERCENT OF BUDGET:		8.26%	79.71%	12.03%		8.23%	79.97%	11.80%	

2024-25 Property Tax Report Card

580405 - HALF HOLLOW HILLS CSD

Contact Person: Anne Marie Marrone Caliendo

Telephone Number: 631-592-3030

	Budgeted 2023-24	Proposed Budget 2024-25	Percent Change
Total Budgeted Amount, not Including Separate Propositions	289,790,216	298,912,008	3.15%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	224,541,381	230,235,146	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	224,541,381	230,235,146	2.54%
F. Permissible Exclusions to the School Tax Levy Limit	9,942,383	9,310,670	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	214,598,998	220,924,476	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	214,598,998	220,924,476	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	7,160	7,182	0.31%
Consumer Price Index		4.12%	

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24	Estimated 2024-25
Adjusted Restricted Fund Balance	59,520,275	51,720,275
Assigned Appropriated Fund Balance	4,275,000	5,275,000
Adjusted Unrestricted Fund Balance	11,591,609	11,956,480
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds			
Reserve Type	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended use of the Reserve in the 2024-25 School Year
Capital	12,303,013	12,303,013	0
Repair	0	0	0
Workers' Compensation	4,644,024	3,344,024	1,200,000
Unemployment Insurance	2,951,861	2,876,861	75,000
Reserve for Tax Reduction	0	0	0
Mandatory Reserve for Debt Service	0	0	0
Insurance	0	0	0
Property Loss	1,528,861	1,528,861	0
Liability	519,600	519,600	0
Tax Certiorari	0	0	0
Reserve for Insurance Recoveries	0	0	0
Employee Benefit Accrued Liability	13,854,955	12,729,955	1,125,000
Retirement Contribution - ERS	21,419,931	17,919,931	3,600,000
Reserve for Uncollected Taxes	0	0	0
Other Reserve TRS	2,298,030	498,030	1,800,000

CANDLEWOOD MIDDLE 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)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	518	148.9	4
	Math	505	188.5	
	Combined	1,023	168.5	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	136	169.5	4
	Math	132	209.8	
	Combined	268	189.4	
Black or African American	ELA	89	103.4	2
	Math	88	147.2	
	Combined	177	125.1	
Hispanic or Latino	ELA	80	139.4	3
	Math	75	170.7	
	Combined	155	154.5	
Multiracial	ELA	31	171	4
	Math	32	203.1	
	Combined	63	187.3	
White	ELA	180	155.8	4
	Math	176	197.4	
	Combined	356	176.4	
English Language Learner	ELA	26	75	3
	Math	22	120.5	
	Combined	48	95.8	
Students with Disabilities	ELA	86	91.9	4
	Math	81	116	
	Combined	167	103.6	
Economically Disadvantaged	ELA	122	125	4
	Math	114	156.1	
	Combined	236	140	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	675	114.3	3
	Math	676	140.8	
	Combined	1,351	127.6	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	143	161.2	4
	Math	143	193.7	
	Combined	286	177.4	
Black or African American	ELA	109	84.4	2
	Math	110	117.7	
	Combined	219	101.1	
Hispanic or Latino	ELA	113	98.7	2
	Math	113	113.3	
	Combined	226	106	
Multiracial	ELA	38	139.5	4
	Math	38	171.1	
	Combined	76	155.3	
White	ELA	270	103.9	2
	Math	270	128.7	
	Combined	540	116.3	
English Language Learner	ELA	35	55.7	2
	Math	36	73.6	
	Combined	71	64.8	
Students with Disabilities	ELA	126	62.7	3
	Math	127	74	
	Combined	253	68.4	
Economically Disadvantaged	ELA	172	88.7	2
	Math	173	102.9	
	Combined	345	95.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	4	—	—	—	—
Hispanic or Latino	9	—	—	—	—
Multiracial	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	19	—	—	—	—
Students with Disabilities	13	—	—	—	—
Economically Disadvantaged	14	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	732	98	13.4%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	156	17	10.9%	4
Black or African American	120	17	14.2%	4
Hispanic or Latino	127	20	15.7%	4
Multiracial	41	7	17.1%	3
White	286	37	12.9%	4
English Language Learner	43	12	27.9%	3
Students with Disabilities	138	33	23.9%	3
Economically Disadvantaged	194	39	20.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	723	72.3%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	153	88.9%
Black or African American	X	118	76.3%
Hispanic or Latino	X	124	66.9%
Multiracial	X	40	77.5%
White	X	286	63.3%
English Language Learner	—	24	—
Students with Disabilities	X	131	63.4%
Economically Disadvantaged	X	186	67.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	723	70.4%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	153	86.9%
Black or African American	X	118	74.6%
Hispanic or Latino	X	124	62.1%
Multiracial	X	40	80%
White	X	286	61.9%
English Language Learner	—	24	—
Students with Disabilities	X	131	58.8%
Economically Disadvantaged	X	186	61.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—

SECONDARY INDICATOR LEVELS

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	1	—	—	—
Multiracial	—	—	—	—
White	—	—	—	—
English Language Learner	1	—	—	—
Students with Disabilities	2	—	—	—
Economically Disadvantaged	2	—	—	—

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	227	73	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%
Grade 7	281	70	25%	211	75%	46	22%	56	27%	67	32%	42	20%	109	52%
Grade 8	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%
Grades 3-8	726	225	31%	501	69%	92	18%	136	27%	176	35%	97	19%	273	54%

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	227	73	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%
Female	102	35	34%	67	66%	9	13%	16	24%	24	36%	18	27%	42	63%
Male	125	38	30%	87	70%	23	26%	30	34%	23	26%	11	13%	34	39%
General Education Students	184	44	24%	140	76%	22	16%	44	31%	46	33%	28	20%	74	53%
Students with Disabilities	43	29	67%	14	33%	10	71%	2	14%	1	7%	1	7%	2	14%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	10	21%	37	79%	3	8%	14	38%	12	32%	8	22%	20	54%
Black or African American	43	12	28%	31	72%	16	52%	7	23%	5	16%	3	10%	8	26%
Hispanic or Latino	28	12	43%	16	57%	4	25%	4	25%	4	25%	4	25%	8	50%
White	96	35	36%	61	64%	9	15%	18	30%	23	38%	11	18%	34	56%
Multiracial	12	4	33%	8	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	0	0%	3	33%	3	33%	3	33%	6	67%
Economically Disadvantaged	60	33	55%	27	45%	10	37%	4	15%	10	37%	3	11%	13	48%
Not Economically Disadvantaged	167	40	24%	127	76%	22	17%	42	33%	37	29%	26	20%	63	50%
English Language Learner	12	7	58%	5	42%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	215	66	31%	149	69%	28	19%	45	30%	47	32%	29	19%	76	51%
Not in Foster Care	227	73	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	226	72	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%
Not Migrant	227	73	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%
Parent Not in Armed Forces	227	73	32%	154	68%	32	21%	46	30%	47	31%	29	19%	76	49%

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	281	70	25%	211	75%	46	22%	56	27%	67	32%	42	20%	109	52%
Female	131	30	23%	101	77%	23	23%	21	21%	36	36%	21	21%	57	56%
Male	150	40	27%	110	73%	23	21%	35	32%	31	28%	21	19%	52	47%
General Education Students	228	49	21%	179	79%	19	11%	52	29%	66	37%	42	23%	108	60%
Students with Disabilities	53	21	40%	32	60%	27	84%	4	13%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	56	6	11%	50	89%	4	8%	11	22%	22	44%	13	26%	35	70%
Black or African American	46	10	22%	36	78%	14	39%	10	28%	11	31%	1	3%	12	33%
Hispanic or Latino	58	15	26%	43	74%	13	30%	12	28%	10	23%	8	19%	18	42%
White	102	35	34%	67	66%	13	19%	19	28%	19	28%	16	24%	35	52%
Multiracial	19	4	21%	15	79%	2	13%	4	27%	5	33%	4	27%	9	60%
Economically Disadvantaged	67	24	36%	43	64%	20	47%	14	33%	7	16%	2	5%	9	21%
Not Economically Disadvantaged	214	46	21%	168	79%	26	15%	42	25%	60	36%	40	24%	100	60%
English Language Learner	6	1	17%	5	83%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	275	69	25%	206	75%	41	20%	56	27%	67	33%	42	20%	109	53%
Not in Foster Care	281	70	25%	211	75%	46	22%	56	27%	67	32%	42	20%	109	52%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	277	70	25%	207	75%	—	—	—	—	—	—	—	—	—	—
Not Migrant	281	70	25%	211	75%	46	22%	56	27%	67	32%	42	20%	109	52%
Parent Not in Armed Forces	281	70	25%	211	75%	46	22%	56	27%	67	32%	42	20%	109	52%

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	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%
Female	106	37	35%	69	65%	3	4%	21	30%	28	41%	17	25%	45	65%
Male	111	44	40%	67	60%	11	16%	13	19%	34	51%	9	13%	43	64%
General Education Students	182	62	34%	120	66%	8	7%	29	24%	57	48%	26	22%	83	69%
Students with Disabilities	35	19	54%	16	46%	6	38%	5	31%	5	31%	0	0%	5	31%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	6	12%	46	88%	7	15%	7	15%	19	41%	13	28%	32	70%
Black or African American	28	9	32%	19	68%	2	11%	8	42%	7	37%	2	11%	9	47%
Hispanic or Latino	38	21	55%	17	45%	1	6%	5	29%	11	65%	0	0%	11	65%
White	88	41	47%	47	53%	4	9%	12	26%	21	45%	10	21%	31	66%
Multiracial	10	4	40%	6	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	2	29%	4	57%	1	14%	5	71%
Economically Disadvantaged	61	24	39%	37	61%	5	14%	11	30%	18	49%	3	8%	21	57%
Not Economically Disadvantaged	156	57	37%	99	63%	9	9%	23	23%	44	44%	23	23%	67	68%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	211	79	37%	132	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%
Not Homeless	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%
Not Migrant	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%
Parent Not in Armed Forces	217	81	37%	136	63%	14	10%	34	25%	62	46%	26	19%	88	65%

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 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	227	81	36%	146	64%	16	11%	44	30%	62	42%	24	16%	86	59%
Regents 6	—	—	—	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 6	227	80	35%	147	65%	—	—	—	—	—	—	—	—	—	—
Grade 7	281	90	32%	191	68%	18	9%	22	12%	60	31%	91	48%	151	79%
Regents 7	—	—	—	4	1%	—	—	—	—	—	—	—	—	—	—
Combined 7	281	86	31%	195	69%	—	—	—	—	—	—	—	—	—	—
Grade 8	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%
Regents 8	—	—	—	73	34%	0	0%	0	0%	0	0%	73	100%	73	100%
Combined 8	217	71	33%	146	67%	12	8%	8	5%	44	30%	82	56%	126	86%
Grades 3-8	726	238	33%	488	67%	—	—	—	—	—	—	—	—	—	—

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

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	227	81	36%	146	64%	16	11%	44	30%	62	42%	24	16%	86	59%
Female	102	35	34%	67	66%	8	12%	21	31%	27	40%	11	16%	38	57%
Male	125	46	37%	79	63%	8	10%	23	29%	35	44%	13	16%	48	61%
General Education Students	184	52	28%	132	72%	10	8%	39	30%	59	45%	24	18%	83	63%
Students with Disabilities	43	29	67%	14	33%	6	43%	5	36%	3	21%	0	0%	3	21%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	11	23%	36	77%	1	3%	8	22%	16	44%	11	31%	27	75%
Black or African American	43	13	30%	30	70%	8	27%	15	50%	5	17%	2	7%	7	23%
Hispanic or Latino	28	14	50%	14	50%	1	7%	4	29%	9	64%	0	0%	9	64%
White	96	39	41%	57	59%	6	11%	16	28%	27	47%	8	14%	35	61%
Multiracial	12	4	33%	8	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	0	0%	1	11%	5	56%	3	33%	8	89%
Economically Disadvantaged	60	36	60%	24	40%	3	13%	9	38%	8	33%	4	17%	12	50%
Not Economically Disadvantaged	167	45	27%	122	73%	13	11%	35	29%	54	44%	20	16%	74	61%
English Language Learner	12	9	75%	3	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	215	72	33%	143	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	81	36%	146	64%	16	11%	44	30%	62	42%	24	16%	86	59%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	226	80	35%	146	65%	16	11%	44	30%	62	42%	24	16%	86	59%
Not Migrant	227	81	36%	146	64%	16	11%	44	30%	62	42%	24	16%	86	59%
Parent Not in Armed Forces	227	81	36%	146	64%	16	11%	44	30%	62	42%	24	16%	86	59%

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	281	90	32%	191	68%	18	9%	22	12%	60	31%	91	48%	151	79%
Female	131	39	30%	92	70%	9	10%	8	9%	36	39%	39	42%	75	82%
Male	150	51	34%	99	66%	9	9%	14	14%	24	24%	52	53%	76	77%
General Education Students	228	66	29%	162	71%	1	1%	12	7%	59	36%	90	56%	149	92%
Students with Disabilities	53	24	45%	29	55%	17	59%	10	34%	1	3%	1	3%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	56	10	18%	46	82%	2	4%	1	2%	16	35%	27	59%	43	93%
Black or African American	46	11	24%	35	76%	5	14%	7	20%	15	43%	8	23%	23	66%
Hispanic or Latino	58	20	34%	38	66%	8	21%	5	13%	13	34%	12	32%	25	66%
White	102	44	43%	58	57%	2	3%	8	14%	12	21%	36	62%	48	83%
Multiracial	19	5	26%	14	74%	1	7%	1	7%	4	29%	8	57%	12	86%
Economically Disadvantaged	67	26	39%	41	61%	12	29%	6	15%	17	41%	6	15%	23	56%
Not Economically Disadvantaged	214	64	30%	150	70%	6	4%	16	11%	43	29%	85	57%	128	85%
English Language Learner	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	275	89	32%	186	68%	14	8%	21	11%	60	32%	91	49%	151	81%
Not in Foster Care	281	90	32%	191	68%	18	9%	22	12%	60	31%	91	48%	151	79%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	277	89	32%	188	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	281	90	32%	191	68%	18	9%	22	12%	60	31%	91	48%	151	79%
Parent Not in Armed Forces	281	90	32%	191	68%	18	9%	22	12%	60	31%	91	48%	151	79%

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	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%
Female	106	64	60%	42	40%	4	10%	6	14%	27	64%	5	12%	32	76%
Male	111	80	72%	31	28%	8	26%	2	6%	17	55%	4	13%	21	68%
General Education Students	182	120	66%	62	34%	5	8%	8	13%	42	68%	7	11%	49	79%
Students with Disabilities	35	24	69%	11	31%	7	64%	0	0%	2	18%	2	18%	4	36%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	52	32	62%	20	38%	4	20%	1	5%	11	55%	4	20%	15	75%
Black or African American	28	13	46%	15	54%	2	13%	2	13%	11	73%	0	0%	11	73%
Hispanic or Latino	38	25	66%	13	34%	1	8%	3	23%	9	69%	0	0%	9	69%
White	88	69	78%	19	22%	4	21%	2	11%	10	53%	3	16%	13	68%
Multiracial	10	4	40%	6	60%	1	17%	0	0%	3	50%	2	33%	5	83%
Economically Disadvantaged	61	36	59%	25	41%	7	28%	3	12%	14	56%	1	4%	15	60%
Not Economically Disadvantaged	156	108	69%	48	31%	5	10%	5	10%	30	63%	8	17%	38	79%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	211	142	67%	69	33%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%
Not Homeless	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%
Not Migrant	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%
Parent Not in Armed Forces	217	144	66%	73	34%	12	16%	8	11%	44	60%	9	12%	53	73%

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	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%
Regents 8	—	—	—	93	43%	0	0%	0	0%	3	3%	90	97%	93	100%
Combined 8	216	2	1%	214	99%	2	1%	14	7%	72	34%	126	59%	198	93%

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	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%
Female	106	45	42%	61	58%	1	2%	5	8%	39	64%	16	26%	55	90%
Male	110	50	45%	60	55%	1	2%	9	15%	30	50%	20	33%	50	83%
General Education Students	182	91	50%	91	50%	0	0%	6	7%	52	57%	33	36%	85	93%
Students with Disabilities	34	4	12%	30	88%	2	7%	8	27%	17	57%	3	10%	20	67%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	52	29	56%	23	44%	2	9%	5	22%	6	26%	10	43%	16	70%
Black or African American	28	7	25%	21	75%	0	0%	4	19%	12	57%	5	24%	17	81%
Hispanic or Latino	37	10	27%	27	73%	0	0%	1	4%	20	74%	6	22%	26	96%
White	88	44	50%	44	50%	0	0%	4	9%	29	66%	11	25%	40	91%
Multiracial	10	4	40%	6	60%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	60	17	28%	43	72%	1	2%	6	14%	28	65%	8	19%	36	84%
Not Economically Disadvantaged	156	78	50%	78	50%	1	1%	8	10%	41	53%	28	36%	69	88%
English Language Learner	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Non-English Language Learner	210	95	45%	115	55%	1	1%	12	10%	67	58%	35	30%	102	89%
Not in Foster Care	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%
Not Homeless	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%
Not Migrant	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%
Parent Not in Armed Forces	216	95	44%	121	56%	2	2%	14	12%	69	57%	36	30%	105	87%

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 ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%
Female	33	0	0%	0	0%	0	0%	0	0%	33	100%	33	100%
Male	42	0	0%	0	0%	0	0%	0	0%	42	100%	42	100%
General Education Students	73	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	0	0%	0	0%	0	0%	26	100%	26	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
White	36	0	0%	0	0%	0	0%	0	0%	36	100%	36	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Economically Disadvantaged	67	0	0%	0	0%	0	0%	0	0%	67	100%	67	100%
Non-English Language Learner	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%
Not in Foster Care	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%
Not Homeless	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%
Not Migrant	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%
Parent Not in Armed Forces	75	0	0%	0	0%	0	0%	0	0%	75	100%	75	100%

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	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	3	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	3	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	3	—	—	—	—	—	—	—	—	—	—	—	—

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	94	0	0%	0	0%	3	3%	91	97%	94	100%
Female	45	0	0%	0	0%	3	7%	42	93%	45	100%
Male	49	0	0%	0	0%	0	0%	49	100%	49	100%
General Education Students	92	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	0	0%	1	3%	29	97%	30	100%
Black or African American	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	0	0%	1	10%	9	90%	10	100%
White	44	0	0%	0	0%	1	2%	43	98%	44	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	0	0%	0	0%	10	100%	10	100%
Economically Disadvantaged	15	0	0%	0	0%	2	13%	13	87%	15	100%
Not Economically Disadvantaged	79	0	0%	0	0%	1	1%	78	99%	79	100%
Non-English Language Learner	94	0	0%	0	0%	3	3%	91	97%	94	100%
Not in Foster Care	94	0	0%	0	0%	3	3%	91	97%	94	100%
Not Homeless	94	0	0%	0	0%	3	3%	91	97%	94	100%
Not Migrant	94	0	0%	0	0%	3	3%	91	97%	94	100%
Parent Not in Armed Forces	94	0	0%	0	0%	3	3%	91	97%	94	100%

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	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—

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	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—

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	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—

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	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—

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	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—

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 6	12	1	8%	11	92%	1	9%	0	0%	2	18%	8	73%	0	0%
Grade 7	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%
Grade 8	6	0	0%	6	100%	0	0%	0	0%	0	0%	2	33%	4	67%
Grade 9	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	12	2	17%	10	83%	0	0%	0	0%	5	50%	5	50%	10	100%
Grade 6 Math	12	2	17%	10	83%	0	0%	0	0%	6	60%	4	40%	10	100%
Grade 7 ELA	8	1	13%	7	88%	0	0%	0	0%	3	43%	4	57%	7	100%
Grade 7 Math	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Grade 8 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	719	\$597,237	\$831	\$25,543,400	\$35,526	\$26,140,637	\$36,357
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	75	6	8%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	74	0	0%
THIS DISTRICT	639	3	0%
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	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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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HALF HOLLOW HILLS CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	3,754	99.55	17	.45
Female	1,810	99.56	8	.44
Male	1,944	99.54	9	.46
American Indian/Alaska Native	9	100	0	0
Black	368	99.46	2	.54
Hispanic	459	99.57	2	.43
Asian or Native Hawaiian/Other Pacific Islander	732	99.19	6	.81

Subgroup	Yes		No	
	#	%	#	%
White	1,977	99.7	6	.3
Multiracial	209	99.52	1	.48
General Education Students	3,025	99.6	12	.4
Students with Disabilities	729	99.32	5	.68
Not English Language Learner	3,674	99.54	17	.46
English Language Learner	80	100	0	0
Economically Disadvantaged	645	98.93	7	1.07
Not Economically Disadvantaged	3,109	99.68	10	.32
Not Migrant	3,754	99.55	17	.45
Homeless	11	100	0	0
Not Homeless	3,743	99.55	17	.45
Not in Foster Care	3,754	99.55	17	.45
Parent Not in Armed Forces	3,754	99.55	17	.45

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2,101	55.71	115	3.05	1,208	32.03	187	4.96	23	.61	137	3.63
Female	1,028	56.55	28	1.54	599	32.95	84	4.62	12	.66	67	3.69
Male	1,073	54.94	87	4.45	609	31.18	103	5.27	11	.56	70	3.58

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	4	44.44	0	0	1	11.11	4	44.44	0	0	0	0
Black	220	59.46	6	1.62	120	32.43	7	1.89	2	.54	15	4.05
Hispanic	258	55.97	5	1.08	145	31.45	30	6.51	4	.87	19	4.12
Asian or Native Hawaiian/Other Pacific Islander	392	53.12	47	6.37	230	31.17	35	4.74	2	.27	32	4.34
White	1,090	54.97	50	2.52	664	33.48	102	5.14	14	.71	63	3.18
Multiracial	137	65.24	7	3.33	48	22.86	9	4.29	1	.48	8	3.81
General Education Students	1,701	56.01	97	3.19	967	31.84	154	5.07	18	.59	100	3.29
Students with Disabilities	400	54.5	18	2.45	241	32.83	33	4.5	5	.68	37	5.04
Not English Language Learner	2,047	55.46	112	3.03	1,195	32.38	183	4.96	22	.6	132	3.58
English Language Learner	54	67.5	3	3.75	13	16.25	4	5	1	1.25	5	6.25
Economically Disadvantaged	347	53.22	17	2.61	225	34.51	31	4.75	5	.77	27	4.14
Not Economically Disadvantaged	1,754	56.24	98	3.14	983	31.52	156	5	18	.58	110	3.53
Not Migrant	2,101	55.71	115	3.05	1,208	32.03	187	4.96	23	.61	137	3.63
Homeless	6	54.55	1	9.09	4	36.36	0	0	0	0	0	0
Not Homeless	2,095	55.72	114	3.03	1,204	32.02	187	4.97	23	.61	137	3.64
Not in Foster Care	2,101	55.71	115	3.05	1,208	32.03	187	4.96	23	.61	137	3.63
Parent Not in Armed Forces	2,101	55.71	115	3.05	1,208	32.03	187	4.96	23	.61	137	3.63

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	138	3.66	649	17.21	2,984	79.13
Female	65	3.58	303	16.67	1,450	79.76
Male	73	3.74	346	17.72	1,534	78.55
American Indian/Alaska Native	2	22.22	0	0	7	77.78
Black	7	1.89	46	12.43	317	85.68
Hispanic	22	4.77	48	10.41	391	84.82
Asian or Native Hawaiian/Other Pacific Islander	26	3.52	167	22.63	545	73.85
White	72	3.63	359	18.1	1,552	78.27
Multiracial	9	4.29	29	13.81	172	81.9
General Education Students	114	3.75	541	17.81	2,382	78.43
Students with Disabilities	24	3.27	108	14.71	602	82.02
Not English Language Learner	134	3.63	639	17.31	2,918	79.06
English Language Learner	4	5	10	12.5	66	82.5
Economically Disadvantaged	23	3.53	98	15.03	531	81.44
Not Economically Disadvantaged	115	3.69	551	17.67	2,453	78.65
Not Migrant	138	3.66	649	17.21	2,984	79.13
Homeless	0	0	2	18.18	9	81.82
Not Homeless	138	3.67	647	17.21	2,975	79.12
Not in Foster Care	138	3.66	649	17.21	2,984	79.13
Parent Not in Armed Forces	138	3.66	649	17.21	2,984	79.13

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	130	3.45	3,558	94.35	83	2.2
Female	63	3.47	1,717	94.44	38	2.09
Male	67	3.43	1,841	94.27	45	2.3
American Indian/Alaska Native	1	11.11	8	88.89	0	0
Black	6	1.62	356	96.22	8	2.16
Hispanic	21	4.56	430	93.28	10	2.17
Asian or Native Hawaiian/Other Pacific Islander	24	3.25	687	93.09	27	3.66
White	71	3.58	1,878	94.7	34	1.71
Multiracial	7	3.33	199	94.76	4	1.9
General Education Students	110	3.62	2,864	94.3	63	2.07
Students with Disabilities	20	2.72	694	94.55	20	2.72
Not English Language Learner	127	3.44	3,482	94.34	82	2.22
English Language Learner	3	3.75	76	95	1	1.25
Economically Disadvantaged	20	3.07	610	93.56	22	3.37
Not Economically Disadvantaged	110	3.53	2,948	94.52	61	1.96
Not Migrant	130	3.45	3,558	94.35	83	2.2
Homeless	0	0	11	100	0	0
Not Homeless	130	3.46	3,547	94.34	83	2.21
Not in Foster Care	130	3.45	3,558	94.35	83	2.2
Parent Not in Armed Forces	130	3.45	3,558	94.35	83	2.2

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
7,368		51.18% of Enrolled

3,771

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	294	7.8	3,477	92.2
Female	136	7.48	1,682	92.52
Male	158	8.09	1,795	91.91
American Indian/Alaska Native	0	0	9	100
Black	27	7.3	343	92.7
Hispanic	38	8.24	423	91.76
Asian or Native Hawaiian/Other Pacific Islander	59	7.99	679	92.01
White	160	8.07	1,823	91.93
Multiracial	10	4.76	200	95.24
General Education Students	225	7.41	2,812	92.59
Students with Disabilities	69	9.4	665	90.6
Not English Language Learner	286	7.75	3,405	92.25
English Language Learner	8	10	72	90
Economically Disadvantaged	51	7.82	601	92.18
Not Economically Disadvantaged	243	7.79	2,876	92.21
Not Migrant	294	7.8	3,477	92.2
Homeless	2	18.18	9	81.82
Not Homeless	292	7.77	3,468	92.23
Not in Foster Care	294	7.8	3,477	92.2
Parent Not in Armed Forces	294	7.8	3,477	92.2

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?


Enrollment
Percent Completed

7,368**Count of Completed
Questions****51.18% of Enrolled****3,771**

Subgroup	No		Yes	
	#	%	#	%
All Students	21	.56	3,750	99.44
Female	11	.61	1,807	99.39
Male	10	.51	1,943	99.49
American Indian/Alaska Native	0	0	9	100
Black	1	.27	369	99.73
Hispanic	2	.43	459	99.57
Asian or Native Hawaiian/Other Pacific Islander	10	1.36	728	98.64
White	8	.4	1,975	99.6
Multiracial	0	0	210	100
General Education Students	19	.63	3,018	99.37
Students with Disabilities	2	.27	732	99.73
Not English Language Learner	20	.54	3,671	99.46
English Language Learner	1	1.25	79	98.75
Economically Disadvantaged	4	.61	648	99.39
Not Economically Disadvantaged	17	.55	3,102	99.45
Not Migrant	21	.56	3,750	99.44
Homeless	0	0	11	100
Not Homeless	21	.56	3,739	99.44
Not in Foster Care	21	.56	3,750	99.44
Parent Not in Armed Forces	21	.56	3,750	99.44

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY

PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	3.61	7	.19	0	0	0	0	16	.42	0	0	102	2.7	3,491	92.57	19	.5
Female	66	3.63	6	.33	0	0	0	0	5	.28	0	0	52	2.86	1,679	92.35	10	.55
Male	70	3.58	1	.05	0	0	0	0	11	.56	0	0	50	2.56	1,812	92.78	9	.46
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100	0	0
Black	3	.81	0	0	0	0	0	0	2	.54	0	0	7	1.89	357	96.49	1	.27
Hispanic	6	1.3	1	.22	0	0	0	0	8	1.74	0	0	16	3.47	428	92.84	2	.43
Asian or Native Hawaiian/Other Pacific Islander	23	3.12	0	0	0	0	0	0	1	.14	0	0	17	2.3	692	93.77	5	.68
White	100	5.04	6	.3	0	0	0	0	4	.2	0	0	59	2.98	1,803	90.92	11	.55
Multiracial	4	1.9	0	0	0	0	0	0	1	.48	0	0	3	1.43	202	96.19	0	0
General Education Students	99	3.26	4	.13	0	0	0	0	10	.33	0	0	85	2.8	2,820	92.85	19	.63
Students with Disabilities	37	5.04	3	.41	0	0	0	0	6	.82	0	0	17	2.32	671	91.42	0	0
Not English Language Learner	134	3.63	6	.16	0	0	0	0	12	.33	0	0	96	2.6	3,425	92.79	18	.49
English Language Learner	2	2.5	1	1.25	0	0	0	0	4	5	0	0	6	7.5	66	82.5	1	1.25
Economically Disadvantaged	32	4.91	1	.15	0	0	0	0	7	1.07	0	0	33	5.06	571	87.58	8	1.23
Not Economically Disadvantaged	104	3.33	6	.19	0	0	0	0	9	.29	0	0	69	2.21	2,920	93.62	11	.35
Not Migrant	136	3.61	7	.19	0	0	0	0	16	.42	0	0	102	2.7	3,491	92.57	19	.5

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	100	0	0
Not Homeless	136	3.62	7	.19	0	0	0	0	16	.43	0	0	102	2.71	3,480	92.55	19	.51
Not in Foster Care	136	3.61	7	.19	0	0	0	0	16	.42	0	0	102	2.7	3,491	92.57	19	.5
Parent Not in Armed Forces	136	3.61	7	.19	0	0	0	0	16	.42	0	0	102	2.7	3,491	92.57	19	.5

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	156	4.14	3,615	95.86
Female	81	4.46	1,737	95.54
Male	75	3.84	1,878	96.16
American Indian/Alaska Native	1	11.11	8	88.89
Black	19	5.14	351	94.86
Hispanic	30	6.51	431	93.49
Asian or Native Hawaiian/Other Pacific Islander	30	4.07	708	95.93
White	74	3.73	1,909	96.27
Multiracial	2	.95	208	99.05
General Education Students	119	3.92	2,918	96.08
Students with Disabilities	37	5.04	697	94.96

Subgroup	No		Yes	
	#	%	#	%
Not English Language Learner	148	4.01	3,543	95.99
English Language Learner	8	10	72	90
Economically Disadvantaged	42	6.44	610	93.56
Not Economically Disadvantaged	114	3.66	3,005	96.34
Not Migrant	156	4.14	3,615	95.86
Homeless	0	0	11	100
Not Homeless	156	4.15	3,604	95.85
Not in Foster Care	156	4.14	3,615	95.86
Parent Not in Armed Forces	156	4.14	3,615	95.86

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
7,368	3,771	51.18% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	198	5.25	279	7.4	3,186	84.49	108	2.86
Female	97	5.34	130	7.15	1,538	84.6	53	2.92
Male	101	5.17	149	7.63	1,648	84.38	55	2.82
American Indian/Alaska Native	1	11.11	0	0	8	88.89	0	0
Black	17	4.59	54	14.59	290	78.38	9	2.43
Hispanic	39	8.46	58	12.58	352	76.36	12	2.6
Asian or Native Hawaiian/Other Pacific Islander	53	7.18	65	8.81	601	81.44	19	2.57
White	81	4.08	93	4.69	1,743	87.9	66	3.33

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Multiracial	7	3.33	9	4.29	192	91.43	2	.95
General Education Students	156	5.14	213	7.01	2,586	85.15	82	2.7
Students with Disabilities	42	5.72	66	8.99	600	81.74	26	3.54
Not English Language Learner	184	4.99	269	7.29	3,132	84.86	106	2.87
English Language Learner	14	17.5	10	12.5	54	67.5	2	2.5
Economically Disadvantaged	70	10.74	97	14.88	464	71.17	21	3.22
Not Economically Disadvantaged	128	4.1	182	5.84	2,722	87.27	87	2.79
Not Migrant	198	5.25	279	7.4	3,186	84.49	108	2.86
Homeless	0	0	2	18.18	9	81.82	0	0
Not Homeless	198	5.27	277	7.37	3,177	84.49	108	2.87
Not in Foster Care	198	5.25	279	7.4	3,186	84.49	108	2.86
Parent Not in Armed Forces	198	5.25	279	7.4	3,186	84.49	108	2.86

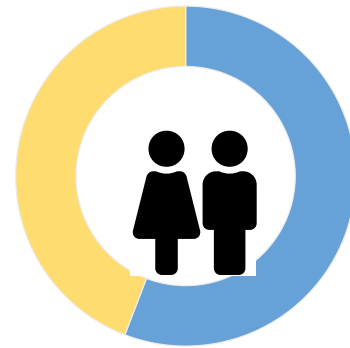
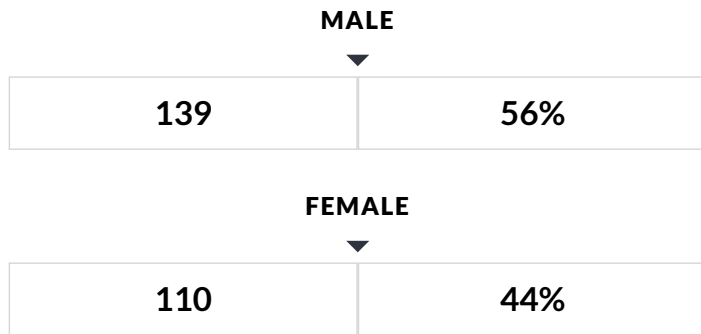
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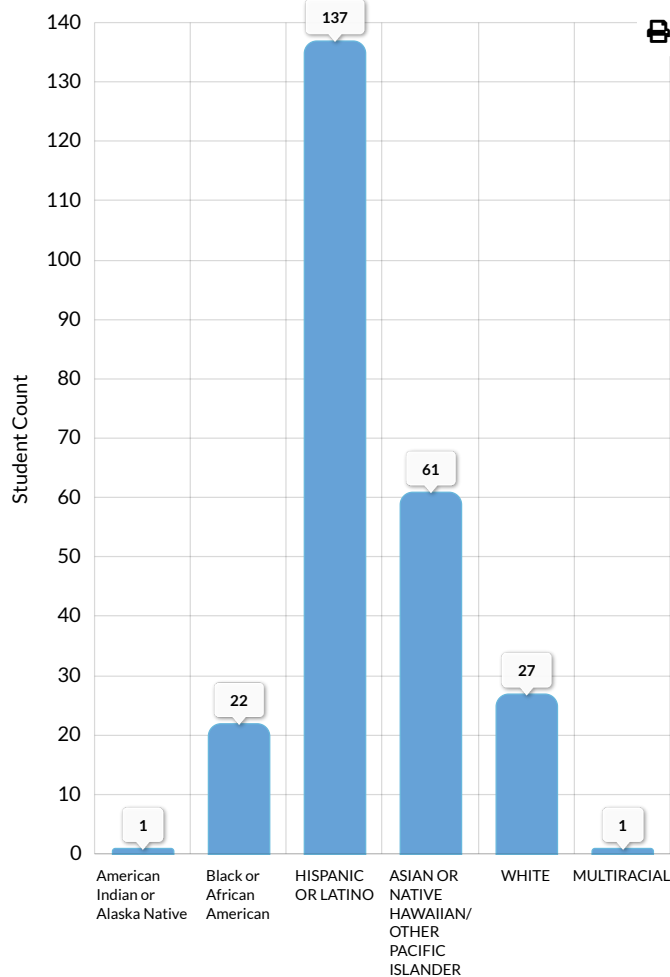
HALF HOLLOW HILLS CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 249
K-12 Former ELL Enrollment: 136

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

BLACK OR AFRICAN AMERICAN

22	9%
----	----

HISPANIC OR LATINO

137	55%
-----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

61	24%
----	-----

WHITE

27	11%
----	-----

MULTIRACIAL

1	0%
---	----

OTHER GROUPS

STUDENTS WITH DISABILITIES

84	34%
----	-----

ECONOMICALLY DISADVANTAGED

183	73%
-----	-----

ELL ENROLLMENT BY GRADE**K (FULL DAY)**

41	16%
----	-----

1ST GRADE

30	12%
----	-----

2ND GRADE

13	5%
----	----

3RD GRADE

31	12%
----	-----

4TH GRADE

20	8%
----	----

5TH GRADE

21	8%
----	----

6TH GRADE

18	7%
----	----

**UNGRADED
ELEMENTARY**

5	2%
---	----

7TH GRADE

11	4%
----	----

8TH GRADE

9	4%
---	----

9TH GRADE

11	4%
----	----

10TH GRADE

11	4%
----	----

11TH GRADE

13	5%
----	----

12TH GRADE

13	5%
----	----

**UNGRADED
SECONDARY**

2	1%
---	----

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

1 Spanish

2 Chinese

- 3 Haitian Creole
- 4 Hindi
- 5 Urdu

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
156	82	48	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
286	0	0

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

HALF HOLLOW HILLS CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 7,221

ENROLLMENT BY GENDER

MALE

3,762

52%

FEMALE

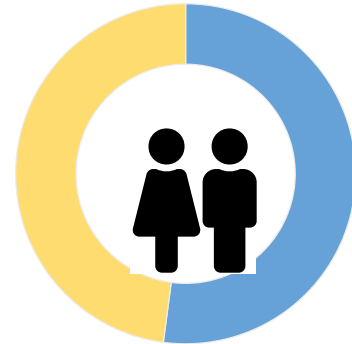
3,459

48%

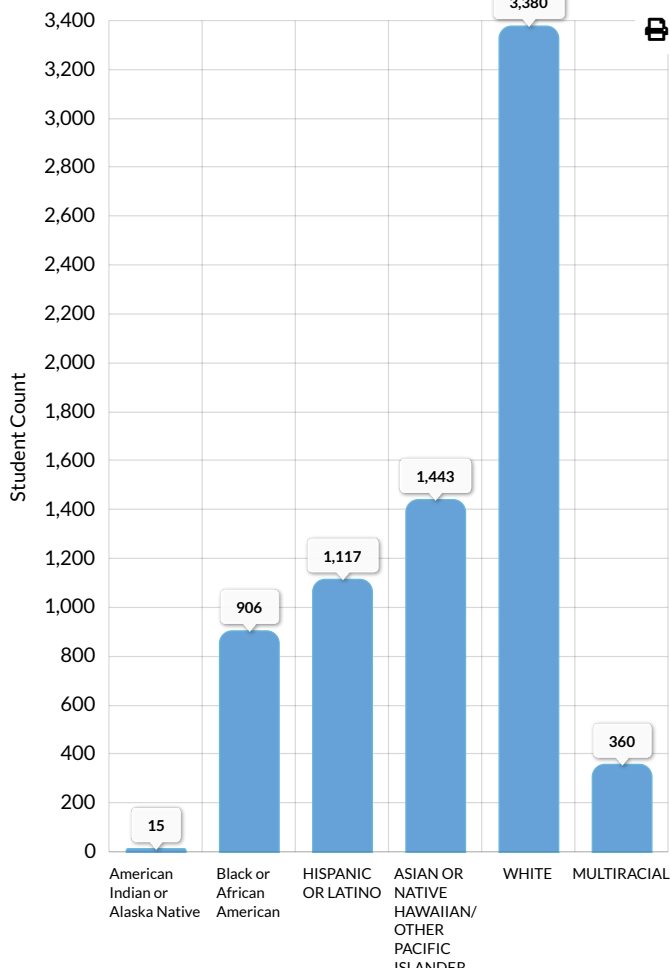
NON-BINARY

0

0%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

15

0%

BLACK OR AFRICAN AMERICAN

906

13%

HISPANIC OR LATINO

1,117

15%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

1,443

20%

WHITE

3,380

47%

SEARCH

MULTIRACIAL



360	5%
-----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

249	3%
-----	----

STUDENTS WITH DISABILITIES

1,613	22%
-------	-----

ECONOMICALLY
DISADVANTAGED

1,799	25%
-------	-----

MIGRANT

—	—
---	---

HOMELESS

40	1%
----	----

FOSTER CARE

—	—
---	---

PARENT IN ARMED
FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

447	6%
-----	----

1ST GRADE

501	7%
-----	----

2ND GRADE

453	6%
-----	----

3RD GRADE

522	7%
-----	----

4TH GRADE

512	7%
-----	----

5TH GRADE

519	7%
-----	----

6TH GRADE

553	7%
-----	----

UNGRADED ELEMEN...

76	1%
----	----

7TH GRADE

558	7%
-----	----

8TH GRADE

547	7%
-----	----

9TH GRADE

598	8%
-----	----

10TH GRADE

636	9%
-----	----

11TH GRADE

584	8%
-----	----

12TH GRADE

647	9%
-----	----

UNGRADED SECOND...

68	1%
----	----

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HALF HOLLOW HILLS CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

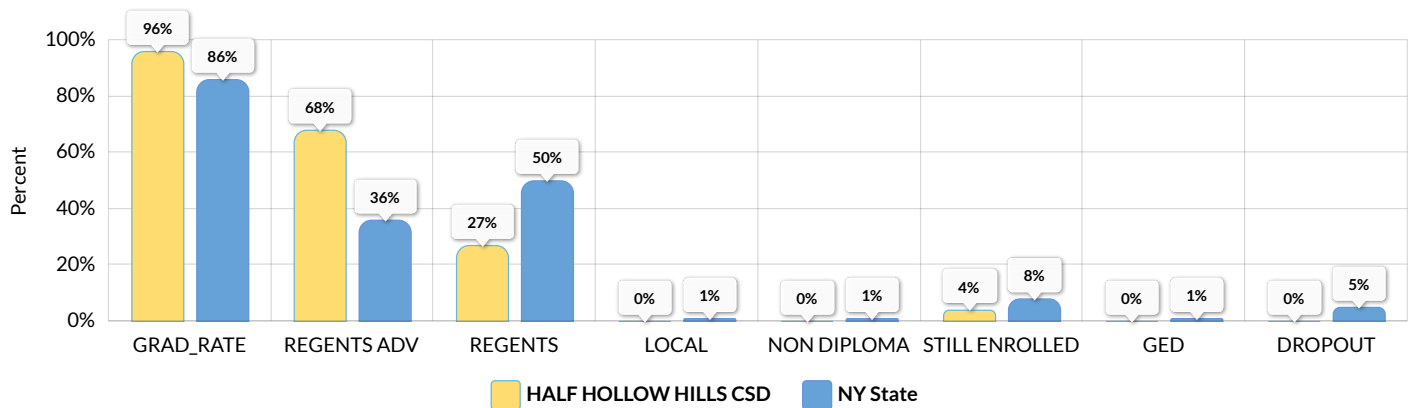
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%
Female	328	318	97%	236	72%	82	25%	0	0%	0	0%	9	3%	0	0%	1	0%
Male	344	324	94%	222	65%	100	29%	2	1%	1	0%	17	5%	0	0%	2	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	525	515	98%	421	80%	94	18%	0	0%	0	0%	8	2%	0	0%	2	0%
Students with Disabilities	147	127	86%	37	25%	88	60%	2	1%	1	1%	18	12%	0	0%	1	1%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	121	95%	107	84%	14	11%	0	0%	1	1%	5	4%	0	0%	0	0%
Black or African American	74	72	97%	34	46%	38	51%	0	0%	0	0%	2	3%	0	0%	0	0%
Hispanic or Latino	90	84	93%	43	48%	41	46%	0	0%	0	0%	4	4%	0	0%	2	2%
White	355	341	96%	257	72%	82	23%	2	1%	0	0%	13	4%	0	0%	1	0%
Multiracial	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	150	133	89%	72	48%	60	40%	1	1%	1	1%	13	9%	0	0%	3	2%
Not Economically Disadvantaged	522	509	98%	386	74%	122	23%	1	0%	0	0%	13	2%	0	0%	0	0%
English Language Learner	9	4	44%	0	0%	4	44%	0	0%	0	0%	4	44%	0	0%	1	11%
Non-English Language Learner	663	638	96%	458	69%	178	27%	2	0%	1	0%	22	3%	0	0%	2	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%
Homeless	5	3	60%	1	20%	2	40%	0	0%	0	0%	2	40%	0	0%	0	0%
Not Homeless	667	639	96%	457	69%	180	27%	2	0%	1	0%	24	4%	0	0%	3	0%
Migrant	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 Migrant	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%

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HALF HOLLOW HILLS CSD GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	642	638	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%
Female	318	317	100%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Male	324	321	99%	0	0%	0	0%	1	0%	0	0%	0	0%	2	1%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	515	513	100%	0	0%	0	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	127	125	98%	0	0%	0	0%	0	0%	0	0%	0	0%	2	2%	0	0%	0	0%
American Indian or Alaska Native	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	121	121	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	72	72	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	84	83	99%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
White	341	338	99%	0	0%	0	0%	1	0%	0	0%	0	0%	2	1%	0	0%	0	0%
Multiracial	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	133	130	98%	0	0%	0	0%	1	1%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	509	508	100%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	638	634	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	642	638	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%
Homeless	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	639	635	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	642	638	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	642	638	99%	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%	0	0%	0	0%

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HALF HOLLOW HILLS CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,402	156.6	4
	Math	2,405	189.9	
	Combined	4,807	173.2	
American Indian or Alaska Native	ELA	5	160	—
	Math	5	210	
	Combined	10	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	610	174.6	4
	Math	605	207.7	
	Combined	1,215	191.1	
Black or African American	ELA	308	113.5	2
	Math	296	151.2	
	Combined	604	132	
Hispanic or Latino	ELA	339	137.3	3
	Math	333	158.4	
	Combined	672	147.8	
Multiracial	ELA	148	173.6	4
	Math	151	201.3	
	Combined	299	187.6	
White	ELA	992	162.9	4
	Math	1,015	199.2	
	Combined	2,007	181.2	
English Language Learner	ELA	147	98.6	4
	Math	141	133.3	
	Combined	288	115.6	
Students with Disabilities	ELA	428	97.1	4
	Math	412	126.3	
	Combined	840	111.4	
Economically Disadvantaged	ELA	548	127.5	4
	Math	523	150.4	
	Combined	1,071	138.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,088	121.8	4
	Math	3,092	147.7	
	Combined	6,180	134.8	
American Indian or Alaska Native	ELA	5	160	—
	Math	5	210	
	Combined	10	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	631	168.8	4
	Math	629	199.8	
	Combined	1,260	184.2	
Black or African American	ELA	395	88.5	2
	Math	396	113	
	Combined	791	100.8	
Hispanic or Latino	ELA	475	98	2
	Math	474	111.3	
	Combined	949	104.6	
Multiracial	ELA	179	143.6	4
	Math	179	169.8	
	Combined	358	156.7	
White	ELA	1,404	115.1	3
	Math	1,410	143.4	
	Combined	2,814	129.2	
English Language Learner	ELA	176	82.4	4
	Math	181	103.9	
	Combined	357	93.3	
Students with Disabilities	ELA	667	62.3	4
	Math	668	77.9	
	Combined	1,335	70.1	
Economically Disadvantaged	ELA	733	95.3	3
	Math	734	107.2	
	Combined	1,467	101.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	144	45%	48%	1.1	3
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	49%	59%	1.2	3
Black or African American	9	—	—	—	—
Hispanic or Latino	75	45%	47%	1.0	3
Multiracial	1	—	—	—	—
White	15	—	—	—	—
English Language Learner	144	45%	48%	1.1	3
Students with Disabilities	58	44%	40%	0.9	2
Economically Disadvantaged	101	45%	44%	1.0	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	4,322	683	15.8%	3
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	882	143	16.2%	3
Black or African American	524	74	14.1%	4
Hispanic or Latino	731	167	22.8%	2
Multiracial	233	32	13.7%	4
White	1,945	266	13.7%	4
English Language Learner	281	72	25.6%	3
Students with Disabilities	939	205	21.8%	3
Economically Disadvantaged	1,069	264	24.7%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,304	73.9%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	X	676	91.6%
Black or African American	X	423	73.8%
Hispanic or Latino	X	525	67.8%
Multiracial	X	190	79%
White	X	1,485	67.2%
English Language Learner	X	119	81.5%
Students with Disabilities	X	698	60.7%
Economically Disadvantaged	X	804	71%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,305	73.7%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	X	674	91%
Black or African American	X	423	70.7%
Hispanic or Latino	X	523	66.2%
Multiracial	X	190	80.5%
White	X	1,490	68.3%
English Language Learner	X	120	70.8%
Students with Disabilities	X	698	57.9%
Economically Disadvantaged	X	801	67.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—
Grade 6	—
Grade 7	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	628	204.4	188.7	4
	Math	366	164.9		
	Science	502	200.9		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	122	221.7	202.3	4
	Math	90	171.7		
	Science	111	218.9		
Black or African American	ELA	66	178.8	146.7	3
	Math	31	104.8		
	Science	48	161.5		
Hispanic or Latino	ELA	81	171.6	159.2	3
	Math	39	135.9		
	Science	55	175.5		
Multiracial	ELA	21	216.7	202.6	4
	Math	12	179.2		
	Science	18	216.7		
White	ELA	336	210.7	196.5	4
	Math	193	176.7		
	Science	268	205		
English Language Learner	ELA	13	80.8	92.5	4
	Math	12	112.5		
	Science	5	80		
Students with Disabilities	ELA	137	150.7	152.2	4
	Math	50	146		
	Science	66	163.6		
Economically Disadvantaged	ELA	131	180.2	163.2	4
	Math	71	129.6		
	Science	97	188.1		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	655	196	150.6	4
	Math	596	101.3		
	Science	645	156.4		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	125	216.4	176.9	4
	Math	123	125.6		
	Science	125	194.4		
Black or African American	ELA	71	166.2	112.2	3
	Math	57	57		
	Science	68	114		
Hispanic or Latino	ELA	87	159.8	115.2	3
	Math	74	71.6		
	Science	85	113.5		
Multiracial	ELA	22	206.8	160.3	4
	Math	21	102.4		
	Science	22	177.3		
White	ELA	348	203.4	156.4	4
	Math	319	106.9		
	Science	343	160.2		
English Language Learner	ELA	14	75	96.5	4
	Math	13	103.8		
	Science	14	117.9		
Students with Disabilities	ELA	146	141.4	97.2	4
	Math	109	67		
	Science	142	76.1		
Economically Disadvantaged	ELA	144	163.9	122.1	4
	Math	123	74.8		
	Science	140	130.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	716	689	96.2%	95.6%	4
	5-year	809	771	95.3%		
	6-year	709	676	95.3%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	134	132	98.5%	97.5%	4
	5-year	139	133	95.7%		
	6-year	112	110	98.2%		
Black or African American	4-year	76	71	93.4%	93.4%	3
	5-year	105	97	92.4%		
	6-year	73	69	94.5%		
Hispanic or Latino	4-year	82	74	90.2%	90.5%	2
	5-year	74	70	94.6%		
	6-year	68	59	86.8%		
Multiracial	4-year	25	24	96%	95.2%	3
	5-year	25	25	100%		
	6-year	19	17	89.5%		
White	4-year	398	387	97.2%	96.5%	4
	5-year	462	443	95.9%		
	6-year	433	417	96.3%		
English Language Learner	4-year	18	12	66.7%	73.9%	3
	5-year	21	17	81%		
	6-year	7	—	—		
Students with Disabilities	4-year	140	124	88.6%	85.4%	4
	5-year	167	140	83.8%		
	6-year	161	135	83.9%		
Economically Disadvantaged	4-year	169	160	94.7%	88.1%	3
	5-year	176	156	88.6%		
	6-year	142	115	81%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	40	41%	28%	0.7	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	6	—	—	—	—
Hispanic or Latino	27	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	40	41%	28%	0.7	2
Students with Disabilities	17	—	—	—	—
Economically Disadvantaged	31	44%	32%	0.7	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,564	454	17.7%	4
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	516	91	17.6%	3
Black or African American	351	39	11.1%	4
Hispanic or Latino	354	67	18.9%	3
Multiracial	103	17	16.5%	4
White	1,233	239	19.4%	3
English Language Learner	92	12	13%	4
Students with Disabilities	633	151	23.9%	4
Economically Disadvantaged	691	149	21.6%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	657	95.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	✓	124	97.6%
Black or African American	✗	75	90.7%
Hispanic or Latino	✗	90	91.1%
Multiracial	—	23	—
White	✓	343	97.1%
English Language Learner	—	12	—
Students with Disabilities	✗	138	93.5%
Economically Disadvantaged	✗	141	92.2%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	598	61.7%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	✗	122	73%
Black or African American	✗	61	59%
Hispanic or Latino	✗	77	53.3%
Multiracial	—	22	—
White	✗	314	60.2%
English Language Learner	—	12	—
Students with Disabilities	✗	102	46.1%
Economically Disadvantaged	✗	120	60%

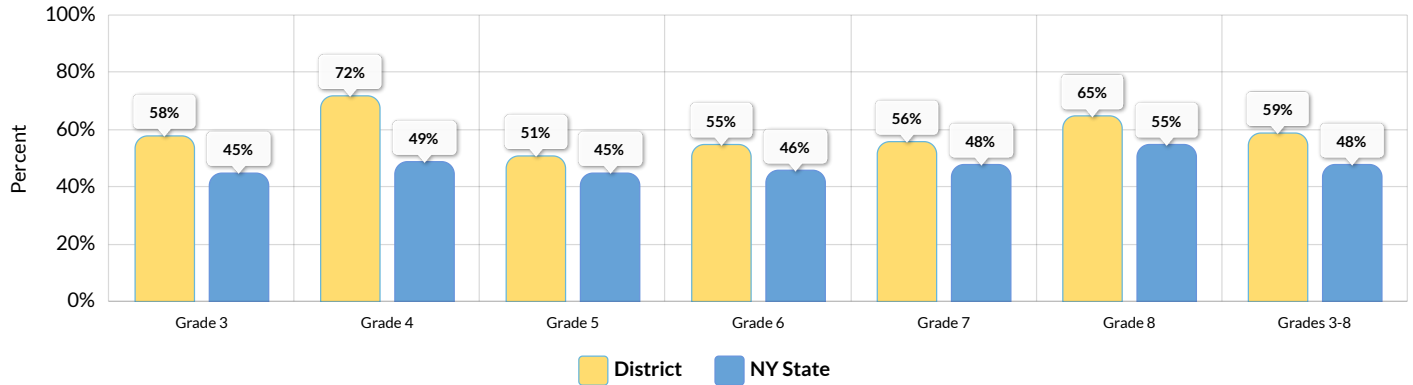
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



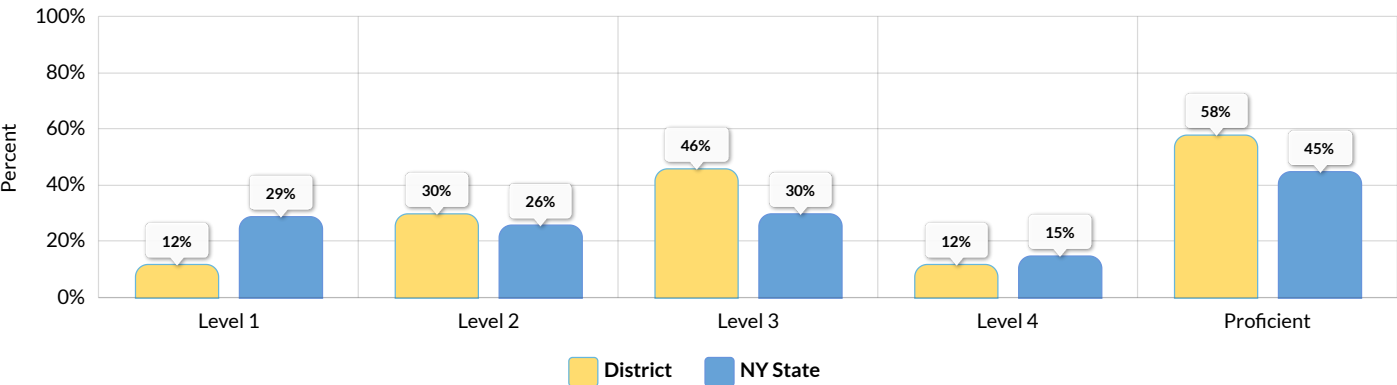
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	540	85	16%	455	84%	54	12%	138	30%	210	46%	53	12%	263	58%
Grade 4	523	125	24%	398	76%	21	5%	90	23%	152	38%	135	34%	287	72%
Grade 5	530	128	24%	402	76%	76	19%	121	30%	160	40%	45	11%	205	51%
Grade 6	581	181	31%	400	69%	65	16%	115	29%	143	36%	77	19%	220	55%
Grade 7	575	170	30%	405	70%	86	21%	92	23%	128	32%	99	24%	227	56%
Grade 8	570	258	45%	312	55%	37	12%	73	23%	134	43%	68	22%	202	65%
Grades 3-8	3,319	947	29%	2,372	71%	339	14%	629	27%	927	39%	477	20%	1,404	59%

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	540	85	16%	455	84%	54	12%	138	30%	210	46%	53	12%	263	58%
Female	271	45	17%	226	83%	20	9%	58	26%	120	53%	28	12%	148	65%
Male	269	40	15%	229	85%	34	15%	80	35%	90	39%	25	11%	115	50%
General Education Students	430	45	10%	385	90%	32	8%	105	27%	195	51%	53	14%	248	64%
Students with Disabilities	110	40	36%	70	64%	22	31%	33	47%	15	21%	0	0%	15	21%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	119	8	7%	111	93%	7	6%	34	31%	56	50%	14	13%	70	63%
Black or African American	61	14	23%	47	77%	12	26%	17	36%	17	36%	1	2%	18	38%
Hispanic or Latino	83	14	17%	69	83%	16	23%	23	33%	23	33%	7	10%	30	43%
White	246	42	17%	204	83%	16	8%	60	29%	101	50%	27	13%	128	63%
Multiracial	30	7	23%	23	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	7	23%	24	77%	3	13%	4	17%	13	54%	4	17%	17	71%
Economically Disadvantaged	126	25	20%	101	80%	24	24%	29	29%	42	42%	6	6%	48	48%
Not Economically Disadvantaged	414	60	14%	354	86%	30	8%	109	31%	168	47%	47	13%	215	61%
English Language Learner	33	2	6%	31	94%	15	48%	8	26%	8	26%	0	0%	8	26%
Non-English Language Learner	507	83	16%	424	84%	39	9%	130	31%	202	48%	53	13%	255	60%
Not in Foster Care	540	85	16%	455	84%	54	12%	138	30%	210	46%	53	12%	263	58%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	539	85	16%	454	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	540	85	16%	455	84%	54	12%	138	30%	210	46%	53	12%	263	58%
Parent Not in Armed Forces	540	85	16%	455	84%	54	12%	138	30%	210	46%	53	12%	263	58%

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	523	125	24%	398	76%	21	5%	90	23%	152	38%	135	34%	287	72%
Female	256	67	26%	189	74%	8	4%	36	19%	72	38%	73	39%	145	77%
Male	267	58	22%	209	78%	13	6%	54	26%	80	38%	62	30%	142	68%
General Education Students	413	72	17%	341	83%	6	2%	69	20%	137	40%	129	38%	266	78%
Students with Disabilities	110	53	48%	57	52%	15	26%	21	37%	15	26%	6	11%	21	37%
Asian or Native Hawaiian/Other Pacific Islander	107	9	8%	98	92%	1	1%	21	21%	32	33%	44	45%	76	78%
Black or African American	57	17	30%	40	70%	4	10%	10	25%	16	40%	10	25%	26	65%
Hispanic or Latino	81	25	31%	56	69%	4	7%	15	27%	23	41%	14	25%	37	66%
White	250	71	28%	179	72%	10	6%	42	23%	70	39%	57	32%	127	71%
Multiracial	28	3	11%	25	89%	2	8%	2	8%	11	44%	10	40%	21	84%
Economically Disadvantaged	129	43	33%	86	67%	7	8%	32	37%	28	33%	19	22%	47	55%
Not Economically Disadvantaged	394	82	21%	312	79%	14	4%	58	19%	124	40%	116	37%	240	77%
English Language Learner	22	10	45%	12	55%	2	17%	4	33%	6	50%	0	0%	6	50%
Non-English Language Learner	501	115	23%	386	77%	19	5%	86	22%	146	38%	135	35%	281	73%
Not in Foster Care	523	125	24%	398	76%	21	5%	90	23%	152	38%	135	34%	287	72%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	520	124	24%	396	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	523	125	24%	398	76%	21	5%	90	23%	152	38%	135	34%	287	72%
Parent Not in Armed Forces	523	125	24%	398	76%	21	5%	90	23%	152	38%	135	34%	287	72%

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	530	128	24%	402	76%	76	19%	121	30%	160	40%	45	11%	205	51%
Female	270	68	25%	202	75%	36	18%	57	28%	84	42%	25	12%	109	54%
Male	260	60	23%	200	77%	40	20%	64	32%	76	38%	20	10%	96	48%
General Education Students	414	82	20%	332	80%	41	12%	100	30%	148	45%	43	13%	191	58%
Students with Disabilities	116	46	40%	70	60%	35	50%	21	30%	12	17%	2	3%	14	20%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	111	9	8%	102	92%	15	15%	28	27%	42	41%	17	17%	59	58%
Black or African American	64	14	22%	50	78%	15	30%	19	38%	11	22%	5	10%	16	32%
Hispanic or Latino	79	23	29%	56	71%	18	32%	16	29%	18	32%	4	7%	22	39%
White	235	71	30%	164	70%	25	15%	50	30%	75	46%	14	9%	89	54%
Multiracial	39	11	28%	28	72%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	41	11	27%	30	73%	3	10%	8	27%	14	47%	5	17%	19	63%
Economically Disadvantaged	119	30	25%	89	75%	30	34%	33	37%	21	24%	5	6%	26	29%
Not Economically Disadvantaged	411	98	24%	313	76%	46	15%	88	28%	139	44%	40	13%	179	57%
English Language Learner	22	6	27%	16	73%	13	81%	3	19%	0	0%	0	0%	0	0%
Non-English Language Learner	508	122	24%	386	76%	63	16%	118	31%	160	41%	45	12%	205	53%
Not in Foster Care	530	128	24%	402	76%	76	19%	121	30%	160	40%	45	11%	205	51%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	528	128	24%	400	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	530	128	24%	402	76%	76	19%	121	30%	160	40%	45	11%	205	51%
Parent Not in Armed Forces	530	128	24%	402	76%	76	19%	121	30%	160	40%	45	11%	205	51%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	581	181	31%	400	69%	65	16%	115	29%	143	36%	77	19%	220	55%
Female	265	87	33%	178	67%	19	11%	53	30%	62	35%	44	25%	106	60%
Male	316	94	30%	222	70%	46	21%	62	28%	81	36%	33	15%	114	51%
General Education Students	456	111	24%	345	76%	33	10%	100	29%	138	40%	74	21%	212	61%
Students with Disabilities	125	70	56%	55	44%	32	58%	15	27%	5	9%	3	5%	8	15%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	18	15%	99	85%	10	10%	26	26%	42	42%	21	21%	63	64%
Black or African American	78	22	28%	56	72%	21	38%	21	38%	11	20%	3	5%	14	25%
Hispanic or Latino	85	37	44%	48	56%	10	21%	13	27%	17	35%	8	17%	25	52%
White	269	96	36%	173	64%	22	13%	49	28%	65	38%	37	21%	102	59%
Multiracial	31	8	26%	23	74%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	32	8	25%	24	75%	2	8%	6	25%	8	33%	8	33%	16	67%
Economically Disadvantaged	140	62	44%	78	56%	22	28%	22	28%	24	31%	10	13%	34	44%
Not Economically Disadvantaged	441	119	27%	322	73%	43	13%	93	29%	119	37%	67	21%	186	58%
English Language Learner	23	13	57%	10	43%	7	70%	2	20%	1	10%	0	0%	1	10%
Non-English Language Learner	558	168	30%	390	70%	58	15%	113	29%	142	36%	77	20%	219	56%
Not in Foster Care	581	181	31%	400	69%	65	16%	115	29%	143	36%	77	19%	220	55%
Homeless	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	577	178	31%	399	69%	—	—	—	—	—	—	—	—	—	—
Not Migrant	581	181	31%	400	69%	65	16%	115	29%	143	36%	77	19%	220	55%
Parent Not in Armed Forces	581	181	31%	400	69%	65	16%	115	29%	143	36%	77	19%	220	55%

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	575	170	30%	405	70%	86	21%	92	23%	128	32%	99	24%	227	56%
Female	274	85	31%	189	69%	41	22%	38	20%	66	35%	44	23%	110	58%
Male	301	85	28%	216	72%	45	21%	54	25%	62	29%	55	25%	117	54%
General Education Students	463	119	26%	344	74%	38	11%	83	24%	126	37%	97	28%	223	65%
Students with Disabilities	112	51	46%	61	54%	48	79%	9	15%	2	3%	2	3%	4	7%
Asian or Native Hawaiian/Other Pacific Islander	113	12	11%	101	89%	7	7%	21	21%	43	43%	30	30%	73	72%
Black or African American	89	24	27%	65	73%	27	42%	19	29%	15	23%	4	6%	19	29%
Hispanic or Latino	109	37	34%	72	66%	23	32%	19	26%	15	21%	15	21%	30	42%
White	229	90	39%	139	61%	24	17%	28	20%	45	32%	42	30%	87	63%
Multiracial	35	7	20%	28	80%	5	18%	5	18%	10	36%	8	29%	18	64%
Economically Disadvantaged	140	47	34%	93	66%	40	43%	24	26%	20	22%	9	10%	29	31%
Not Economically Disadvantaged	435	123	28%	312	72%	46	15%	68	22%	108	35%	90	29%	198	63%
English Language Learner	11	3	27%	8	73%	7	88%	0	0%	0	0%	1	13%	1	13%
Non-English Language Learner	564	167	30%	397	70%	79	20%	92	23%	128	32%	98	25%	226	57%
Not in Foster Care	575	170	30%	405	70%	86	21%	92	23%	128	32%	99	24%	227	56%
Homeless	7	0	0%	7	100%	2	29%	2	29%	3	43%	0	0%	3	43%
Not Homeless	568	170	30%	398	70%	84	21%	90	23%	125	31%	99	25%	224	56%
Not Migrant	575	170	30%	405	70%	86	21%	92	23%	128	32%	99	24%	227	56%
Parent Not in Armed Forces	575	170	30%	405	70%	86	21%	92	23%	128	32%	99	24%	227	56%

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	570	258	45%	312	55%	37	12%	73	23%	134	43%	68	22%	202	65%
Female	284	134	47%	150	53%	13	9%	35	23%	63	42%	39	26%	102	68%
Male	286	124	43%	162	57%	24	15%	38	23%	71	44%	29	18%	100	62%
General Education Students	436	175	40%	261	60%	18	7%	58	22%	120	46%	65	25%	185	71%
Students with Disabilities	134	83	62%	51	38%	19	37%	15	29%	14	27%	3	6%	17	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	111	17	15%	94	85%	8	9%	11	12%	45	48%	30	32%	75	80%
Black or African American	74	28	38%	46	62%	10	22%	17	37%	15	33%	4	9%	19	41%
Hispanic or Latino	89	49	55%	40	45%	7	18%	12	30%	18	45%	3	8%	21	53%
White	267	153	57%	114	43%	11	10%	29	25%	48	42%	26	23%	74	65%
Multiracial	28	11	39%	17	61%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	29	11	38%	18	62%	1	6%	4	22%	8	44%	5	28%	13	72%
Economically Disadvantaged	156	74	47%	82	53%	17	21%	23	28%	32	39%	10	12%	42	51%
Not Economically Disadvantaged	414	184	44%	230	56%	20	9%	50	22%	102	44%	58	25%	160	70%
English Language Learner	10	2	20%	8	80%	5	63%	3	38%	0	0%	0	0%	0	0%
Non-English Language Learner	560	256	46%	304	54%	32	11%	70	23%	134	44%	68	22%	202	66%
Not in Foster Care	570	258	45%	312	55%	37	12%	73	23%	134	43%	68	22%	202	65%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	568	258	45%	310	55%	—	—	—	—	—	—	—	—	—	—
Not Migrant	570	258	45%	312	55%	37	12%	73	23%	134	43%	68	22%	202	65%
Parent Not in Armed Forces	570	258	45%	312	55%	37	12%	73	23%	134	43%	68	22%	202	65%

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	538	90	17%	448	83%	19	4%	70	16%	207	46%	152	34%	359	80%
Grade 4	525	127	24%	398	76%	15	4%	54	14%	181	45%	148	37%	329	83%
Grade 5	530	127	24%	403	76%	39	10%	53	13%	170	42%	141	35%	311	77%
Grade 6	581	198	34%	383	66%	45	12%	88	23%	174	45%	76	20%	250	65%
Regents 6	—	—	—	2	0%	—	—	—	—	—	—	—	—	—	—
Combined 6	581	196	34%	385	66%	—	—	—	—	—	—	—	—	—	—
Grade 7	575	214	37%	361	63%	41	11%	47	13%	118	33%	155	43%	273	76%
Regents 7	—	—	—	10	2%	0	0%	0	0%	0	0%	10	100%	10	100%
Combined 7	575	204	35%	371	65%	41	11%	47	13%	118	32%	165	44%	283	76%
Grade 8	570	428	75%	142	25%	34	24%	19	13%	78	55%	11	8%	89	63%
Regents 8	—	—	—	227	40%	0	0%	2	1%	1	0%	224	99%	225	99%
Combined 8	570	201	35%	369	65%	34	9%	21	6%	79	21%	235	64%	314	85%
Grades 3-8	3,319	945	28%	2,374	72%	—	—	—	—	—	—	—	—	—	—

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	538	90	17%	448	83%	19	4%	70	16%	207	46%	152	34%	359	80%
Female	269	47	17%	222	83%	13	6%	35	16%	105	47%	69	31%	174	78%
Male	269	43	16%	226	84%	6	3%	35	15%	102	45%	83	37%	185	82%
General Education Students	428	45	11%	383	89%	3	1%	57	15%	179	47%	144	38%	323	84%
Students with Disabilities	110	45	41%	65	59%	16	25%	13	20%	28	43%	8	12%	36	55%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	119	7	6%	112	94%	0	0%	11	10%	54	48%	47	42%	101	90%
Black or African American	61	13	21%	48	79%	7	15%	13	27%	21	44%	7	15%	28	58%
Hispanic or Latino	81	12	15%	69	85%	9	13%	14	20%	33	48%	13	19%	46	67%
White	246	51	21%	195	79%	3	2%	29	15%	88	45%	75	38%	163	84%
Multiracial	30	7	23%	23	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	7	23%	24	77%	0	0%	3	13%	11	46%	10	42%	21	88%
Economically Disadvantaged	124	23	19%	101	81%	12	12%	24	24%	41	41%	24	24%	65	64%
Not Economically Disadvantaged	414	67	16%	347	84%	7	2%	46	13%	166	48%	128	37%	294	85%
English Language Learner	33	2	6%	31	94%	6	19%	10	32%	11	35%	4	13%	15	48%
Non-English Language Learner	505	88	17%	417	83%	13	3%	60	14%	196	47%	148	35%	344	82%
Not in Foster Care	538	90	17%	448	83%	19	4%	70	16%	207	46%	152	34%	359	80%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	537	90	17%	447	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	538	90	17%	448	83%	19	4%	70	16%	207	46%	152	34%	359	80%
Parent Not in Armed Forces	538	90	17%	448	83%	19	4%	70	16%	207	46%	152	34%	359	80%

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	525	127	24%	398	76%	15	4%	54	14%	181	45%	148	37%	329	83%
Female	257	71	28%	186	72%	7	4%	33	18%	88	47%	58	31%	146	78%
Male	268	56	21%	212	79%	8	4%	21	10%	93	44%	90	42%	183	86%
General Education Students	415	67	16%	348	84%	5	1%	40	11%	163	47%	140	40%	303	87%
Students with Disabilities	110	60	55%	50	45%	10	20%	14	28%	18	36%	8	16%	26	52%
Asian or Native Hawaiian/Other Pacific Islander	108	10	9%	98	91%	2	2%	11	11%	35	36%	50	51%	85	87%
Black or African American	57	18	32%	39	68%	0	0%	13	33%	18	46%	8	21%	26	67%
Hispanic or Latino	81	26	32%	55	68%	7	13%	8	15%	29	53%	11	20%	40	73%
White	251	69	27%	182	73%	5	3%	21	12%	87	48%	69	38%	156	86%
Multiracial	28	4	14%	24	86%	1	4%	1	4%	12	50%	10	42%	22	92%
Economically Disadvantaged	129	45	35%	84	65%	8	10%	22	26%	36	43%	18	21%	54	64%
Not Economically Disadvantaged	396	82	21%	314	79%	7	2%	32	10%	145	46%	130	41%	275	88%
English Language Learner	22	11	50%	11	50%	3	27%	3	27%	4	36%	1	9%	5	45%
Non-English Language Learner	503	116	23%	387	77%	12	3%	51	13%	177	46%	147	38%	324	84%
Not in Foster Care	525	127	24%	398	76%	15	4%	54	14%	181	45%	148	37%	329	83%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	522	126	24%	396	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	525	127	24%	398	76%	15	4%	54	14%	181	45%	148	37%	329	83%
Parent Not in Armed Forces	525	127	24%	398	76%	15	4%	54	14%	181	45%	148	37%	329	83%

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	530	127	24%	403	76%	39	10%	53	13%	170	42%	141	35%	311	77%
Female	270	74	27%	196	73%	21	11%	25	13%	92	47%	58	30%	150	77%
Male	260	53	20%	207	80%	18	9%	28	14%	78	38%	83	40%	161	78%
General Education Students	414	82	20%	332	80%	17	5%	37	11%	148	45%	130	39%	278	84%
Students with Disabilities	116	45	39%	71	61%	22	31%	16	23%	22	31%	11	15%	33	46%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	111	8	7%	103	93%	8	8%	12	12%	35	34%	48	47%	83	81%
Black or African American	64	16	25%	48	75%	7	15%	10	21%	19	40%	12	25%	31	65%
Hispanic or Latino	79	22	28%	57	72%	13	23%	9	16%	20	35%	15	26%	35	61%
White	235	71	30%	164	70%	10	6%	18	11%	81	49%	55	34%	136	83%
Multiracial	39	10	26%	29	74%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	41	10	24%	31	76%	1	3%	4	13%	15	48%	11	35%	26	84%
Economically Disadvantaged	119	34	29%	85	71%	23	27%	18	21%	26	31%	18	21%	44	52%
Not Economically Disadvantaged	411	93	23%	318	77%	16	5%	35	11%	144	45%	123	39%	267	84%
English Language Learner	22	6	27%	16	73%	12	75%	3	19%	1	6%	0	0%	1	6%
Non-English Language Learner	508	121	24%	387	76%	27	7%	50	13%	169	44%	141	36%	310	80%
Not in Foster Care	530	127	24%	403	76%	39	10%	53	13%	170	42%	141	35%	311	77%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	528	127	24%	401	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	530	127	24%	403	76%	39	10%	53	13%	170	42%	141	35%	311	77%
Parent Not in Armed Forces	530	127	24%	403	76%	39	10%	53	13%	170	42%	141	35%	311	77%

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	581	198	34%	383	66%	45	12%	88	23%	174	45%	76	20%	250	65%
Female	265	91	34%	174	66%	23	13%	41	24%	78	45%	32	18%	110	63%
Male	316	107	34%	209	66%	22	11%	47	22%	96	46%	44	21%	140	67%
General Education Students	456	125	27%	331	73%	20	6%	71	21%	165	50%	75	23%	240	73%
Students with Disabilities	125	73	58%	52	42%	25	48%	17	33%	9	17%	1	2%	10	19%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	20	17%	97	83%	3	3%	22	23%	50	52%	22	23%	72	74%
Black or African American	78	26	33%	52	67%	14	27%	18	35%	14	27%	6	12%	20	38%
Hispanic or Latino	85	39	46%	46	54%	10	22%	14	30%	18	39%	4	9%	22	48%
White	269	105	39%	164	61%	15	9%	32	20%	82	50%	35	21%	117	71%
Multiracial	31	8	26%	23	74%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	32	8	25%	24	75%	3	13%	2	8%	10	42%	9	38%	19	79%
Economically Disadvantaged	140	68	49%	72	51%	19	26%	22	31%	23	32%	8	11%	31	43%
Not Economically Disadvantaged	441	130	29%	311	71%	26	8%	66	21%	151	49%	68	22%	219	70%
English Language Learner	23	15	65%	8	35%	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learner	558	183	33%	375	67%	41	11%	84	22%	174	46%	76	20%	250	67%
Not in Foster Care	581	198	34%	383	66%	45	12%	88	23%	174	45%	76	20%	250	65%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	577	197	34%	380	66%	—	—	—	—	—	—	—	—	—	—
Not Migrant	581	198	34%	383	66%	45	12%	88	23%	174	45%	76	20%	250	65%
Parent Not in Armed Forces	581	198	34%	383	66%	45	12%	88	23%	174	45%	76	20%	250	65%

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	575	214	37%	361	63%	41	11%	47	13%	118	33%	155	43%	273	76%
Female	274	108	39%	166	61%	20	12%	22	13%	64	39%	60	36%	124	75%
Male	301	106	35%	195	65%	21	11%	25	13%	54	28%	95	49%	149	76%
General Education Students	463	157	34%	306	66%	10	3%	34	11%	110	36%	152	50%	262	86%
Students with Disabilities	112	57	51%	55	49%	31	56%	13	24%	8	15%	3	5%	11	20%
Asian or Native Hawaiian/Other Pacific Islander	113	24	21%	89	79%	3	3%	6	7%	31	35%	49	55%	80	90%
Black or African American	89	31	35%	58	65%	13	22%	15	26%	21	36%	9	16%	30	52%
Hispanic or Latino	109	45	41%	64	59%	18	28%	10	16%	18	28%	18	28%	36	56%
White	229	105	46%	124	54%	5	4%	12	10%	42	34%	65	52%	107	86%
Multiracial	35	9	26%	26	74%	2	8%	4	15%	6	23%	14	54%	20	77%
Economically Disadvantaged	140	60	43%	80	57%	29	36%	15	19%	25	31%	11	14%	36	45%
Not Economically Disadvantaged	435	154	35%	281	65%	12	4%	32	11%	93	33%	144	51%	237	84%
English Language Learner	11	2	18%	9	82%	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	564	212	38%	352	62%	35	10%	45	13%	117	33%	155	44%	272	77%
Not in Foster Care	575	214	37%	361	63%	41	11%	47	13%	118	33%	155	43%	273	76%
Homeless	7	2	29%	5	71%	0	0%	4	80%	1	20%	0	0%	1	20%
Not Homeless	568	212	37%	356	63%	41	12%	43	12%	117	33%	155	44%	272	76%
Not Migrant	575	214	37%	361	63%	41	11%	47	13%	118	33%	155	43%	273	76%
Parent Not in Armed Forces	575	214	37%	361	63%	41	11%	47	13%	118	33%	155	43%	273	76%

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	570	428	75%	142	25%	34	24%	19	13%	78	55%	11	8%	89	63%
Female	284	214	75%	70	25%	13	19%	12	17%	40	57%	5	7%	45	64%
Male	286	214	75%	72	25%	21	29%	7	10%	38	53%	6	8%	44	61%
General Education Students	436	333	76%	103	24%	14	14%	14	14%	66	64%	9	9%	75	73%
Students with Disabilities	134	95	71%	39	29%	20	51%	5	13%	12	31%	2	5%	14	36%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	111	82	74%	29	26%	5	17%	2	7%	16	55%	6	21%	22	76%
Black or African American	74	39	53%	35	47%	8	23%	5	14%	22	63%	0	0%	22	63%
Hispanic or Latino	89	62	70%	27	30%	8	30%	5	19%	14	52%	0	0%	14	52%
White	267	225	84%	42	16%	11	26%	6	14%	22	52%	3	7%	25	60%
Multiracial	28	19	68%	9	32%	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	156	106	68%	50	32%	18	36%	9	18%	21	42%	2	4%	23	46%
Not Economically Disadvantaged	414	322	78%	92	22%	16	17%	10	11%	57	62%	9	10%	66	72%
English Language Learner	10	4	40%	6	60%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	560	424	76%	136	24%	30	22%	18	13%	77	57%	11	8%	88	65%
Not in Foster Care	570	428	75%	142	25%	34	24%	19	13%	78	55%	11	8%	89	63%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	568	427	75%	141	25%	—	—	—	—	—	—	—	—	—	—
Not Migrant	570	428	75%	142	25%	34	24%	19	13%	78	55%	11	8%	89	63%
Parent Not in Armed Forces	570	428	75%	142	25%	34	24%	19	13%	78	55%	11	8%	89	63%

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	567	269	47%	298	53%	13	4%	43	14%	169	57%	73	24%	242	81%
Regents 8	—	—	—	253	45%	0	0%	1	0%	24	9%	228	90%	252	100%
Combined 8	567	16	3%	551	97%	13	2%	44	8%	193	35%	301	55%	494	90%

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	567	269	47%	298	53%	13	4%	43	14%	169	57%	73	24%	242	81%
Female	284	139	49%	145	51%	10	7%	21	14%	87	60%	27	19%	114	79%
Male	283	130	46%	153	54%	3	2%	22	14%	82	54%	46	30%	128	84%
General Education Students	436	242	56%	194	44%	1	1%	15	8%	119	61%	59	30%	178	92%
Students with Disabilities	131	27	21%	104	79%	12	12%	28	27%	50	48%	14	13%	64	62%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	111	72	65%	39	35%	2	5%	5	13%	15	38%	17	44%	32	82%
Black or African American	74	16	22%	58	78%	3	5%	13	22%	30	52%	12	21%	42	72%
Hispanic or Latino	87	26	30%	61	70%	3	5%	10	16%	40	66%	8	13%	48	79%
White	267	138	52%	129	48%	5	4%	13	10%	80	62%	31	24%	111	86%
Multiracial	27	16	59%	11	41%	0	0%	2	18%	4	36%	5	45%	9	82%
Economically Disadvantaged	154	40	26%	114	74%	7	6%	19	17%	64	56%	24	21%	88	77%
Not Economically Disadvantaged	413	229	55%	184	45%	6	3%	24	13%	105	57%	49	27%	154	84%
English Language Learner	10	0	0%	10	100%	3	30%	3	30%	3	30%	1	10%	4	40%
Non-English Language Learner	557	269	48%	288	52%	10	3%	40	14%	166	58%	72	25%	238	83%
Not in Foster Care	567	269	47%	298	53%	13	4%	43	14%	169	57%	73	24%	242	81%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	565	269	48%	296	52%	—	—	—	—	—	—	—	—	—	—
Not Migrant	567	269	47%	298	53%	13	4%	43	14%	169	57%	73	24%	242	81%
Parent Not in Armed Forces	567	269	47%	298	53%	13	4%	43	14%	169	57%	73	24%	242	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	648	25	4%	27	4%	82	13%	105	16%	409	63%	596	92%
Female	307	9	3%	8	3%	42	14%	44	14%	204	66%	290	94%
Male	341	16	5%	19	6%	40	12%	61	18%	205	60%	306	90%
General Education Students	498	10	2%	9	2%	48	10%	75	15%	356	71%	479	96%
Students with Disabilities	150	15	10%	18	12%	34	23%	30	20%	53	35%	117	78%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	123	2	2%	3	2%	5	4%	12	10%	101	82%	118	96%
Black or African American	101	5	5%	10	10%	23	23%	24	24%	39	39%	86	85%
Hispanic or Latino	91	7	8%	6	7%	22	24%	15	16%	41	45%	78	86%
White	305	11	4%	7	2%	29	10%	49	16%	209	69%	287	94%
Multiracial	27	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	0	0%	1	4%	3	11%	5	18%	19	68%	27	96%
Economically Disadvantaged	162	14	9%	18	11%	30	19%	33	20%	67	41%	130	80%
Not Economically Disadvantaged	486	11	2%	9	2%	52	11%	72	15%	342	70%	466	96%
English Language Learner	18	10	56%	5	28%	3	17%	0	0%	0	0%	3	17%
Non-English Language Learner	630	15	2%	22	3%	79	13%	105	17%	409	65%	593	94%
Not in Foster Care	648	25	4%	27	4%	82	13%	105	16%	409	63%	596	92%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	646	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	648	25	4%	27	4%	82	13%	105	16%	409	63%	596	92%
Parent Not in Armed Forces	648	25	4%	27	4%	82	13%	105	16%	409	63%	596	92%

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	650	45	7%	39	6%	144	22%	109	17%	313	48%	566	87%
Female	329	18	5%	20	6%	69	21%	57	17%	165	50%	291	88%
Male	321	27	8%	19	6%	75	23%	52	16%	148	46%	275	86%
General Education Students	496	9	2%	17	3%	86	17%	88	18%	296	60%	470	95%
Students with Disabilities	154	36	23%	22	14%	58	38%	21	14%	17	11%	96	62%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	136	3	2%	3	2%	21	15%	18	13%	91	67%	130	96%
Black or African American	101	15	15%	11	11%	33	33%	23	23%	19	19%	75	74%
Hispanic or Latino	96	12	13%	13	14%	37	39%	10	10%	24	25%	71	74%
White	280	13	5%	10	4%	45	16%	52	19%	160	57%	257	92%
Multiracial	34	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	37	2	5%	2	5%	8	22%	6	16%	19	51%	33	89%
Economically Disadvantaged	196	29	15%	18	9%	65	33%	33	17%	51	26%	149	76%
Not Economically Disadvantaged	454	16	4%	21	5%	79	17%	76	17%	262	58%	417	92%
English Language Learner	21	8	38%	6	29%	5	24%	2	10%	0	0%	7	33%
Non-English Language Learner	629	37	6%	33	5%	139	22%	107	17%	313	50%	559	89%
Not in Foster Care	650	45	7%	39	6%	144	22%	109	17%	313	48%	566	87%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	647	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	650	45	7%	39	6%	144	22%	109	17%	313	48%	566	87%
Parent Not in Armed Forces	650	45	7%	39	6%	144	22%	109	17%	313	48%	566	87%

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	485	15	3%	20	4%	183	38%	71	15%	196	40%	450	93%
Female	222	7	3%	8	4%	86	39%	28	13%	93	42%	207	93%
Male	263	8	3%	12	5%	97	37%	43	16%	103	39%	243	92%
General Education Students	421	11	3%	14	3%	147	35%	62	15%	187	44%	396	94%
Students with Disabilities	64	4	6%	6	9%	36	56%	9	14%	9	14%	54	84%
Asian or Native Hawaiian/Other Pacific Islander	124	2	2%	1	1%	36	29%	11	9%	74	60%	121	98%
Black or African American	48	4	8%	6	13%	29	60%	5	10%	4	8%	38	79%
Hispanic or Latino	43	5	12%	2	5%	24	56%	4	9%	8	19%	36	84%
White	253	4	2%	10	4%	89	35%	46	18%	104	41%	239	94%
Multiracial	17	0	0%	1	6%	5	29%	5	29%	6	35%	16	94%
Economically Disadvantaged	82	9	11%	4	5%	43	52%	7	9%	19	23%	69	84%
Not Economically Disadvantaged	403	6	1%	16	4%	140	35%	64	16%	177	44%	381	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	484	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	485	15	3%	20	4%	183	38%	71	15%	196	40%	450	93%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	484	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	485	15	3%	20	4%	183	38%	71	15%	196	40%	450	93%
Parent Not in Armed Forces	485	15	3%	20	4%	183	38%	71	15%	196	40%	450	93%

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	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%
Female	223	2	1%	6	3%	45	20%	65	29%	105	47%	215	96%
Male	216	2	1%	6	3%	44	20%	70	32%	94	44%	208	96%
General Education Students	400	4	1%	11	3%	75	19%	124	31%	186	47%	385	96%
Students with Disabilities	39	0	0%	1	3%	14	36%	11	28%	13	33%	38	97%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	111	0	0%	2	2%	20	18%	28	25%	61	55%	109	98%
Black or African American	41	2	5%	4	10%	12	29%	12	29%	11	27%	35	85%
Hispanic or Latino	43	0	0%	1	2%	15	35%	16	37%	11	26%	42	98%
White	222	2	1%	5	2%	39	18%	68	31%	108	49%	215	97%
Multiracial	21	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	0	0%	0	0%	3	14%	11	50%	8	36%	22	100%
Economically Disadvantaged	66	1	2%	3	5%	25	38%	16	24%	21	32%	62	94%
Not Economically Disadvantaged	373	3	1%	9	2%	64	17%	119	32%	178	48%	361	97%
Non-English Language Learner	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%
Not in Foster Care	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%
Not Homeless	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%
Not Migrant	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%
Parent Not in Armed Forces	439	4	1%	12	3%	89	20%	135	31%	199	45%	423	96%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	620	50	8%	34	5%	206	33%	330	53%	536	86%
Female	289	19	7%	19	7%	86	30%	165	57%	251	87%
Male	331	31	9%	15	5%	120	36%	165	50%	285	86%
General Education Students	476	8	2%	14	3%	146	31%	308	65%	454	95%
Students with Disabilities	144	42	29%	20	14%	60	42%	22	15%	82	57%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	6	4%	9	6%	33	22%	99	67%	132	90%
Black or African American	85	13	15%	9	11%	36	42%	27	32%	63	74%
Hispanic or Latino	84	16	19%	6	7%	37	44%	25	30%	62	74%
White	279	12	4%	10	4%	91	33%	166	59%	257	92%
Multiracial	23	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	25	3	12%	0	0%	9	36%	13	52%	22	88%
Economically Disadvantaged	171	32	19%	16	9%	82	48%	41	24%	123	72%
Not Economically Disadvantaged	449	18	4%	18	4%	124	28%	289	64%	413	92%
English Language Learner	20	13	65%	3	15%	3	15%	1	5%	4	20%
Non-English Language Learner	600	37	6%	31	5%	203	34%	329	55%	532	89%
Not in Foster Care	620	50	8%	34	5%	206	33%	330	53%	536	86%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	617	—	—	—	—	—	—	—	—	—	—
Not Migrant	620	50	8%	34	5%	206	33%	330	53%	536	86%
Parent Not in Armed Forces	620	50	8%	34	5%	206	33%	330	53%	536	86%

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	638	54	8%	39	6%	200	31%	345	54%	545	85%
Female	322	21	7%	24	7%	109	34%	168	52%	277	86%
Male	316	33	10%	15	5%	91	29%	177	56%	268	85%
General Education Students	474	15	3%	17	4%	133	28%	309	65%	442	93%
Students with Disabilities	164	39	24%	22	13%	67	41%	36	22%	103	63%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	131	8	6%	4	3%	28	21%	91	69%	119	91%
Black or African American	100	16	16%	12	12%	41	41%	31	31%	72	72%
Hispanic or Latino	97	12	12%	12	12%	34	35%	39	40%	73	75%
White	275	13	5%	10	4%	87	32%	165	60%	252	92%
Multiracial	33	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	35	5	14%	1	3%	10	29%	19	54%	29	83%
Economically Disadvantaged	182	35	19%	18	10%	63	35%	66	36%	129	71%
Not Economically Disadvantaged	456	19	4%	21	5%	137	30%	279	61%	416	91%
English Language Learner	11	7	64%	3	27%	1	9%	0	0%	1	9%
Non-English Language Learner	627	47	7%	36	6%	199	32%	345	55%	544	87%
Not in Foster Care	638	54	8%	39	6%	200	31%	345	54%	545	85%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	635	—	—	—	—	—	—	—	—	—	—
Not Migrant	638	54	8%	39	6%	200	31%	345	54%	545	85%
Parent Not in Armed Forces	638	54	8%	39	6%	200	31%	345	54%	545	85%

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	435	2	0%	24	6%	228	52%	181	42%	409	94%
Female	214	1	0%	10	5%	95	44%	108	50%	203	95%
Male	221	1	0%	14	6%	133	60%	73	33%	206	93%
General Education Students	392	2	1%	18	5%	199	51%	173	44%	372	95%
Students with Disabilities	43	0	0%	6	14%	29	67%	8	19%	37	86%
Asian or Native Hawaiian/Other Pacific Islander	105	0	0%	1	1%	54	51%	50	48%	104	99%
Black or African American	42	0	0%	8	19%	23	55%	11	26%	34	81%
Hispanic or Latino	43	0	0%	6	14%	24	56%	13	30%	37	86%
White	223	2	1%	9	4%	114	51%	98	44%	212	95%
Multiracial	22	0	0%	0	0%	13	59%	9	41%	22	100%
Economically Disadvantaged	63	0	0%	3	5%	45	71%	15	24%	60	95%
Not Economically Disadvantaged	372	2	1%	21	6%	183	49%	166	45%	349	94%
Non-English Language Learner	435	2	0%	24	6%	228	52%	181	42%	409	94%
Not in Foster Care	435	2	0%	24	6%	228	52%	181	42%	409	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	434	—	—	—	—	—	—	—	—	—	—
Not Migrant	435	2	0%	24	6%	228	52%	181	42%	409	94%
Parent Not in Armed Forces	435	2	0%	24	6%	228	52%	181	42%	409	94%

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	204	1	0%	8	4%	50	25%	145	71%	195	96%
Female	91	1	1%	5	5%	32	35%	53	58%	85	93%
Male	113	0	0%	3	3%	18	16%	92	81%	110	97%
General Education Students	195	1	1%	6	3%	49	25%	139	71%	188	96%
Students with Disabilities	9	0	0%	2	22%	1	11%	6	67%	7	78%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	54	0	0%	1	2%	12	22%	41	76%	53	98%
Black or African American	23	0	0%	1	4%	8	35%	14	61%	22	96%
Hispanic or Latino	14	0	0%	0	0%	3	21%	11	79%	14	100%
White	99	1	1%	5	5%	25	25%	68	69%	93	94%
Multiracial	13	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	1	7%	2	14%	11	79%	13	93%
Economically Disadvantaged	39	0	0%	2	5%	12	31%	25	64%	37	95%
Not Economically Disadvantaged	165	1	1%	6	4%	38	23%	120	73%	158	96%
Non-English Language Learner	204	1	0%	8	4%	50	25%	145	71%	195	96%
Not in Foster Care	204	1	0%	8	4%	50	25%	145	71%	195	96%
Not Homeless	204	1	0%	8	4%	50	25%	145	71%	195	96%
Not Migrant	204	1	0%	8	4%	50	25%	145	71%	195	96%
Parent Not in Armed Forces	204	1	0%	8	4%	50	25%	145	71%	195	96%

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	643	27	4%	35	5%	141	22%	131	20%	309	48%	581	90%
Female	305	15	5%	13	4%	68	22%	59	19%	150	49%	277	91%
Male	338	12	4%	22	7%	73	22%	72	21%	159	47%	304	90%
General Education Students	502	7	1%	13	3%	98	20%	102	20%	282	56%	482	96%
Students with Disabilities	141	20	14%	22	16%	43	30%	29	21%	27	19%	99	70%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	137	3	2%	5	4%	23	17%	21	15%	85	62%	129	94%
Black or African American	90	6	7%	8	9%	23	26%	21	23%	32	36%	76	84%
Hispanic or Latino	98	6	6%	7	7%	30	31%	23	23%	32	33%	85	87%
White	287	10	3%	15	5%	60	21%	57	20%	145	51%	262	91%
Multiracial	30	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	2	6%	0	0%	5	16%	9	29%	15	48%	29	94%
Economically Disadvantaged	166	16	10%	18	11%	46	28%	39	23%	47	28%	132	80%
Not Economically Disadvantaged	477	11	2%	17	4%	95	20%	92	19%	262	55%	449	94%
English Language Learner	9	7	78%	2	22%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	634	20	3%	33	5%	141	22%	131	21%	309	49%	581	92%
Not in Foster Care	643	27	4%	35	5%	141	22%	131	20%	309	48%	581	90%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	640	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	643	27	4%	35	5%	141	22%	131	20%	309	48%	581	90%
Parent Not in Armed Forces	643	27	4%	35	5%	141	22%	131	20%	309	48%	581	90%

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	594	15	3%	32	5%	106	18%	172	29%	269	45%	547	92%
Female	293	6	2%	13	4%	53	18%	89	30%	132	45%	274	94%
Male	301	9	3%	19	6%	53	18%	83	28%	137	46%	273	91%
General Education Students	456	4	1%	10	2%	58	13%	130	29%	254	56%	442	97%
Students with Disabilities	138	11	8%	22	16%	48	35%	42	30%	15	11%	105	76%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	103	1	1%	2	2%	11	11%	23	22%	66	64%	100	97%
Black or African American	90	4	4%	10	11%	29	32%	26	29%	21	23%	76	84%
Hispanic or Latino	73	1	1%	6	8%	19	26%	26	36%	21	29%	66	90%
White	302	7	2%	14	5%	43	14%	90	30%	148	49%	281	93%
Multiracial	24	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	2	8%	0	0%	4	15%	7	27%	13	50%	24	92%
Economically Disadvantaged	152	9	6%	18	12%	42	28%	41	27%	42	28%	125	82%
Not Economically Disadvantaged	442	6	1%	14	3%	64	14%	131	30%	227	51%	422	95%
English Language Learner	13	3	23%	4	31%	4	31%	2	15%	0	0%	6	46%
Non-English Language Learner	581	12	2%	28	5%	102	18%	170	29%	269	46%	541	93%
Not in Foster Care	594	15	3%	32	5%	106	18%	172	29%	269	45%	547	92%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	592	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	594	15	3%	32	5%	106	18%	172	29%	269	45%	547	92%
Parent Not in Armed Forces	594	15	3%	32	5%	106	18%	172	29%	269	45%	547	92%

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	4	4	100	0	0
Male	4	4	100	0	0
General Education Students	3	3	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	2	2	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	4	4	100	0	0
Not Homeless	4	4	100	0	0
Not Migrant	4	4	100	0	0
Parent Not in Armed Forces	4	4	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	672	56	8%	616	92%	15	2%	20	3%	88	13%	493	73%	581	86%
Female	328	23	7%	305	93%	5	2%	11	3%	29	9%	260	79%	289	88%
Male	344	33	10%	311	90%	10	3%	9	3%	59	17%	233	68%	292	85%
General Education Students	525	36	7%	489	93%	7	1%	5	1%	50	10%	427	81%	477	91%
Students with Disabilities	147	20	14%	127	86%	8	5%	15	10%	38	26%	66	45%	104	71%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	9	7%	118	93%	2	2%	2	2%	11	9%	103	81%	114	90%
Black or African American	74	8	11%	66	89%	0	0%	6	8%	15	20%	45	61%	60	81%
Hispanic or Latino	90	9	10%	81	90%	7	8%	6	7%	15	17%	53	59%	68	76%
White	355	26	7%	329	93%	5	1%	6	2%	45	13%	273	77%	318	90%
Multiracial	24	3	—	21	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	4	15%	22	85%	1	4%	0	0%	2	8%	19	73%	21	81%
Economically Disadvantaged	150	23	15%	127	85%	7	5%	9	6%	22	15%	89	59%	111	74%
Not Economically Disadvantaged	522	33	6%	489	94%	8	2%	11	2%	66	13%	404	77%	470	90%
English Language Learner	9	1	11%	8	89%	6	67%	2	22%	0	0%	0	0%	0	0%
Non-English Language Learner	663	55	8%	608	92%	9	1%	18	3%	88	13%	493	74%	581	88%
Not in Foster Care	672	56	8%	616	92%	15	2%	20	3%	88	13%	493	73%	581	86%
Homeless	5	1	20%	4	80%	0	0%	1	20%	1	20%	2	40%	3	60%
Not Homeless	667	55	8%	612	92%	15	2%	19	3%	87	13%	491	74%	578	87%
Not Migrant	672	56	8%	616	92%	15	2%	20	3%	88	13%	493	73%	581	86%
Parent Not in Armed Forces	672	56	8%	616	92%	15	2%	20	3%	88	13%	493	73%	581	86%

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	177	30	17	147	83
Female	112	15	13	97	87
Male	65	15	23	50	77
General Education Students	169	28	17	141	83
Students with Disabilities	8	2	25	6	75
American Indian or Alaska Native	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	46	4	9	42	91
Black or African American	15	6	40	9	60
Hispanic or Latino	13	5	38	8	62
White	97	13	13	84	87
Multiracial	4	1	25	3	75
Economically Disadvantaged	25	9	36	16	64
Not Economically Disadvantaged	152	21	14	131	86
Non-English Language Learner	177	30	17	147	83
Not in Foster Care	177	30	17	147	83
Homeless	1	0	0	1	100
Not Homeless	176	30	17	146	83
Not Migrant	177	30	17	147	83
Parent Not in Armed Forces	177	30	17	147	83

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	672	174	26%	498	74%	11	2%	17	3%	88	13%	382	57%	470	70%
Female	328	74	23%	254	77%	4	1%	6	2%	41	13%	203	62%	244	74%
Male	344	100	29%	244	71%	7	2%	11	3%	47	14%	179	52%	226	66%
General Education Students	525	74	14%	451	86%	10	2%	14	3%	73	14%	354	67%	427	81%
Students with Disabilities	147	100	68%	47	32%	1	1%	3	2%	15	10%	28	19%	43	29%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	18	14%	109	86%	1	1%	5	4%	13	10%	90	71%	103	81%
Black or African American	74	31	42%	43	58%	6	8%	5	7%	8	11%	24	32%	32	43%
Hispanic or Latino	90	31	34%	59	66%	2	2%	5	6%	19	21%	33	37%	52	58%
White	355	87	25%	268	75%	2	1%	2	1%	44	12%	220	62%	264	74%
Multiracial	24	7	—	17	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	7	27%	19	73%	0	0%	0	0%	4	15%	15	58%	19	73%
Economically Disadvantaged	150	57	38%	93	62%	7	5%	10	7%	20	13%	56	37%	76	51%
Not Economically Disadvantaged	522	117	22%	405	78%	4	1%	7	1%	68	13%	326	62%	394	75%
English Language Learner	9	1	11%	8	89%	4	44%	2	22%	2	22%	0	0%	2	22%
Non-English Language Learner	663	173	26%	490	74%	7	1%	15	2%	86	13%	382	58%	468	71%
Not in Foster Care	672	174	26%	498	74%	11	2%	17	3%	88	13%	382	57%	470	70%
Homeless	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Not Homeless	667	170	25%	497	75%	11	2%	17	3%	87	13%	382	57%	469	70%
Not Migrant	672	174	26%	498	74%	11	2%	17	3%	88	13%	382	57%	470	70%
Parent Not in Armed Forces	672	174	26%	498	74%	11	2%	17	3%	88	13%	382	57%	470	70%

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	634	154	24	480	76
Female	312	67	21	245	79
Male	322	87	27	235	73
General Education Students	509	72	14	437	86
Students with Disabilities	125	82	66	43	34
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	118	13	11	105	89
Black or African American	71	31	44	40	56
Hispanic or Latino	83	29	35	54	65
White	337	74	22	263	78
Multiracial	23	7	30	16	70
Economically Disadvantaged	130	46	35	84	65
Not Economically Disadvantaged	504	108	21	396	79
English Language Learner	5	0	0	5	100
Non-English Language Learner	629	154	24	475	76
Not in Foster Care	634	154	24	480	76
Homeless	5	4	80	1	20
Not Homeless	629	150	24	479	76
Not Migrant	634	154	24	480	76
Parent Not in Armed Forces	634	154	24	480	76

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	672	123	18%	549	82%	15	2%	35	5%	163	24%	336	50%	499	74%
Female	328	51	16%	277	84%	5	2%	18	5%	75	23%	179	55%	254	77%
Male	344	72	21%	272	79%	10	3%	17	5%	88	26%	157	46%	245	71%
General Education Students	525	41	8%	484	92%	8	2%	24	5%	138	26%	314	60%	452	86%
Students with Disabilities	147	82	56%	65	44%	7	5%	11	7%	25	17%	22	15%	47	32%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	12	9%	115	91%	0	0%	6	5%	21	17%	88	69%	109	86%
Black or African American	74	21	28%	53	72%	8	11%	7	9%	24	32%	14	19%	38	51%
Hispanic or Latino	90	26	29%	64	71%	6	7%	6	7%	27	30%	25	28%	52	58%
White	355	61	17%	294	83%	1	0%	16	5%	85	24%	192	54%	277	78%
Multiracial	24	3	—	21	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	3	12%	23	88%	0	0%	0	0%	6	23%	17	65%	23	88%
Economically Disadvantaged	150	43	29%	107	71%	10	7%	9	6%	43	29%	45	30%	88	59%
Not Economically Disadvantaged	522	80	15%	442	85%	5	1%	26	5%	120	23%	291	56%	411	79%
English Language Learner	9	3	33%	6	67%	3	33%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	663	120	18%	543	82%	12	2%	33	5%	162	24%	336	51%	498	75%
Not in Foster Care	672	123	18%	549	82%	15	2%	35	5%	163	24%	336	50%	499	74%
Homeless	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Not Homeless	667	119	18%	548	82%	15	2%	35	5%	162	24%	336	50%	498	75%
Not Migrant	672	123	18%	549	82%	15	2%	35	5%	163	24%	336	50%	499	74%
Parent Not in Armed Forces	672	123	18%	549	82%	15	2%	35	5%	163	24%	336	50%	499	74%

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	637	103	16	534	84
Female	313	44	14	269	86
Male	324	59	18	265	82
General Education Students	511	38	7	473	93
Students with Disabilities	126	65	52	61	48
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	120	7	6	113	94
Black or African American	72	21	29	51	71
Hispanic or Latino	84	24	29	60	71
White	337	48	14	289	86
Multiracial	22	3	14	19	86
Economically Disadvantaged	131	32	24	99	76
Not Economically Disadvantaged	506	71	14	435	86
English Language Learner	5	1	20	4	80
Non-English Language Learner	632	102	16	530	84
Not in Foster Care	637	103	16	534	84
Homeless	5	4	80	1	20
Not Homeless	632	99	16	533	84
Not Migrant	637	103	16	534	84
Parent Not in Armed Forces	637	103	16	534	84

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	672	489	73%	183	27%	1	0%	0	0%	174	26%	8	1%	182	27%
Female	328	239	73%	89	27%	1	0%	0	0%	86	26%	2	1%	88	27%
Male	344	250	73%	94	27%	0	0%	0	0%	88	26%	6	2%	94	27%
General Education Students	525	356	68%	169	32%	0	0%	0	0%	165	31%	4	1%	169	32%
Students with Disabilities	147	133	90%	14	10%	1	1%	0	0%	9	6%	4	3%	13	9%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	66	52%	61	48%	0	0%	0	0%	61	48%	0	0%	61	48%
Black or African American	74	63	85%	11	15%	1	1%	0	0%	9	12%	1	1%	10	14%
Hispanic or Latino	90	78	87%	12	13%	0	0%	0	0%	10	11%	2	2%	12	13%
White	355	263	74%	92	26%	0	0%	0	0%	88	25%	4	1%	92	26%
Multiracial	24	19	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	19	73%	7	27%	0	0%	0	0%	6	23%	1	4%	7	27%
Economically Disadvantaged	150	126	84%	24	16%	1	1%	0	0%	19	13%	4	3%	23	15%
Not Economically Disadvantaged	522	363	70%	159	30%	0	0%	0	0%	155	30%	4	1%	159	30%
English Language Learner	9	7	78%	2	22%	0	0%	0	0%	2	22%	0	0%	2	22%
Non-English Language Learner	663	482	73%	181	27%	1	0%	0	0%	172	26%	8	1%	180	27%
Not in Foster Care	672	489	73%	183	27%	1	0%	0	0%	174	26%	8	1%	182	27%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	667	484	73%	183	27%	1	0%	0	0%	174	26%	8	1%	182	27%
Not Migrant	672	489	73%	183	27%	1	0%	0	0%	174	26%	8	1%	182	27%
Parent Not in Armed Forces	672	489	73%	183	27%	1	0%	0	0%	174	26%	8	1%	182	27%

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	618	451	73	167	27
Female	306	222	73	84	27
Male	312	229	73	83	27
General Education Students	498	338	68	160	32
Students with Disabilities	120	113	94	7	6
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	118	59	50	59	50
Black or African American	69	63	91	6	9
Hispanic or Latino	77	69	90	8	10
White	331	243	73	88	27
Multiracial	21	17	81	4	19
Economically Disadvantaged	122	106	87	16	13
Not Economically Disadvantaged	496	345	70	151	30
English Language Learner	2	2	100	0	0
Non-English Language Learner	616	449	73	167	27
Not in Foster Care	618	451	73	167	27
Homeless	5	5	100	0	0
Not Homeless	613	446	73	167	27
Not Migrant	618	451	73	167	27
Parent Not in Armed Forces	618	451	73	167	27

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	672	487	72%	185	28%	1	0%	2	0%	174	26%	8	1%	182	27%
Female	328	232	71%	96	29%	0	0%	2	1%	90	27%	4	1%	94	29%
Male	344	255	74%	89	26%	1	0%	0	0%	84	24%	4	1%	88	26%
General Education Students	525	350	67%	175	33%	1	0%	2	0%	164	31%	8	2%	172	33%
Students with Disabilities	147	137	93%	10	7%	0	0%	0	0%	10	7%	0	0%	10	7%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	75	59%	52	41%	0	0%	0	0%	50	39%	2	2%	52	41%
Black or African American	74	63	85%	11	15%	0	0%	1	1%	10	14%	0	0%	10	14%
Hispanic or Latino	90	73	81%	17	19%	0	0%	0	0%	13	14%	4	4%	17	19%
White	355	254	72%	101	28%	1	0%	1	0%	97	27%	2	1%	99	28%
Multiracial	24	20	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	22	85%	4	15%	0	0%	0	0%	4	15%	0	0%	4	15%
Economically Disadvantaged	150	128	85%	22	15%	0	0%	2	1%	18	12%	2	1%	20	13%
Not Economically Disadvantaged	522	359	69%	163	31%	1	0%	0	0%	156	30%	6	1%	162	31%
English Language Learner	9	7	78%	2	22%	1	11%	1	11%	0	0%	0	0%	0	0%
Non-English Language Learner	663	480	72%	183	28%	0	0%	1	0%	174	26%	8	1%	182	27%
Not in Foster Care	672	487	72%	185	28%	1	0%	2	0%	174	26%	8	1%	182	27%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	667	482	72%	185	28%	1	0%	2	0%	174	26%	8	1%	182	27%
Not Migrant	672	487	72%	185	28%	1	0%	2	0%	174	26%	8	1%	182	27%
Parent Not in Armed Forces	672	487	72%	185	28%	1	0%	2	0%	174	26%	8	1%	182	27%

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	626	456	73	170	27
Female	312	222	71	90	29
Male	314	234	75	80	25
General Education Students	503	342	68	161	32
Students with Disabilities	123	114	93	9	7
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	119	69	58	50	42
Black or African American	71	63	89	8	11
Hispanic or Latino	79	67	85	12	15
White	335	239	71	96	29
Multiracial	20	16	80	4	20
Economically Disadvantaged	129	112	87	17	13
Not Economically Disadvantaged	497	344	69	153	31
English Language Learner	5	5	100	0	0
Non-English Language Learner	621	451	73	170	27
Not in Foster Care	626	456	73	170	27
Homeless	4	4	100	0	0
Not Homeless	622	452	73	170	27
Not Migrant	626	456	73	170	27
Parent Not in Armed Forces	626	456	73	170	27

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	44	0	0%	44	100%	3	7%	4	9%	7	16%	24	55%	6	14%
Grade 1	32	0	0%	32	100%	0	0%	5	16%	8	25%	14	44%	5	16%
Grade 2	20	0	0%	20	100%	2	10%	7	35%	4	20%	4	20%	3	15%
Grade 3	33	0	0%	33	100%	0	0%	1	3%	5	15%	22	67%	5	15%
Grade 4	22	1	5%	21	95%	0	0%	1	5%	3	14%	12	57%	5	24%
Grade 5	22	0	0%	22	100%	1	5%	3	14%	2	9%	11	50%	5	23%
Grade 6	23	2	9%	21	91%	1	5%	0	0%	4	19%	11	52%	5	24%
Grade 7	11	0	0%	11	100%	0	0%	0	0%	0	0%	7	64%	4	36%
Grade 8	10	0	0%	10	100%	0	0%	0	0%	0	0%	5	50%	5	50%
Grade 9	12	1	8%	11	92%	2	18%	0	0%	0	0%	7	64%	2	18%
Grade 10	9	0	0%	9	100%	0	0%	2	22%	3	33%	3	33%	1	11%
Grade 11	13	1	8%	12	92%	0	0%	0	0%	3	25%	7	58%	2	17%
Grade 12	15	2	13%	13	87%	0	0%	2	15%	5	38%	6	46%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	11	1	9%	10	91%	0	0%	1	10%	7	70%	2	20%	9	90%
Grade 3 Math	11	1	9%	10	91%	0	0%	0	0%	9	90%	1	10%	10	100%
Grade 4 ELA	8	0	0%	8	100%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 4 Math	8	0	0%	8	100%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 5 ELA	12	2	17%	10	83%	0	0%	0	0%	7	70%	3	30%	10	100%
Grade 5 Math	12	2	17%	10	83%	0	0%	1	10%	5	50%	4	40%	9	90%
Grade 6 ELA	16	2	13%	14	88%	0	0%	0	0%	8	57%	6	43%	14	100%
Grade 6 Math	16	2	13%	14	88%	1	7%	0	0%	7	50%	6	43%	13	93%
Grade 7 ELA	10	1	10%	9	90%	0	0%	1	11%	3	33%	5	56%	8	89%
Grade 7 Math	10	1	10%	9	90%	1	11%	0	0%	4	44%	4	44%	8	89%
Grade 8 ELA	12	3	25%	9	75%	0	0%	2	22%	7	78%	0	0%	7	78%
Grade 8 Math	12	3	25%	9	75%	0	0%	2	22%	7	78%	0	0%	7	78%
Grade 8 Science	12	4	33%	8	67%	0	0%	2	25%	6	75%	0	0%	6	75%
Secondary-Level ELA	92	81	88%	11	12%	0	0%	4	36%	7	64%	0	0%	7	64%
Secondary-Level Math	92	81	88%	11	12%	2	18%	1	9%	8	73%	0	0%	8	73%
Secondary-Level Science	92	81	88%	11	12%	1	9%	1	9%	8	73%	1	9%	9	82%

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%

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	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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	654	35	5%	9	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	639	3	0%
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	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%
Female	328	318	97%	236	72%	82	25%	0	0%	0	0%	9	3%	0	0%	1	0%
Male	344	324	94%	222	65%	100	29%	2	1%	1	0%	17	5%	0	0%	2	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	525	515	98%	421	80%	94	18%	0	0%	0	0%	8	2%	0	0%	2	0%
Students with Disabilities	147	127	86%	37	25%	88	60%	2	1%	1	1%	18	12%	0	0%	1	1%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	121	95%	107	84%	14	11%	0	0%	1	1%	5	4%	0	0%	0	0%
Black or African American	74	72	97%	34	46%	38	51%	0	0%	0	0%	2	3%	0	0%	0	0%
Hispanic or Latino	90	84	93%	43	48%	41	46%	0	0%	0	0%	4	4%	0	0%	2	2%
White	355	341	96%	257	72%	82	23%	2	1%	0	0%	13	4%	0	0%	1	0%
Multiracial	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	150	133	89%	72	48%	60	40%	1	1%	1	1%	13	9%	0	0%	3	2%
Not Economically Disadvantaged	522	509	98%	386	74%	122	23%	1	0%	0	0%	13	2%	0	0%	0	0%
English Language Learner	9	4	44%	0	0%	4	44%	0	0%	0	0%	4	44%	0	0%	1	11%
Non-English Language Learner	663	638	96%	458	69%	178	27%	2	0%	1	0%	22	3%	0	0%	2	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	5	3	60%	1	20%	2	40%	0	0%	0	0%	2	40%	0	0%	0	0%
Not Homeless	667	639	96%	457	69%	180	27%	2	0%	1	0%	24	4%	0	0%	3	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	672	642	96%	458	68%	182	27%	2	0%	1	0%	26	4%	0	0%	3	0%

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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HALF HOLLOW HILLS HIGH SCHOOL EAST - 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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	360	203.3	196.4	4
	Math	182	181.6		
	Science	286	208.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	63	222.2	215.4	4
	Math	44	202.3		
	Science	60	225		
Black or African American	ELA	34	175	150.9	3
	Math	11	113.6		
	Science	22	170.5		
Hispanic or Latino	ELA	56	162.5	156.8	3
	Math	26	138.5		
	Science	37	175.7		
Multiracial	ELA	13	200	206.3	4
	Math	4	—		
	Science	12	225		
White	ELA	194	214.2	205.3	4
	Math	97	190.7		
	Science	155	213.9		
English Language Learner	ELA	13	80.8	92.5	4
	Math	12	112.5		
	Science	5	80		
Students with Disabilities	ELA	76	146.1	164	4
	Math	26	169.2		
	Science	38	182.9		
Economically Disadvantaged	ELA	74	173	167.7	4
	Math	40	148.8		
	Science	54	188		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	366	200	153.7	4
	Math	330	100.2		
	Science	362	164.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	215.4	184	4
	Math	65	136.9		
	Science	65	207.7		
Black or African American	ELA	35	170	109.4	3
	Math	26	48.1		
	Science	34	110.3		
Hispanic or Latino	ELA	57	159.6	117.1	3
	Math	47	76.6		
	Science	57	114		
Multiracial	ELA	14	185.7	140.9	4
	Math	13	61.5		
	Science	14	192.9		
White	ELA	195	213.1	161.9	4
	Math	179	103.4		
	Science	192	172.7		
English Language Learner	ELA	14	75	96.5	4
	Math	13	103.8		
	Science	14	117.9		
Students with Disabilities	ELA	78	142.3	105	4
	Math	58	77.6		
	Science	77	90.3		
Economically Disadvantaged	ELA	78	164.1	129.9	4
	Math	63	94.4		
	Science	77	131.8		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	444	434	97.7%	97%	4
	5-year	455	438	96.3%		
	6-year	381	370	97.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	4	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	79	78	98.7%	97.5%	4
	5-year	86	82	95.3%		
	6-year	61	60	98.4%		
Black or African American	4-year	51	50	98%	94.6%	3
	5-year	47	44	93.6%		
	6-year	38	35	92.1%		
Hispanic or Latino	4-year	48	45	93.8%	94.4%	3
	5-year	42	40	95.2%		
	6-year	35	33	94.3%		
Multiracial	4-year	15	15	100%	100%	4
	5-year	13	—	—		
	6-year	9	—	—		
White	4-year	251	246	98%	97.9%	4
	5-year	265	258	97.4%		
	6-year	234	230	98.3%		
English Language Learner	4-year	16	12	75%	78.2%	3
	5-year	16	13	81.3%		
	6-year	3	—	—		
Students with Disabilities	4-year	80	76	95%	90.9%	4
	5-year	80	71	88.8%		
	6-year	72	64	88.9%		
Economically Disadvantaged	4-year	102	97	95.1%	90.5%	3
	5-year	91	82	90.1%		
	6-year	65	56	86.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	34	43%	32%	0.7	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	6	—	—	—	—
Hispanic or Latino	22	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	34	43%	32%	0.7	2
Students with Disabilities	11	—	—	—	—
Economically Disadvantaged	28	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,501	284	18.9%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	281	51	18.1%	4
Black or African American	188	25	13.3%	4
Hispanic or Latino	223	47	21.1%	3
Multiracial	65	11	16.9%	4
White	743	150	20.2%	3
English Language Learner	70	6	8.6%	4
Students with Disabilities	393	96	24.4%	4
Economically Disadvantaged	395	91	23%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	367	98.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	64	96.9%
Black or African American	—	37	—
Hispanic or Latino	✓	58	98.3%
Multiracial	—	14	—
White	✓	194	100%
English Language Learner	—	11	—
Students with Disabilities	✓	74	98.7%
Economically Disadvantaged	✓	78	94.9%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	331	56.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✗	64	67.2%
Black or African American	—	28	—
Hispanic or Latino	✗	48	56.3%
Multiracial	—	13	—
White	✗	178	54.5%
English Language Learner	—	11	—
Students with Disabilities	✗	54	48.2%
Economically Disadvantaged	✗	63	66.7%

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	346	21	6%	16	5%	49	14%	56	16%	204	59%	309	89%
Female	170	9	5%	6	4%	27	16%	22	13%	106	62%	155	91%
Male	176	12	7%	10	6%	22	13%	34	19%	98	56%	154	88%
General Education Students	258	9	3%	5	2%	31	12%	40	16%	173	67%	244	95%
Students with Disabilities	88	12	14%	11	13%	18	20%	16	18%	31	35%	65	74%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	57	2	4%	2	4%	2	4%	6	11%	45	79%	53	93%
Black or African American	49	4	8%	7	14%	13	27%	9	18%	16	33%	38	78%
Hispanic or Latino	47	7	15%	5	11%	11	23%	6	13%	18	38%	35	74%
White	179	8	4%	2	1%	20	11%	32	18%	117	65%	169	94%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	3	21%	3	21%	8	57%	14	100%
Economically Disadvantaged	79	12	15%	11	14%	16	20%	15	19%	25	32%	56	71%
Not Economically Disadvantaged	267	9	3%	5	2%	33	12%	41	15%	179	67%	253	95%
English Language Learner	17	10	59%	4	24%	3	18%	0	0%	0	0%	3	18%
Non-English Language Learner	329	11	3%	12	4%	46	14%	56	17%	204	62%	306	93%
Not in Foster Care	346	21	6%	16	5%	49	14%	56	16%	204	59%	309	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	344	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	346	21	6%	16	5%	49	14%	56	16%	204	59%	309	89%
Parent Not in Armed Forces	346	21	6%	16	5%	49	14%	56	16%	204	59%	309	89%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	38	16%	24	10%	75	32%	58	25%	40	17%	173	74%
Female	117	16	14%	12	10%	37	32%	29	25%	23	20%	89	76%
Male	118	22	19%	12	10%	38	32%	29	25%	17	14%	84	71%
General Education Students	140	7	5%	9	6%	46	33%	43	31%	35	25%	124	89%
Students with Disabilities	95	31	33%	15	16%	29	31%	15	16%	5	5%	49	52%
Asian or Native Hawaiian/Other Pacific Islander	33	3	9%	1	3%	10	30%	10	30%	9	27%	29	88%
Black or African American	49	13	27%	7	14%	15	31%	12	24%	2	4%	29	59%
Hispanic or Latino	52	11	21%	7	13%	24	46%	6	12%	4	8%	34	65%
White	87	10	11%	8	9%	22	25%	26	30%	21	24%	69	79%
Multiracial	14	1	7%	1	7%	4	29%	4	29%	4	29%	12	86%
Economically Disadvantaged	101	26	26%	10	10%	39	39%	19	19%	7	7%	65	64%
Not Economically Disadvantaged	134	12	9%	14	10%	36	27%	39	29%	33	25%	108	81%
English Language Learner	20	8	40%	5	25%	5	25%	2	10%	0	0%	7	35%
Non-English Language Learner	215	30	14%	19	9%	70	33%	56	26%	40	19%	166	77%
Not in Foster Care	235	38	16%	24	10%	75	32%	58	25%	40	17%	173	74%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	232	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	235	38	16%	24	10%	75	32%	58	25%	40	17%	173	74%
Parent Not in Armed Forces	235	38	16%	24	10%	75	32%	58	25%	40	17%	173	74%

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	268	6	2%	9	3%	105	39%	45	17%	103	38%	253	94%
Female	129	2	2%	4	3%	51	40%	19	15%	53	41%	123	95%
Male	139	4	3%	5	4%	54	39%	26	19%	50	36%	130	94%
General Education Students	227	3	1%	7	3%	83	37%	36	16%	98	43%	217	96%
Students with Disabilities	41	3	7%	2	5%	22	54%	9	22%	5	12%	36	88%
Asian or Native Hawaiian/Other Pacific Islander	63	1	2%	1	2%	19	30%	4	6%	38	60%	61	97%
Black or African American	22	2	9%	1	5%	13	59%	4	18%	2	9%	19	86%
Hispanic or Latino	23	1	4%	2	9%	14	61%	2	9%	4	17%	20	87%
White	148	2	1%	4	3%	58	39%	30	20%	54	36%	142	96%
Multiracial	12	0	0%	1	8%	1	8%	5	42%	5	42%	11	92%
Economically Disadvantaged	35	5	14%	0	0%	17	49%	2	6%	11	31%	30	86%
Not Economically Disadvantaged	233	1	0%	9	4%	88	38%	43	18%	92	39%	223	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	268	6	2%	9	3%	105	39%	45	17%	103	38%	253	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	267	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	268	6	2%	9	3%	105	39%	45	17%	103	38%	253	94%
Parent Not in Armed Forces	268	6	2%	9	3%	105	39%	45	17%	103	38%	253	94%

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	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%
Female	126	1	1%	1	1%	23	18%	31	25%	70	56%	124	98%
Male	124	1	1%	2	2%	19	15%	39	31%	63	51%	121	98%
General Education Students	231	2	1%	3	1%	37	16%	62	27%	127	55%	226	98%
Students with Disabilities	19	0	0%	0	0%	5	26%	8	42%	6	32%	19	100%
Asian or Native Hawaiian/Other Pacific Islander	58	0	0%	0	0%	8	14%	13	22%	37	64%	58	100%
Black or African American	22	1	5%	0	0%	8	36%	8	36%	5	23%	21	95%
Hispanic or Latino	24	0	0%	0	0%	8	33%	9	38%	7	29%	24	100%
White	136	1	1%	3	2%	17	13%	35	26%	80	59%	132	97%
Multiracial	10	0	0%	0	0%	1	10%	5	50%	4	40%	10	100%
Economically Disadvantaged	38	1	3%	0	0%	10	26%	11	29%	16	42%	37	97%
Not Economically Disadvantaged	212	1	0%	3	1%	32	15%	59	28%	117	55%	208	98%
Non-English Language Learner	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%
Not in Foster Care	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%
Not Homeless	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%
Not Migrant	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%
Parent Not in Armed Forces	250	2	1%	3	1%	42	17%	70	28%	133	53%	245	98%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	376	41	11%	18	5%	125	33%	192	51%	317	84%
Female	182	15	8%	10	5%	54	30%	103	57%	157	86%
Male	194	26	13%	8	4%	71	37%	89	46%	160	82%
General Education Students	280	7	3%	6	2%	89	32%	178	64%	267	95%
Students with Disabilities	96	34	35%	12	13%	36	38%	14	15%	50	52%
Asian or Native Hawaiian/Other Pacific Islander	85	5	6%	4	5%	21	25%	55	65%	76	89%
Black or African American	54	10	19%	6	11%	21	39%	17	31%	38	70%
Hispanic or Latino	57	14	25%	3	5%	24	42%	16	28%	40	70%
White	163	11	7%	5	3%	54	33%	93	57%	147	90%
Multiracial	17	1	6%	0	0%	5	29%	11	65%	16	94%
Economically Disadvantaged	109	27	25%	8	7%	49	45%	25	23%	74	68%
Not Economically Disadvantaged	267	14	5%	10	4%	76	28%	167	63%	243	91%
English Language Learner	18	11	61%	3	17%	3	17%	1	6%	4	22%
Non-English Language Learner	358	30	8%	15	4%	122	34%	191	53%	313	87%
Not in Foster Care	376	41	11%	18	5%	125	33%	192	51%	317	84%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	—	—	—	—	—	—	—	—	—	—
Not Migrant	376	41	11%	18	5%	125	33%	192	51%	317	84%
Parent Not in Armed Forces	376	41	11%	18	5%	125	33%	192	51%	317	84%

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	218	43	20%	19	9%	101	46%	55	25%	156	72%
Female	102	18	18%	12	12%	50	49%	22	22%	72	71%
Male	116	25	22%	7	6%	51	44%	33	28%	84	72%
General Education Students	115	12	10%	6	5%	60	52%	37	32%	97	84%
Students with Disabilities	103	31	30%	13	13%	41	40%	18	17%	59	57%
Asian or Native Hawaiian/Other Pacific Islander	28	7	25%	2	7%	10	36%	9	32%	19	68%
Black or African American	44	13	30%	5	11%	17	39%	9	20%	26	59%
Hispanic or Latino	44	10	23%	7	16%	19	43%	8	18%	27	61%
White	89	11	12%	5	6%	48	54%	25	28%	73	82%
Multiracial	13	2	15%	0	0%	7	54%	4	31%	11	85%
Economically Disadvantaged	87	28	32%	10	11%	37	43%	12	14%	49	56%
Not Economically Disadvantaged	131	15	11%	9	7%	64	49%	43	33%	107	82%
English Language Learner	9	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	209	37	18%	17	8%	100	48%	55	26%	155	74%
Not in Foster Care	218	43	20%	19	9%	101	46%	55	25%	156	72%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	—	—	—	—	—	—	—	—	—	—
Not Migrant	218	43	20%	19	9%	101	46%	55	25%	156	72%
Parent Not in Armed Forces	218	43	20%	19	9%	101	46%	55	25%	156	72%

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	254	1	0%	11	4%	142	56%	100	39%	242	95%
Female	125	1	1%	5	4%	59	47%	60	48%	119	95%
Male	129	0	0%	6	5%	83	64%	40	31%	123	95%
General Education Students	223	1	0%	7	3%	121	54%	94	42%	215	96%
Students with Disabilities	31	0	0%	4	13%	21	68%	6	19%	27	87%
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	1	2%	33	58%	23	40%	56	98%
Black or African American	19	0	0%	2	11%	14	74%	3	16%	17	89%
Hispanic or Latino	21	0	0%	2	10%	12	57%	7	33%	19	90%
White	145	1	1%	6	4%	75	52%	63	43%	138	95%
Multiracial	12	0	0%	0	0%	8	67%	4	33%	12	100%
Economically Disadvantaged	30	0	0%	2	7%	19	63%	9	30%	28	93%
Not Economically Disadvantaged	224	1	0%	9	4%	123	55%	91	41%	214	96%
Non-English Language Learner	254	1	0%	11	4%	142	56%	100	39%	242	95%
Not in Foster Care	254	1	0%	11	4%	142	56%	100	39%	242	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	253	—	—	—	—	—	—	—	—	—	—
Not Migrant	254	1	0%	11	4%	142	56%	100	39%	242	95%
Parent Not in Armed Forces	254	1	0%	11	4%	142	56%	100	39%	242	95%

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	95	0	0%	1	1%	19	20%	75	79%	94	99%
Female	38	0	0%	0	0%	11	29%	27	71%	38	100%
Male	57	0	0%	1	2%	8	14%	48	84%	56	98%
General Education Students	94	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	0	0%	6	25%	18	75%	24	100%
Black or African American	12	0	0%	0	0%	3	25%	9	75%	12	100%
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—
White	46	0	0%	1	2%	8	17%	37	80%	45	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	2	15%	11	85%	13	100%
Economically Disadvantaged	20	0	0%	0	0%	6	30%	14	70%	20	100%
Not Economically Disadvantaged	75	0	0%	1	1%	13	17%	61	81%	74	99%
Non-English Language Learner	95	0	0%	1	1%	19	20%	75	79%	94	99%
Not in Foster Care	95	0	0%	1	1%	19	20%	75	79%	94	99%
Not Homeless	95	0	0%	1	1%	19	20%	75	79%	94	99%
Not Migrant	95	0	0%	1	1%	19	20%	75	79%	94	99%
Parent Not in Armed Forces	95	0	0%	1	1%	19	20%	75	79%	94	99%

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	387	21	5%	22	6%	83	21%	68	18%	193	50%	344	89%
Female	185	12	6%	7	4%	40	22%	29	16%	97	52%	166	90%
Male	202	9	4%	15	7%	43	21%	39	19%	96	48%	178	88%
General Education Students	293	5	2%	8	3%	54	18%	53	18%	173	59%	280	96%
Students with Disabilities	94	16	17%	14	15%	29	31%	15	16%	20	21%	64	68%
Asian or Native Hawaiian/Other Pacific Islander	80	1	1%	4	5%	13	16%	12	15%	50	63%	75	94%
Black or African American	49	6	12%	7	14%	12	24%	4	8%	20	41%	36	73%
Hispanic or Latino	62	5	8%	4	6%	19	31%	13	21%	21	34%	53	85%
White	180	8	4%	7	4%	37	21%	34	19%	94	52%	165	92%
Multiracial	16	1	6%	0	0%	2	13%	5	31%	8	50%	15	94%
Economically Disadvantaged	103	14	14%	12	12%	26	25%	21	20%	30	29%	77	75%
Not Economically Disadvantaged	284	7	2%	10	4%	57	20%	47	17%	163	57%	267	94%
English Language Learner	8	6	75%	2	25%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	379	15	4%	20	5%	83	22%	68	18%	193	51%	344	91%
Not in Foster Care	387	21	5%	22	6%	83	21%	68	18%	193	50%	344	89%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	384	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	387	21	5%	22	6%	83	21%	68	18%	193	50%	344	89%
Parent Not in Armed Forces	387	21	5%	22	6%	83	21%	68	18%	193	50%	344	89%

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	352	12	3%	17	5%	57	16%	111	32%	155	44%	323	92%
Female	174	6	3%	7	4%	30	17%	56	32%	75	43%	161	93%
Male	178	6	3%	10	6%	27	15%	55	31%	80	45%	162	91%
General Education Students	268	4	1%	5	2%	31	12%	80	30%	148	55%	259	97%
Students with Disabilities	84	8	10%	12	14%	26	31%	31	37%	7	8%	64	76%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	0	0%	7	13%	13	24%	33	61%	53	98%
Black or African American	51	3	6%	6	12%	15	29%	15	29%	12	24%	42	82%
Hispanic or Latino	43	1	2%	4	9%	11	26%	16	37%	11	26%	38	88%
White	190	6	3%	7	4%	22	12%	61	32%	94	49%	177	93%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	0	0%	2	14%	6	43%	5	36%	13	93%
Economically Disadvantaged	81	7	9%	9	11%	22	27%	19	23%	24	30%	65	80%
Not Economically Disadvantaged	271	5	2%	8	3%	35	13%	92	34%	131	48%	258	95%
English Language Learner	12	3	25%	4	33%	3	25%	2	17%	0	0%	5	42%
Non-English Language Learner	340	9	3%	13	4%	54	16%	109	32%	155	46%	318	94%
Not in Foster Care	352	12	3%	17	5%	57	16%	111	32%	155	44%	323	92%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	350	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	352	12	3%	17	5%	57	16%	111	32%	155	44%	323	92%
Parent Not in Armed Forces	352	12	3%	17	5%	57	16%	111	32%	155	44%	323	92%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	375	15	4%	360	96%	10	3%	16	4%	45	12%	289	77%	334	89%
Female	180	6	3%	174	97%	3	2%	9	5%	12	7%	150	83%	162	90%
Male	195	9	5%	186	95%	7	4%	7	4%	33	17%	139	71%	172	88%
General Education Students	296	11	4%	285	96%	6	2%	5	2%	23	8%	251	85%	274	93%
Students with Disabilities	79	4	5%	75	95%	4	5%	11	14%	22	28%	38	48%	60	76%
Asian or Native Hawaiian/Other Pacific Islander	64	3	5%	61	95%	1	2%	0	0%	6	9%	54	84%	60	94%
Black or African American	38	3	8%	35	92%	0	0%	5	13%	5	13%	25	66%	30	79%
Hispanic or Latino	60	3	5%	57	95%	5	8%	6	10%	11	18%	35	58%	46	77%
White	199	5	3%	194	97%	3	2%	5	3%	21	11%	165	83%	186	93%
Multiracial	14	1	7%	13	93%	1	7%	0	0%	2	14%	10	71%	12	86%
Economically Disadvantaged	82	8	10%	74	90%	5	6%	5	6%	15	18%	49	60%	64	78%
Not Economically Disadvantaged	293	7	2%	286	98%	5	2%	11	4%	30	10%	240	82%	270	92%
English Language Learner	9	1	11%	8	89%	6	67%	2	22%	0	0%	0	0%	0	0%
Non-English Language Learner	366	14	4%	352	96%	4	1%	14	4%	45	12%	289	79%	334	91%
Not in Foster Care	375	15	4%	360	96%	10	3%	16	4%	45	12%	289	77%	334	89%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	15	—	358	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	375	15	4%	360	96%	10	3%	16	4%	45	12%	289	77%	334	89%
Parent Not in Armed Forces	375	15	4%	360	96%	10	3%	16	4%	45	12%	289	77%	334	89%

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	66	7	11	59	89
Female	47	4	9	43	91
Male	19	3	16	16	84
General Education Students	64	7	11	57	89
Students with Disabilities	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	16	2	13	14	88
Black or African American	6	2	33	4	67
Hispanic or Latino	4	1	25	3	75
White	37	1	3	36	97
Multiracial	3	1	33	2	67
Economically Disadvantaged	5	2	40	3	60
Not Economically Disadvantaged	61	5	8	56	92
Non-English Language Learner	66	7	11	59	89
Not in Foster Care	66	7	11	59	89
Not Homeless	66	7	11	59	89
Not Migrant	66	7	11	59	89
Parent Not in Armed Forces	66	7	11	59	89

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	375	95	25%	280	75%	8	2%	6	2%	44	12%	222	59%	266	71%
Female	180	42	23%	138	77%	3	2%	1	1%	21	12%	113	63%	134	74%
Male	195	53	27%	142	73%	5	3%	5	3%	23	12%	109	56%	132	68%
General Education Students	296	44	15%	252	85%	7	2%	6	2%	34	11%	205	69%	239	81%
Students with Disabilities	79	51	65%	28	35%	1	1%	0	0%	10	13%	17	22%	27	34%
Asian or Native Hawaiian/Other Pacific Islander	64	7	11%	57	89%	1	2%	0	0%	6	9%	50	78%	56	88%
Black or African American	38	17	45%	21	55%	4	11%	2	5%	2	5%	13	34%	15	39%
Hispanic or Latino	60	21	35%	39	65%	2	3%	3	5%	13	22%	21	35%	34	57%
White	199	45	23%	154	77%	1	1%	1	1%	22	11%	130	65%	152	76%
Multiracial	14	5	36%	9	64%	0	0%	0	0%	1	7%	8	57%	9	64%
Economically Disadvantaged	82	28	34%	54	66%	7	9%	3	4%	11	13%	33	40%	44	54%
Not Economically Disadvantaged	293	67	23%	226	77%	1	0%	3	1%	33	11%	189	65%	222	76%
English Language Learner	9	1	11%	8	89%	4	44%	2	22%	2	22%	0	0%	2	22%
Non-English Language Learner	366	94	26%	272	74%	4	1%	4	1%	42	11%	222	61%	264	72%
Not in Foster Care	375	95	25%	280	75%	8	2%	6	2%	44	12%	222	59%	266	71%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	93	—	280	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	375	95	25%	280	75%	8	2%	6	2%	44	12%	222	59%	266	71%
Parent Not in Armed Forces	375	95	25%	280	75%	8	2%	6	2%	44	12%	222	59%	266	71%

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	356	89	25	267	75
Female	171	39	23	132	77
Male	185	50	27	135	73
General Education Students	283	42	15	241	85
Students with Disabilities	73	47	64	26	36
Asian or Native Hawaiian/Other Pacific Islander	61	6	10	55	90
Black or African American	36	17	47	19	53
Hispanic or Latino	53	19	36	34	64
White	193	42	22	151	78
Multiracial	13	5	38	8	62
Economically Disadvantaged	70	24	34	46	66
Not Economically Disadvantaged	286	65	23	221	77
English Language Learner	5	0	0	5	100
Non-English Language Learner	351	89	25	262	75
Not in Foster Care	356	89	25	267	75
Homeless	2	2	100	0	0
Not Homeless	354	87	25	267	75
Not Migrant	356	89	25	267	75
Parent Not in Armed Forces	356	89	25	267	75

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	375	66	18%	309	82%	7	2%	16	4%	107	29%	179	48%	286	76%
Female	180	29	16%	151	84%	4	2%	8	4%	49	27%	90	50%	139	77%
Male	195	37	19%	158	81%	3	2%	8	4%	58	30%	89	46%	147	75%
General Education Students	296	25	8%	271	92%	5	2%	11	4%	87	29%	168	57%	255	86%
Students with Disabilities	79	41	52%	38	48%	2	3%	5	6%	20	25%	11	14%	31	39%
Asian or Native Hawaiian/Other Pacific Islander	64	4	6%	60	94%	0	0%	2	3%	12	19%	46	72%	58	91%
Black or African American	38	12	32%	26	68%	3	8%	2	5%	14	37%	7	18%	21	55%
Hispanic or Latino	60	18	30%	42	70%	4	7%	6	10%	18	30%	14	23%	32	53%
White	199	30	15%	169	85%	0	0%	6	3%	59	30%	104	52%	163	82%
Multiracial	14	2	14%	12	86%	0	0%	0	0%	4	29%	8	57%	12	86%
Economically Disadvantaged	82	22	27%	60	73%	7	9%	5	6%	25	30%	23	28%	48	59%
Not Economically Disadvantaged	293	44	15%	249	85%	0	0%	11	4%	82	28%	156	53%	238	81%
English Language Learner	9	3	33%	6	67%	3	33%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	366	63	17%	303	83%	4	1%	14	4%	106	29%	179	49%	285	78%
Not in Foster Care	375	66	18%	309	82%	7	2%	16	4%	107	29%	179	48%	286	76%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	64	—	309	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	375	66	18%	309	82%	7	2%	16	4%	107	29%	179	48%	286	76%
Parent Not in Armed Forces	375	66	18%	309	82%	7	2%	16	4%	107	29%	179	48%	286	76%

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	358	59	16	299	84
Female	171	26	15	145	85
Male	187	33	18	154	82
General Education Students	285	22	8	263	92
Students with Disabilities	73	37	51	36	49
Asian or Native Hawaiian/Other Pacific Islander	62	3	5	59	95
Black or African American	37	12	32	25	68
Hispanic or Latino	54	16	30	38	70
White	193	26	13	167	87
Multiracial	12	2	17	10	83
Economically Disadvantaged	71	18	25	53	75
Not Economically Disadvantaged	287	41	14	246	86
English Language Learner	5	1	20	4	80
Non-English Language Learner	353	58	16	295	84
Not in Foster Care	358	59	16	299	84
Homeless	2	2	100	0	0
Not Homeless	356	57	16	299	84
Not Migrant	358	59	16	299	84
Parent Not in Armed Forces	358	59	16	299	84

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	375	303	81%	72	19%	1	0%	0	0%	66	18%	5	1%	71	19%
Female	180	145	81%	35	19%	1	1%	0	0%	32	18%	2	1%	34	19%
Male	195	158	81%	37	19%	0	0%	0	0%	34	17%	3	2%	37	19%
General Education Students	296	230	78%	66	22%	0	0%	0	0%	63	21%	3	1%	66	22%
Students with Disabilities	79	73	92%	6	8%	1	1%	0	0%	3	4%	2	3%	5	6%
Asian or Native Hawaiian/Other Pacific Islander	64	38	59%	26	41%	0	0%	0	0%	26	41%	0	0%	26	41%
Black or African American	38	33	87%	5	13%	1	3%	0	0%	4	11%	0	0%	4	11%
Hispanic or Latino	60	54	90%	6	10%	0	0%	0	0%	5	8%	1	2%	6	10%
White	199	166	83%	33	17%	0	0%	0	0%	30	15%	3	2%	33	17%
Multiracial	14	12	86%	2	14%	0	0%	0	0%	1	7%	1	7%	2	14%
Economically Disadvantaged	82	74	90%	8	10%	1	1%	0	0%	5	6%	2	2%	7	9%
Not Economically Disadvantaged	293	229	78%	64	22%	0	0%	0	0%	61	21%	3	1%	64	22%
English Language Learner	9	7	78%	2	22%	0	0%	0	0%	2	22%	0	0%	2	22%
Non-English Language Learner	366	296	81%	70	19%	1	0%	0	0%	64	17%	5	1%	69	19%
Not in Foster Care	375	303	81%	72	19%	1	0%	0	0%	66	18%	5	1%	71	19%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	301	—	72	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	375	303	81%	72	19%	1	0%	0	0%	66	18%	5	1%	71	19%
Parent Not in Armed Forces	375	303	81%	72	19%	1	0%	0	0%	66	18%	5	1%	71	19%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	344	282	82	62	18
Female	166	135	81	31	19
Male	178	147	83	31	17
General Education Students	274	214	78	60	22
Students with Disabilities	70	68	97	2	3
Asian or Native Hawaiian/Other Pacific Islander	62	36	58	26	42
Black or African American	35	33	94	2	6
Hispanic or Latino	48	45	94	3	6
White	187	157	84	30	16
Multiracial	12	11	92	1	8
Economically Disadvantaged	65	62	95	3	5
Not Economically Disadvantaged	279	220	79	59	21
English Language Learner	2	2	100	0	0
Non-English Language Learner	342	280	82	62	18
Not in Foster Care	344	282	82	62	18
Homeless	2	2	100	0	0
Not Homeless	342	280	82	62	18
Not Migrant	344	282	82	62	18
Parent Not in Armed Forces	344	282	82	62	18

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	375	295	79%	80	21%	1	0%	1	0%	74	20%	4	1%	78	21%
Female	180	136	76%	44	24%	0	0%	1	1%	40	22%	3	2%	43	24%
Male	195	159	82%	36	18%	1	1%	0	0%	34	17%	1	1%	35	18%
General Education Students	296	221	75%	75	25%	1	0%	1	0%	69	23%	4	1%	73	25%
Students with Disabilities	79	74	94%	5	6%	0	0%	0	0%	5	6%	0	0%	5	6%
Asian or Native Hawaiian/Other Pacific Islander	64	40	63%	24	38%	0	0%	0	0%	23	36%	1	2%	24	38%
Black or African American	38	33	87%	5	13%	0	0%	1	3%	4	11%	0	0%	4	11%
Hispanic or Latino	60	52	87%	8	13%	0	0%	0	0%	6	10%	2	3%	8	13%
White	199	158	79%	41	21%	1	1%	0	0%	39	20%	1	1%	40	20%
Multiracial	14	12	86%	2	14%	0	0%	0	0%	2	14%	0	0%	2	14%
Economically Disadvantaged	82	75	91%	7	9%	0	0%	1	1%	4	5%	2	2%	6	7%
Not Economically Disadvantaged	293	220	75%	73	25%	1	0%	0	0%	70	24%	2	1%	72	25%
English Language Learner	9	7	78%	2	22%	1	11%	1	11%	0	0%	0	0%	0	0%
Non-English Language Learner	366	288	79%	78	21%	0	0%	0	0%	74	20%	4	1%	78	21%
Not in Foster Care	375	295	79%	80	21%	1	0%	1	0%	74	20%	4	1%	78	21%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	293	—	80	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	375	295	79%	80	21%	1	0%	1	0%	74	20%	4	1%	78	21%
Parent Not in Armed Forces	375	295	79%	80	21%	1	0%	1	0%	74	20%	4	1%	78	21%

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	356	284	80	72	20
Female	172	132	77	40	23
Male	184	152	83	32	17
General Education Students	283	216	76	67	24
Students with Disabilities	73	68	93	5	7
Asian or Native Hawaiian/Other Pacific Islander	62	39	63	23	37
Black or African American	36	33	92	3	8
Hispanic or Latino	53	48	91	5	9
White	192	153	80	39	20
Multiracial	13	11	85	2	15
Economically Disadvantaged	72	68	94	4	6
Not Economically Disadvantaged	284	216	76	68	24
English Language Learner	5	5	100	0	0
Non-English Language Learner	351	279	79	72	21
Not in Foster Care	356	284	80	72	20
Homeless	2	2	100	0	0
Not Homeless	354	282	80	72	20
Not Migrant	356	284	80	72	20
Parent Not in Armed Forces	356	284	80	72	20

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 9	10	0	0%	10	100%	2	20%	0	0%	0	0%	6	60%	2	20%
Grade 10	8	0	0%	8	100%	0	0%	2	25%	3	38%	2	25%	1	13%
Grade 11	11	1	9%	10	91%	0	0%	0	0%	2	20%	6	60%	2	20%
Grade 12	13	2	15%	11	85%	0	0%	2	18%	4	36%	5	45%	0	0%

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	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—

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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	1,473	\$443,474	\$301	\$26,161,667	\$17,761	\$26,605,141	\$18,062
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	166	7	4%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	163	1	1%
THIS DISTRICT	639	3	0%
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	375	363	97%	250	67%	112	30%	1	0%	0	0%	11	3%	0	0%	1	0%
Female	180	175	97%	123	68%	52	29%	0	0%	0	0%	5	3%	0	0%	0	0%
Male	195	188	96%	127	65%	60	31%	1	1%	0	0%	6	3%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	296	290	98%	227	77%	63	21%	0	0%	0	0%	5	2%	0	0%	1	0%
Students with Disabilities	79	73	92%	23	29%	49	62%	1	1%	0	0%	6	8%	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	64	63	98%	55	86%	8	13%	0	0%	0	0%	1	2%	0	0%	0	0%
Black or African American	38	37	97%	15	39%	22	58%	0	0%	0	0%	1	3%	0	0%	0	0%
Hispanic or Latino	60	56	93%	26	43%	30	50%	0	0%	0	0%	3	5%	0	0%	1	2%
White	199	193	97%	147	74%	45	23%	1	1%	0	0%	6	3%	0	0%	0	0%
Multiracial	14	14	100%	7	50%	7	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	82	75	91%	35	43%	40	49%	0	0%	0	0%	6	7%	0	0%	1	1%
Not Economically Disadvantaged	293	288	98%	215	73%	72	25%	1	0%	0	0%	5	2%	0	0%	0	0%
English Language Learner	9	4	44%	0	0%	4	44%	0	0%	0	0%	4	44%	0	0%	1	11%
Non-English Language Learner	366	359	98%	250	68%	108	30%	1	0%	0	0%	7	2%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	375	363	97%	250	67%	112	30%	1	0%	0	0%	11	3%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	373	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	375	363	97%	250	67%	112	30%	1	0%	0	0%	11	3%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	375	363	97%	250	67%	112	30%	1	0%	0	0%	11	3%	0	0%	1	0%

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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HALF HOLLOW HILLS HIGH SCHOOL WEST - 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 INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Combined	2	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Combined	2	—	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	1	—	—	—
English Language Learner	—	—	—	—
Students with Disabilities	1	—	—	—
Economically Disadvantaged	1	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	—	1	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	1	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	1	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	—	1	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	1	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	1	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	259	209.3	183.6	4
	Math	177	150.3		
	Science	208	195		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	58	223.3	191	4
	Math	45	143.3		
	Science	50	214		
Black or African American	ELA	31	182.3	142.9	3
	Math	19	94.7		
	Science	25	156		
Hispanic or Latino	ELA	24	189.6	170.6	4
	Math	12	141.7		
	Science	17	185.3		
Multiracial	ELA	8	243.8	—	—
	Math	8	168.8		
	Science	6	200		
White	ELA	136	212.1	190.8	4
	Math	92	165.2		
	Science	108	197.2		
Students with Disabilities	ELA	53	167	152.2	4
	Math	15	133.3		
	Science	18	158.3		
Economically Disadvantaged	ELA	54	196.3	161.9	4
	Math	28	105.4		
	Science	40	195		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	278	195	149.5	4
	Math	255	104.3		
	Science	272	149.1		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	59	219.5	170.1	4
	Math	57	113.2		
	Science	59	181.4		
Black or African American	ELA	35	161.4	112.6	3
	Math	30	60		
	Science	33	118.2		
Hispanic or Latino	ELA	28	162.5	116.7	3
	Math	25	68		
	Science	26	121.2		
Multiracial	ELA	8	243.8	—	—
	Math	8	168.8		
	Science	8	150		
White	ELA	146	197.6	153.9	4
	Math	133	114.3		
	Science	144	147.9		
Students with Disabilities	ELA	58	152.6	90.8	4
	Math	41	51.2		
	Science	55	57.3		
Economically Disadvantaged	ELA	62	171	116.9	4
	Math	56	52.7		
	Science	59	132.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	253	245	96.8%	96.8%	4
	5-year	334	325	97.3%		
	6-year	312	300	96.2%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	55	54	98.2%	98.7%	4
	5-year	51	51	100%		
	6-year	51	50	98%		
Black or African American	4-year	22	—	—	98.2%	4
	5-year	54	52	96.3%		
	6-year	34	34	100%		
Hispanic or Latino	4-year	29	—	—	85.7%	2
	5-year	30	28	93.3%		
	6-year	32	25	78.1%		
Multiracial	4-year	8	—	—	—	—
	5-year	12	—	—		
	6-year	10	—	—		
White	4-year	138	135	97.8%	97.8%	4
	5-year	185	180	97.3%		
	6-year	185	182	98.4%		
English Language Learner	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	4	—	—		
Students with Disabilities	4-year	44	40	90.9%	90.3%	3
	5-year	67	61	91%		
	6-year	73	65	89%		
Economically Disadvantaged	4-year	61	59	96.7%	91%	3
	5-year	75	69	92%		
	6-year	70	59	84.3%		

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	3	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,063	170	16%	4
American Indian or Alaska Native	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	235	40	17%	4
Black or African American	163	14	8.6%	4
Hispanic or Latino	130	20	15.4%	4
Multiracial	38	6	15.8%	4
White	491	89	18.1%	4
English Language Learner	4	—	—	—
Students with Disabilities	238	55	23.1%	4
Economically Disadvantaged	295	58	19.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	277	93.9%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	✓	60	98.3%
Black or African American	—	35	—
Hispanic or Latino	—	28	—
Multiracial	—	8	—
White	X	144	94.4%
English Language Learner	—	0	—
Students with Disabilities	X	53	94.3%
Economically Disadvantaged	X	60	90%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	254	70.1%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	58	79.3%
Black or African American	—	30	—
Hispanic or Latino	—	25	—
Multiracial	—	8	—
White	X	131	70.2%
English Language Learner	—	0	—
Students with Disabilities	—	37	—
Economically Disadvantaged	X	54	51.9%

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

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	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.

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	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.

GRADE 8 SCIENCE RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	290	2	1%	10	3%	30	10%	47	16%	201	69%	278	96%
Female	132	0	0%	2	2%	15	11%	20	15%	95	72%	130	98%
Male	158	2	1%	8	5%	15	9%	27	17%	106	67%	148	94%
General Education Students	237	1	0%	4	2%	16	7%	34	14%	182	77%	232	98%
Students with Disabilities	53	1	2%	6	11%	14	26%	13	25%	19	36%	46	87%
Asian or Native Hawaiian/Other Pacific Islander	64	0	0%	1	2%	2	3%	5	8%	56	88%	63	98%
Black or African American	50	1	2%	3	6%	9	18%	15	30%	22	44%	46	92%
Hispanic or Latino	41	0	0%	1	2%	10	24%	8	20%	22	54%	40	98%
White	123	1	1%	5	4%	9	7%	17	14%	91	74%	117	95%
Multiracial	12	0	0%	0	0%	0	0%	2	17%	10	83%	12	100%
Economically Disadvantaged	79	1	1%	6	8%	12	15%	18	23%	42	53%	72	91%
Not Economically Disadvantaged	211	1	0%	4	2%	18	9%	29	14%	159	75%	206	98%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	289	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	290	2	1%	10	3%	30	10%	47	16%	201	69%	278	96%
Not Homeless	290	2	1%	10	3%	30	10%	47	16%	201	69%	278	96%
Not Migrant	290	2	1%	10	3%	30	10%	47	16%	201	69%	278	96%
Parent Not in Armed Forces	290	2	1%	10	3%	30	10%	47	16%	201	69%	278	96%

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	183	6	3%	12	7%	67	37%	46	25%	52	28%	165	90%
Female	95	2	2%	6	6%	30	32%	25	26%	32	34%	87	92%
Male	88	4	5%	6	7%	37	42%	21	24%	20	23%	78	89%
General Education Students	140	2	1%	8	6%	40	29%	41	29%	49	35%	130	93%
Students with Disabilities	43	4	9%	4	9%	27	63%	5	12%	3	7%	35	81%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	1	3%	11	32%	7	21%	15	44%	33	97%
Black or African American	41	2	5%	4	10%	18	44%	11	27%	6	15%	35	85%
Hispanic or Latino	26	1	4%	5	19%	13	50%	3	12%	4	15%	20	77%
White	74	3	4%	1	1%	21	28%	24	32%	25	34%	70	95%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	4	50%	1	13%	2	25%	7	88%
Economically Disadvantaged	63	2	3%	7	11%	25	40%	14	22%	15	24%	54	86%
Not Economically Disadvantaged	120	4	3%	5	4%	42	35%	32	27%	37	31%	111	93%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	182	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	183	6	3%	12	7%	67	37%	46	25%	52	28%	165	90%
Not Homeless	183	6	3%	12	7%	67	37%	46	25%	52	28%	165	90%
Not Migrant	183	6	3%	12	7%	67	37%	46	25%	52	28%	165	90%
Parent Not in Armed Forces	183	6	3%	12	7%	67	37%	46	25%	52	28%	165	90%

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	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%
Female	91	5	5%	4	4%	35	38%	9	10%	38	42%	82	90%
Male	113	3	3%	7	6%	43	38%	17	15%	43	38%	103	91%
General Education Students	183	8	4%	7	4%	64	35%	26	14%	78	43%	168	92%
Students with Disabilities	21	0	0%	4	19%	14	67%	0	0%	3	14%	17	81%
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	0	0%	17	30%	7	13%	32	57%	56	100%
Black or African American	26	2	8%	5	19%	16	62%	1	4%	2	8%	19	73%
Hispanic or Latino	20	4	20%	0	0%	10	50%	2	10%	4	20%	16	80%
White	97	2	2%	6	6%	31	32%	16	16%	42	43%	89	92%
Multiracial	5	0	0%	0	0%	4	80%	0	0%	1	20%	5	100%
Economically Disadvantaged	47	4	9%	4	9%	26	55%	5	11%	8	17%	39	83%
Not Economically Disadvantaged	157	4	3%	7	4%	52	33%	21	13%	73	46%	146	93%
Non-English Language Learner	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%
Not in Foster Care	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%
Not Homeless	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%
Not Migrant	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%
Parent Not in Armed Forces	204	8	4%	11	5%	78	38%	26	13%	81	40%	185	91%

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	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%
Female	96	1	1%	5	5%	21	22%	34	35%	35	36%	90	94%
Male	92	1	1%	4	4%	25	27%	31	34%	31	34%	87	95%
General Education Students	168	2	1%	8	5%	37	22%	62	37%	59	35%	158	94%
Students with Disabilities	20	0	0%	1	5%	9	45%	3	15%	7	35%	19	95%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	2	4%	11	21%	15	29%	24	46%	50	96%
Black or African American	19	1	5%	4	21%	4	21%	4	21%	6	32%	14	74%
Hispanic or Latino	19	0	0%	1	5%	7	37%	7	37%	4	21%	18	95%
White	86	1	1%	2	2%	22	26%	33	38%	28	33%	83	97%
Multiracial	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	0	0%	2	17%	6	50%	4	33%	12	100%
Economically Disadvantaged	28	0	0%	3	11%	15	54%	5	18%	5	18%	25	89%
Not Economically Disadvantaged	160	2	1%	6	4%	31	19%	60	38%	61	38%	152	95%
Non-English Language Learner	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%
Not in Foster Care	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%
Not Homeless	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%
Not Migrant	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%
Parent Not in Armed Forces	188	2	1%	9	5%	46	24%	65	35%	66	35%	177	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	240	8	3%	16	7%	79	33%	137	57%	216	90%
Female	106	4	4%	9	8%	31	29%	62	58%	93	88%
Male	134	4	3%	7	5%	48	36%	75	56%	123	92%
General Education Students	194	1	1%	8	4%	55	28%	130	67%	185	95%
Students with Disabilities	46	7	15%	8	17%	24	52%	7	15%	31	67%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	5	8%	10	17%	44	73%	54	90%
Black or African American	31	3	10%	3	10%	15	48%	10	32%	25	81%
Hispanic or Latino	27	2	7%	3	11%	13	48%	9	33%	22	81%
White	115	1	1%	5	4%	37	32%	72	63%	109	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	61	4	7%	8	13%	33	54%	16	26%	49	80%
Not Economically Disadvantaged	179	4	2%	8	4%	46	26%	121	68%	167	93%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	238	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	240	8	3%	16	7%	79	33%	137	57%	216	90%
Not Homeless	240	8	3%	16	7%	79	33%	137	57%	216	90%
Not Migrant	240	8	3%	16	7%	79	33%	137	57%	216	90%
Parent Not in Armed Forces	240	8	3%	16	7%	79	33%	137	57%	216	90%

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	160	8	5%	19	12%	75	47%	58	36%	133	83%
Female	86	2	2%	11	13%	45	52%	28	33%	73	85%
Male	74	6	8%	8	11%	30	41%	30	41%	60	81%
General Education Students	116	3	3%	11	9%	52	45%	50	43%	102	88%
Students with Disabilities	44	5	11%	8	18%	23	52%	8	18%	31	70%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	28	1	4%	2	7%	11	39%	14	50%	25	89%
Black or African American	43	3	7%	7	16%	24	56%	9	21%	33	77%
Hispanic or Latino	28	1	4%	5	18%	11	39%	11	39%	22	79%
White	56	2	4%	4	7%	28	50%	22	39%	50	89%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	63	5	8%	7	11%	23	37%	28	44%	51	81%
Not Economically Disadvantaged	97	3	3%	12	12%	52	54%	30	31%	82	85%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	159	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	160	8	5%	19	12%	75	47%	58	36%	133	83%
Not Homeless	160	8	5%	19	12%	75	47%	58	36%	133	83%
Not Migrant	160	8	5%	19	12%	75	47%	58	36%	133	83%
Parent Not in Armed Forces	160	8	5%	19	12%	75	47%	58	36%	133	83%

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	181	1	1%	13	7%	86	48%	81	45%	167	92%
Female	89	0	0%	5	6%	36	40%	48	54%	84	94%
Male	92	1	1%	8	9%	50	54%	33	36%	83	90%
General Education Students	169	1	1%	11	7%	78	46%	79	47%	157	93%
Students with Disabilities	12	0	0%	2	17%	8	67%	2	17%	10	83%
Asian or Native Hawaiian/Other Pacific Islander	48	0	0%	0	0%	21	44%	27	56%	48	100%
Black or African American	23	0	0%	6	26%	9	39%	8	35%	17	74%
Hispanic or Latino	22	0	0%	4	18%	12	55%	6	27%	18	82%
White	78	1	1%	3	4%	39	50%	35	45%	74	95%
Multiracial	10	0	0%	0	0%	5	50%	5	50%	10	100%
Economically Disadvantaged	33	0	0%	1	3%	26	79%	6	18%	32	97%
Not Economically Disadvantaged	148	1	1%	12	8%	60	41%	75	51%	135	91%
Non-English Language Learner	181	1	1%	13	7%	86	48%	81	45%	167	92%
Not in Foster Care	181	1	1%	13	7%	86	48%	81	45%	167	92%
Not Homeless	181	1	1%	13	7%	86	48%	81	45%	167	92%
Not Migrant	181	1	1%	13	7%	86	48%	81	45%	167	92%
Parent Not in Armed Forces	181	1	1%	13	7%	86	48%	81	45%	167	92%

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	109	1	1%	7	6%	31	28%	70	64%	101	93%
Female	53	1	2%	5	9%	21	40%	26	49%	47	89%
Male	56	0	0%	2	4%	10	18%	44	79%	54	96%
General Education Students	101	1	1%	5	5%	30	30%	65	64%	95	94%
Students with Disabilities	8	0	0%	2	25%	1	13%	5	63%	6	75%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	1	3%	6	20%	23	77%	29	97%
Black or African American	11	0	0%	1	9%	5	45%	5	45%	10	91%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	53	1	2%	4	8%	17	32%	31	58%	48	91%
Multiracial	9	0	0%	1	11%	1	11%	7	78%	8	89%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	19	0	0%	2	11%	6	32%	11	58%	17	89%
Not Economically Disadvantaged	90	1	1%	5	6%	25	28%	59	66%	84	93%
Non-English Language Learner	109	1	1%	7	6%	31	28%	70	64%	101	93%
Not in Foster Care	109	1	1%	7	6%	31	28%	70	64%	101	93%
Not Homeless	109	1	1%	7	6%	31	28%	70	64%	101	93%
Not Migrant	109	1	1%	7	6%	31	28%	70	64%	101	93%
Parent Not in Armed Forces	109	1	1%	7	6%	31	28%	70	64%	101	93%

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	249	3	1%	12	5%	56	22%	63	25%	115	46%	234	94%
Female	117	2	2%	5	4%	27	23%	30	26%	53	45%	110	94%
Male	132	1	1%	7	5%	29	22%	33	25%	62	47%	124	94%
General Education Students	208	2	1%	5	2%	43	21%	49	24%	109	52%	201	97%
Students with Disabilities	41	1	2%	7	17%	13	32%	14	34%	6	15%	33	80%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	56	1	2%	1	2%	10	18%	9	16%	35	63%	54	96%
Black or African American	41	0	0%	1	2%	11	27%	17	41%	12	29%	40	98%
Hispanic or Latino	35	1	3%	3	9%	10	29%	10	29%	11	31%	31	89%
White	103	1	1%	7	7%	22	21%	23	22%	50	49%	95	92%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	3	21%	4	29%	7	50%	14	100%
Economically Disadvantaged	60	1	2%	5	8%	19	32%	18	30%	17	28%	54	90%
Not Economically Disadvantaged	189	2	1%	7	4%	37	20%	45	24%	98	52%	180	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	248	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	249	3	1%	12	5%	56	22%	63	25%	115	46%	234	94%
Not Homeless	249	3	1%	12	5%	56	22%	63	25%	115	46%	234	94%
Not Migrant	249	3	1%	12	5%	56	22%	63	25%	115	46%	234	94%
Parent Not in Armed Forces	249	3	1%	12	5%	56	22%	63	25%	115	46%	234	94%

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	235	2	1%	13	6%	47	20%	60	26%	113	48%	220	94%
Female	115	0	0%	4	3%	23	20%	32	28%	56	49%	111	97%
Male	120	2	2%	9	8%	24	20%	28	23%	57	48%	109	91%
General Education Students	186	0	0%	5	3%	27	15%	49	26%	105	56%	181	97%
Students with Disabilities	49	2	4%	8	16%	20	41%	11	22%	8	16%	39	80%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	0	0%	2	4%	3	6%	9	19%	33	70%	45	96%
Black or African American	39	1	3%	4	10%	14	36%	11	28%	9	23%	34	87%
Hispanic or Latino	29	0	0%	2	7%	8	28%	10	34%	9	31%	27	93%
White	109	1	1%	5	5%	20	18%	29	27%	54	50%	103	94%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	2	18%	1	9%	8	73%	11	100%
Economically Disadvantaged	70	1	1%	9	13%	20	29%	22	31%	18	26%	60	86%
Not Economically Disadvantaged	165	1	1%	4	2%	27	16%	38	23%	95	58%	160	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	234	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	235	2	1%	13	6%	47	20%	60	26%	113	48%	220	94%
Not Homeless	235	2	1%	13	6%	47	20%	60	26%	113	48%	220	94%
Not Migrant	235	2	1%	13	6%	47	20%	60	26%	113	48%	220	94%
Parent Not in Armed Forces	235	2	1%	13	6%	47	20%	60	26%	113	48%	220	94%

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	286	35	12%	251	88%	3	1%	4	1%	42	15%	202	71%	244	85%
Female	145	16	11%	129	89%	2	1%	2	1%	16	11%	109	75%	125	86%
Male	141	19	13%	122	87%	1	1%	2	1%	26	18%	93	66%	119	84%
General Education Students	227	24	11%	203	89%	1	0%	0	0%	27	12%	175	77%	202	89%
Students with Disabilities	59	11	19%	48	81%	2	3%	4	7%	15	25%	27	46%	42	71%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	6	10%	57	90%	1	2%	2	3%	5	8%	49	78%	54	86%
Black or African American	35	5	14%	30	86%	0	0%	1	3%	10	29%	19	54%	29	83%
Hispanic or Latino	27	4	15%	23	85%	2	7%	0	0%	4	15%	17	63%	21	78%
White	149	17	11%	132	89%	0	0%	1	1%	23	15%	108	72%	131	88%
Multiracial	10	2	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	0	0%	0	0%	0	0%	9	75%	9	75%
Economically Disadvantaged	63	11	17%	52	83%	1	2%	4	6%	7	11%	40	63%	47	75%
Not Economically Disadvantaged	223	24	11%	199	89%	2	1%	0	0%	35	16%	162	73%	197	88%
Non-English Language Learner	286	35	12%	251	88%	3	1%	4	1%	42	15%	202	71%	244	85%
Not in Foster Care	286	35	12%	251	88%	3	1%	4	1%	42	15%	202	71%	244	85%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	34	—	249	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	35	12%	251	88%	3	1%	4	1%	42	15%	202	71%	244	85%
Parent Not in Armed Forces	286	35	12%	251	88%	3	1%	4	1%	42	15%	202	71%	244	85%

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	111	23	21	88	79
Female	65	11	17	54	83
Male	46	12	26	34	74
General Education Students	105	21	20	84	80
Students with Disabilities	6	2	33	4	67
American Indian or Alaska Native	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	30	2	7	28	93
Black or African American	9	4	44	5	56
Hispanic or Latino	9	4	44	5	56
White	60	12	20	48	80
Multiracial	1	0	0	1	100
Economically Disadvantaged	20	7	35	13	65
Not Economically Disadvantaged	91	16	18	75	82
Non-English Language Learner	111	23	21	88	79
Not in Foster Care	111	23	21	88	79
Homeless	1	0	0	1	100
Not Homeless	110	23	21	87	79
Not Migrant	111	23	21	88	79
Parent Not in Armed Forces	111	23	21	88	79

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	286	70	24%	216	76%	3	1%	10	3%	44	15%	159	56%	203	71%
Female	145	30	21%	115	79%	1	1%	5	3%	20	14%	89	61%	109	75%
Male	141	40	28%	101	72%	2	1%	5	4%	24	17%	70	50%	94	67%
General Education Students	227	28	12%	199	88%	3	1%	8	4%	39	17%	149	66%	188	83%
Students with Disabilities	59	42	71%	17	29%	0	0%	2	3%	5	8%	10	17%	15	25%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	11	17%	52	83%	0	0%	5	8%	7	11%	40	63%	47	75%
Black or African American	35	13	37%	22	63%	2	6%	3	9%	6	17%	11	31%	17	49%
Hispanic or Latino	27	8	30%	19	70%	0	0%	1	4%	6	22%	12	44%	18	67%
White	149	36	24%	113	76%	1	1%	1	1%	22	15%	89	60%	111	74%
Multiracial	10	2	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	0	0%	3	25%	7	58%	10	83%
Economically Disadvantaged	63	25	40%	38	60%	0	0%	6	10%	9	14%	23	37%	32	51%
Not Economically Disadvantaged	223	45	20%	178	80%	3	1%	4	2%	35	16%	136	61%	171	77%
Non-English Language Learner	286	70	24%	216	76%	3	1%	10	3%	44	15%	159	56%	203	71%
Not in Foster Care	286	70	24%	216	76%	3	1%	10	3%	44	15%	159	56%	203	71%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	68	—	215	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	70	24%	216	76%	3	1%	10	3%	44	15%	159	56%	203	71%
Parent Not in Armed Forces	286	70	24%	216	76%	3	1%	10	3%	44	15%	159	56%	203	71%

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	273	62	23	211	77
Female	138	26	19	112	81
Male	135	36	27	99	73
General Education Students	224	28	13	196	88
Students with Disabilities	49	34	69	15	31
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	57	7	12	50	88
Black or African American	34	13	38	21	62
Hispanic or Latino	27	8	30	19	70
White	143	32	22	111	78
Multiracial	10	2	20	8	80
Economically Disadvantaged	58	21	36	37	64
Not Economically Disadvantaged	215	41	19	174	81
Non-English Language Learner	273	62	23	211	77
Not in Foster Care	273	62	23	211	77
Homeless	3	2	67	1	33
Not Homeless	270	60	22	210	78
Not Migrant	273	62	23	211	77
Parent Not in Armed Forces	273	62	23	211	77

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	286	50	17%	236	83%	5	2%	18	6%	56	20%	157	55%	213	74%
Female	145	20	14%	125	86%	1	1%	9	6%	26	18%	89	61%	115	79%
Male	141	30	21%	111	79%	4	3%	9	6%	30	21%	68	48%	98	70%
General Education Students	227	14	6%	213	94%	3	1%	13	6%	51	22%	146	64%	197	87%
Students with Disabilities	59	36	61%	23	39%	2	3%	5	8%	5	8%	11	19%	16	27%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	8	13%	55	87%	0	0%	4	6%	9	14%	42	67%	51	81%
Black or African American	35	9	26%	26	74%	4	11%	5	14%	10	29%	7	20%	17	49%
Hispanic or Latino	27	6	22%	21	78%	1	4%	0	0%	9	33%	11	41%	20	74%
White	149	26	17%	123	83%	0	0%	9	6%	26	17%	88	59%	114	77%
Multiracial	10	1	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	0	0%	0	0%	2	17%	9	75%	11	92%
Economically Disadvantaged	63	17	27%	46	73%	2	3%	4	6%	18	29%	22	35%	40	63%
Not Economically Disadvantaged	223	33	15%	190	85%	3	1%	14	6%	38	17%	135	61%	173	78%
Non-English Language Learner	286	50	17%	236	83%	5	2%	18	6%	56	20%	157	55%	213	74%
Not in Foster Care	286	50	17%	236	83%	5	2%	18	6%	56	20%	157	55%	213	74%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	48	—	235	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	50	17%	236	83%	5	2%	18	6%	56	20%	157	55%	213	74%
Parent Not in Armed Forces	286	50	17%	236	83%	5	2%	18	6%	56	20%	157	55%	213	74%

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	274	42	15	232	85
Female	139	16	12	123	88
Male	135	26	19	109	81
General Education Students	224	14	6	210	94
Students with Disabilities	50	28	56	22	44
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	58	4	7	54	93
Black or African American	34	9	26	25	74
Hispanic or Latino	27	6	22	21	78
White	143	22	15	121	85
Multiracial	10	1	10	9	90
Economically Disadvantaged	58	13	22	45	78
Not Economically Disadvantaged	216	29	13	187	87
Non-English Language Learner	274	42	15	232	85
Not in Foster Care	274	42	15	232	85
Homeless	3	2	67	1	33
Not Homeless	271	40	15	231	85
Not Migrant	274	42	15	232	85
Parent Not in Armed Forces	274	42	15	232	85

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	286	175	61%	111	39%	0	0%	0	0%	108	38%	3	1%	111	39%
Female	145	91	63%	54	37%	0	0%	0	0%	54	37%	0	0%	54	37%
Male	141	84	60%	57	40%	0	0%	0	0%	54	38%	3	2%	57	40%
General Education Students	227	124	55%	103	45%	0	0%	0	0%	102	45%	1	0%	103	45%
Students with Disabilities	59	51	86%	8	14%	0	0%	0	0%	6	10%	2	3%	8	14%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	28	44%	35	56%	0	0%	0	0%	35	56%	0	0%	35	56%
Black or African American	35	29	83%	6	17%	0	0%	0	0%	5	14%	1	3%	6	17%
Hispanic or Latino	27	21	78%	6	22%	0	0%	0	0%	5	19%	1	4%	6	22%
White	149	90	60%	59	40%	0	0%	0	0%	58	39%	1	1%	59	40%
Multiracial	10	7	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	7	58%	5	42%	0	0%	0	0%	5	42%	0	0%	5	42%
Economically Disadvantaged	63	47	75%	16	25%	0	0%	0	0%	14	22%	2	3%	16	25%
Not Economically Disadvantaged	223	128	57%	95	43%	0	0%	0	0%	94	42%	1	0%	95	43%
Non-English Language Learner	286	175	61%	111	39%	0	0%	0	0%	108	38%	3	1%	111	39%
Not in Foster Care	286	175	61%	111	39%	0	0%	0	0%	108	38%	3	1%	111	39%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	172	—	111	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	175	61%	111	39%	0	0%	0	0%	108	38%	3	1%	111	39%
Parent Not in Armed Forces	286	175	61%	111	39%	0	0%	0	0%	108	38%	3	1%	111	39%

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	269	164	61	105	39
Female	137	84	61	53	39
Male	132	80	61	52	39
General Education Students	222	122	55	100	45
Students with Disabilities	47	42	89	5	11
American Indian or Alaska Native	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	56	23	41	33	59
Black or African American	33	29	88	4	12
Hispanic or Latino	26	21	81	5	19
White	143	85	59	58	41
Multiracial	9	6	67	3	33
Economically Disadvantaged	55	42	76	13	24
Not Economically Disadvantaged	214	122	57	92	43
Non-English Language Learner	269	164	61	105	39
Not in Foster Care	269	164	61	105	39
Homeless	3	3	100	0	0
Not Homeless	266	161	61	105	39
Not Migrant	269	164	61	105	39
Parent Not in Armed Forces	269	164	61	105	39

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	286	182	64%	104	36%	0	0%	1	0%	100	35%	3	1%	103	36%
Female	145	94	65%	51	35%	0	0%	1	1%	50	34%	0	0%	50	34%
Male	141	88	62%	53	38%	0	0%	0	0%	50	35%	3	2%	53	38%
General Education Students	227	128	56%	99	44%	0	0%	1	0%	95	42%	3	1%	98	43%
Students with Disabilities	59	54	92%	5	8%	0	0%	0	0%	5	8%	0	0%	5	8%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	35	56%	28	44%	0	0%	0	0%	27	43%	1	2%	28	44%
Black or African American	35	29	83%	6	17%	0	0%	0	0%	6	17%	0	0%	6	17%
Hispanic or Latino	27	19	70%	8	30%	0	0%	0	0%	7	26%	1	4%	8	30%
White	149	89	60%	60	40%	0	0%	1	1%	58	39%	1	1%	59	40%
Multiracial	10	8	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	10	83%	2	17%	0	0%	0	0%	2	17%	0	0%	2	17%
Economically Disadvantaged	63	48	76%	15	24%	0	0%	1	2%	14	22%	0	0%	14	22%
Not Economically Disadvantaged	223	134	60%	89	40%	0	0%	0	0%	86	39%	3	1%	89	40%
Non-English Language Learner	286	182	64%	104	36%	0	0%	1	0%	100	35%	3	1%	103	36%
Not in Foster Care	286	182	64%	104	36%	0	0%	1	0%	100	35%	3	1%	103	36%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	179	—	104	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	182	64%	104	36%	0	0%	1	0%	100	35%	3	1%	103	36%
Parent Not in Armed Forces	286	182	64%	104	36%	0	0%	1	0%	100	35%	3	1%	103	36%

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	267	169	63	98	37
Female	139	89	64	50	36
Male	128	80	63	48	38
General Education Students	220	126	57	94	43
Students with Disabilities	47	43	91	4	9
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	57	30	53	27	47
Black or African American	34	29	85	5	15
Hispanic or Latino	26	19	73	7	27
White	141	84	60	57	40
Multiracial	7	5	71	2	29
Economically Disadvantaged	57	44	77	13	23
Not Economically Disadvantaged	210	125	60	85	40
Non-English Language Learner	267	169	63	98	37
Not in Foster Care	267	169	63	98	37
Homeless	2	2	100	0	0
Not Homeless	265	167	63	98	37
Not Migrant	267	169	63	98	37
Parent Not in Armed Forces	267	169	63	98	37

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 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	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 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	40	34	85%	6	15%	0	0%	1	17%	5	83%	0	0%	5	83%
Secondary-Level Math	40	34	85%	6	15%	0	0%	0	0%	6	100%	0	0%	6	100%
Secondary-Level Science	40	34	85%	6	15%	0	0%	0	0%	5	83%	1	17%	6	100%

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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	1,055	\$597,931	\$567	\$26,024,233	\$24,668	\$26,622,164	\$25,234
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	132	7	5%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	129	1	1%
THIS DISTRICT	639	3	0%
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	286	273	95%	207	72%	66	23%	0	0%	1	0%	11	4%	0	0%	1	0%
Female	145	141	97%	112	77%	29	20%	0	0%	0	0%	4	3%	0	0%	0	0%
Male	141	132	94%	95	67%	37	26%	0	0%	1	1%	7	5%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	227	224	99%	194	85%	30	13%	0	0%	0	0%	3	1%	0	0%	0	0%
Students with Disabilities	59	49	83%	13	22%	36	61%	0	0%	1	2%	8	14%	0	0%	1	2%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	63	58	92%	52	83%	6	10%	0	0%	1	2%	4	6%	0	0%	0	0%
Black or African American	35	34	97%	19	54%	15	43%	0	0%	0	0%	1	3%	0	0%	0	0%
Hispanic or Latino	27	27	100%	17	63%	10	37%	0	0%	0	0%	0	0%	0	0%	0	0%
White	149	144	97%	109	73%	35	23%	0	0%	0	0%	4	3%	0	0%	1	1%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	57	90%	37	59%	20	32%	0	0%	1	2%	4	6%	0	0%	1	2%
Not Economically Disadvantaged	223	216	97%	170	76%	46	21%	0	0%	0	0%	7	3%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	286	273	95%	207	72%	66	23%	0	0%	1	0%	11	4%	0	0%	1	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	286	273	95%	207	72%	66	23%	0	0%	1	0%	11	4%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	286	273	95%	207	72%	66	23%	0	0%	1	0%	11	4%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	286	273	95%	207	72%	66	23%	0	0%	1	0%	11	4%	0	0%	1	0%

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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OTSEGO ELEMENTARY 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)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	251	141.8	4
	Math	240	188.5	
	Combined	491	164.7	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	78	142.9	4
	Math	77	198.1	
	Combined	155	170.3	
Black or African American	ELA	27	107.4	2
	Math	25	160	
	Combined	52	132.7	
Hispanic or Latino	ELA	38	136.8	3
	Math	37	173	
	Combined	75	154.7	
Multiracial	ELA	12	158.3	—
	Math	12	204.2	
	Combined	24	—	
White	ELA	95	151.1	4
	Math	88	193.8	
	Combined	183	171.6	
English Language Learner	ELA	30	106.7	4
	Math	29	158.6	
	Combined	59	132.2	
Students with Disabilities	ELA	57	97.4	4
	Math	52	150	
	Combined	109	122.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	73	116.4	4
	Math	69	163.8	
	Combined	142	139.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	278	128.1	3
	Math	277	163.4	
	Combined	555	145.7	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	78	142.9	4
	Math	77	198.1	
	Combined	155	170.3	
Black or African American	ELA	30	96.7	2
	Math	30	133.3	
	Combined	60	115	
Hispanic or Latino	ELA	44	118.2	3
	Math	44	145.5	
	Combined	88	131.8	
Multiracial	ELA	12	158.3	—
	Math	12	204.2	
	Combined	24	—	
White	ELA	115	124.8	3
	Math	115	148.3	
	Combined	230	136.5	
English Language Learner	ELA	31	103.2	4
	Math	32	143.8	
	Combined	63	123.8	
Students with Disabilities	ELA	75	74	4
	Math	74	105.4	
	Combined	149	89.6	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	85	100	3
	Math	84	134.5	
	Combined	169	117.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	42	49%	67%	1.4	4
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	17	—	—	—	—
Multiracial	0	—	—	—	—
White	5	—	—	—	—
English Language Learner	42	49%	67%	1.4	4
Students with Disabilities	14	—	—	—	—
Economically Disadvantaged	27	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	507	102	20.1%	3
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	123	29	23.6%	3
Black or African American	60	9	15%	4
Hispanic or Latino	100	27	27%	2
Multiracial	19	—	—	—
White	203	33	16.3%	3
English Language Learner	64	18	28.1%	3
Students with Disabilities	138	34	24.6%	3
Economically Disadvantaged	170	43	25.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	302	85.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	82	96.3%
Black or African American	—	33	—
Hispanic or Latino	X	52	84.6%
Multiracial	—	13	—
White	X	121	78.5%
English Language Learner	—	28	—
Students with Disabilities	X	80	73.8%
Economically Disadvantaged	X	94	81.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	301	81.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	81	96.3%
Black or African American	—	33	—
Hispanic or Latino	X	51	82.4%
Multiracial	—	13	—
White	X	122	72.1%
English Language Learner	—	28	—
Students with Disabilities	X	79	68.4%
Economically Disadvantaged	X	92	78.3%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—

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

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	92	10	11%	82	89%	16	20%	25	30%	35	43%	6	7%	41	50%
Grade 4	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%
Grade 5	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%
Grade 6	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	303	57	19%	246	81%	48	20%	70	28%	98	40%	30	12%	128	52%

GRADE 3 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	10	11%	82	89%	16	20%	25	30%	35	43%	6	7%	41	50%
Female	47	3	6%	44	94%	7	16%	12	27%	20	45%	5	11%	25	57%
Male	45	7	16%	38	84%	9	24%	13	34%	15	39%	1	3%	16	42%
General Education Students	72	6	8%	66	92%	11	17%	18	27%	31	47%	6	9%	37	56%
Students with Disabilities	20	4	20%	16	80%	5	31%	7	44%	4	25%	0	0%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	4	15%	10	37%	11	41%	2	7%	13	48%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	1	6%	15	94%	4	27%	5	33%	6	40%	0	0%	6	40%
White	41	7	17%	34	83%	8	24%	8	24%	15	44%	3	9%	18	53%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	25	4	16%	21	84%	5	24%	7	33%	9	43%	0	0%	9	43%
Not Economically Disadvantaged	67	6	9%	61	91%	11	18%	18	30%	26	43%	6	10%	32	52%
English Language Learner	12	1	8%	11	92%	4	36%	4	36%	3	27%	0	0%	3	27%
Non-English Language Learner	80	9	11%	71	89%	12	17%	21	30%	32	45%	6	8%	38	54%
Not in Foster Care	92	10	11%	82	89%	16	20%	25	30%	35	43%	6	7%	41	50%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	91	10	11%	81	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	10	11%	82	89%	16	20%	25	30%	35	43%	6	7%	41	50%
Parent Not in Armed Forces	92	10	11%	82	89%	16	20%	25	30%	35	43%	6	7%	41	50%

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	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%
Female	51	12	24%	39	76%	2	5%	9	23%	16	41%	12	31%	28	72%
Male	59	16	27%	43	73%	6	14%	11	26%	20	47%	6	14%	26	60%
General Education Students	78	11	14%	67	86%	2	3%	14	21%	33	49%	18	27%	51	76%
Students with Disabilities	32	17	53%	15	47%	6	40%	6	40%	3	20%	0	0%	3	20%
Asian or Native Hawaiian/Other Pacific Islander	31	3	10%	28	90%	0	0%	10	36%	13	46%	5	18%	18	64%
Black or African American	15	3	20%	12	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	5	26%	14	74%	2	14%	2	14%	7	50%	3	21%	10	71%
White	43	17	40%	26	60%	2	8%	4	15%	13	50%	7	27%	20	77%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	3	18%	14	82%	4	29%	4	29%	3	21%	3	21%	6	43%
Economically Disadvantaged	43	14	33%	29	67%	6	21%	10	34%	8	28%	5	17%	13	45%
Not Economically Disadvantaged	67	14	21%	53	79%	2	4%	10	19%	28	53%	13	25%	41	77%
English Language Learner	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	102	24	24%	78	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%
Not Homeless	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%
Not Migrant	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%
Parent Not in Armed Forces	110	28	25%	82	75%	8	10%	20	24%	36	44%	18	22%	54	66%

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	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%
Female	43	5	12%	38	88%	10	26%	12	32%	14	37%	2	5%	16	42%
Male	56	12	21%	44	79%	14	32%	13	30%	13	30%	4	9%	17	39%
General Education Students	73	9	12%	64	88%	12	19%	22	34%	24	38%	6	9%	30	47%
Students with Disabilities	26	8	31%	18	69%	12	67%	3	17%	3	17%	0	0%	3	17%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	3	13%	20	87%	8	40%	4	20%	7	35%	1	5%	8	40%
Black or African American	13	2	15%	11	85%	4	36%	5	45%	1	9%	1	9%	2	18%
Hispanic or Latino	16	4	25%	12	75%	5	42%	1	8%	5	42%	1	8%	6	50%
White	38	6	16%	32	84%	6	19%	10	31%	13	41%	3	9%	16	50%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	5	71%	1	14%	0	0%	1	14%
Economically Disadvantaged	26	5	19%	21	81%	9	43%	9	43%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	73	12	16%	61	84%	15	25%	16	26%	24	39%	6	10%	30	49%
English Language Learner	8	1	13%	7	88%	7	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	91	16	18%	75	82%	17	23%	25	33%	27	36%	6	8%	33	44%
Not in Foster Care	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%
Not Homeless	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%
Not Migrant	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%
Parent Not in Armed Forces	99	17	17%	82	83%	24	29%	25	30%	27	33%	6	7%	33	40%

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	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	91	17	19%	74	81%	2	3%	8	11%	32	43%	32	43%	64	86%
Grade 4	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%
Grade 5	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%
Grade 6	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 6	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	302	66	22%	236	78%	20	8%	33	14%	106	45%	77	33%	183	78%

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	91	17	19%	74	81%	2	3%	8	11%	32	43%	32	43%	64	86%
Female	46	7	15%	39	85%	1	3%	4	10%	17	44%	17	44%	34	87%
Male	45	10	22%	35	78%	1	3%	4	11%	15	43%	15	43%	30	86%
General Education Students	71	10	14%	61	86%	1	2%	6	10%	26	43%	28	46%	54	89%
Students with Disabilities	20	7	35%	13	65%	1	8%	2	15%	6	46%	4	31%	10	77%
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	0	0%	1	4%	12	44%	14	52%	26	96%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	1	7%	14	93%	1	7%	2	14%	8	57%	3	21%	11	79%
White	41	14	34%	27	66%	1	4%	4	15%	9	33%	13	48%	22	81%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	24	4	17%	20	83%	1	5%	3	15%	9	45%	7	35%	16	80%
Not Economically Disadvantaged	67	13	19%	54	81%	1	2%	5	9%	23	43%	25	46%	48	89%
English Language Learner	12	1	8%	11	92%	1	9%	1	9%	5	45%	4	36%	9	82%
Non-English Language Learner	79	16	20%	63	80%	1	2%	7	11%	27	43%	28	44%	55	87%
Not in Foster Care	91	17	19%	74	81%	2	3%	8	11%	32	43%	32	43%	64	86%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	17	19%	73	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	91	17	19%	74	81%	2	3%	8	11%	32	43%	32	43%	64	86%
Parent Not in Armed Forces	91	17	19%	74	81%	2	3%	8	11%	32	43%	32	43%	64	86%

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	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%
Female	51	11	22%	40	78%	2	5%	8	20%	19	48%	11	28%	30	75%
Male	59	19	32%	40	68%	4	10%	2	5%	21	53%	13	33%	34	85%
General Education Students	78	11	14%	67	86%	2	3%	7	10%	35	52%	23	34%	58	87%
Students with Disabilities	32	19	59%	13	41%	4	31%	3	23%	5	38%	1	8%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	31	4	13%	27	87%	2	7%	3	11%	11	41%	11	41%	22	81%
Black or African American	15	4	27%	11	73%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	5	26%	14	74%	3	21%	1	7%	7	50%	3	21%	10	71%
White	43	17	40%	26	60%	1	4%	1	4%	15	58%	9	35%	24	92%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	4	24%	13	76%	0	0%	5	38%	7	54%	1	8%	8	62%
Economically Disadvantaged	43	15	35%	28	65%	5	18%	5	18%	12	43%	6	21%	18	64%
Not Economically Disadvantaged	67	15	22%	52	78%	1	2%	5	10%	28	54%	18	35%	46	88%
English Language Learner	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	102	26	25%	76	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%
Not Homeless	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%
Not Migrant	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%
Parent Not in Armed Forces	110	30	27%	80	73%	6	8%	10	13%	40	50%	24	30%	64	80%

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	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%
Female	43	5	12%	38	88%	7	18%	5	13%	19	50%	7	18%	26	68%
Male	56	12	21%	44	79%	5	11%	10	23%	15	34%	14	32%	29	66%
General Education Students	73	9	12%	64	88%	6	9%	9	14%	30	47%	19	30%	49	77%
Students with Disabilities	26	8	31%	18	69%	6	33%	6	33%	4	22%	2	11%	6	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	3	13%	20	87%	2	10%	5	25%	8	40%	5	25%	13	65%
Black or African American	13	3	23%	10	77%	1	10%	3	30%	5	50%	1	10%	6	60%
Hispanic or Latino	16	3	19%	13	81%	4	31%	1	8%	4	31%	4	31%	8	62%
White	38	6	16%	32	84%	5	16%	4	13%	12	38%	11	34%	23	72%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	2	29%	5	71%	0	0%	5	71%
Economically Disadvantaged	26	6	23%	20	77%	7	35%	4	20%	5	25%	4	20%	9	45%
Not Economically Disadvantaged	73	11	15%	62	85%	5	8%	11	18%	29	47%	17	27%	46	74%
English Language Learner	8	1	13%	7	88%	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learner	91	16	18%	75	82%	6	8%	14	19%	34	45%	21	28%	55	73%
Not in Foster Care	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%
Not Homeless	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%
Not Migrant	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%
Parent Not in Armed Forces	99	17	17%	82	83%	12	15%	15	18%	34	41%	21	26%	55	67%

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	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	14	0	0%	14	100%	0	0%	2	14%	3	21%	5	36%	4	29%
Grade 1	15	0	0%	15	100%	0	0%	2	13%	2	13%	7	47%	4	27%
Grade 2	7	0	0%	7	100%	1	14%	1	14%	2	29%	2	29%	1	14%
Grade 3	12	0	0%	12	100%	0	0%	1	8%	1	8%	7	58%	3	25%
Grade 4	8	1	13%	7	88%	0	0%	0	0%	1	14%	4	57%	2	29%
Grade 5	8	0	0%	8	100%	0	0%	1	13%	1	13%	3	38%	3	38%

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 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	6	1	17%	5	83%	0	0%	0	0%	2	40%	3	60%	5	100%
Grade 5 Math	6	1	17%	5	83%	0	0%	0	0%	2	40%	3	60%	5	100%
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	585	\$597,236	\$1,021	\$12,483,900	\$21,340	\$13,081,136	\$22,361
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	50	2	4%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	49	0	0%
THIS DISTRICT	639	3	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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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PAUMANOK ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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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)
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- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	182	172.3	4
	Math	185	202.4	
	Combined	367	187.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	53	189.6	4
	Math	55	221.8	
	Combined	108	206	
Black or African American	ELA	25	168	4
	Math	26	196.2	
	Combined	51	182.4	
Hispanic or Latino	ELA	30	131.7	3
	Math	31	166.1	
	Combined	61	149.2	
Multiracial	ELA	17	176.5	4
	Math	16	209.4	
	Combined	33	192.4	
White	ELA	57	178.1	4
	Math	57	204.4	
	Combined	114	191.2	
English Language Learner	ELA	12	91.7	4
	Math	11	136.4	
	Combined	23	113	
Students with Disabilities	ELA	29	139.7	4
	Math	28	148.2	
	Combined	57	143.9	
Economically Disadvantaged	ELA	36	138.9	4
	Math	36	165.3	
	Combined	72	152.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	272	115.3	3
	Math	271	138.2	
	Combined	543	126.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	176.3	4
	Math	57	214	
	Combined	114	195.2	
Black or African American	ELA	45	93.3	2
	Math	45	113.3	
	Combined	90	103.3	
Hispanic or Latino	ELA	48	82.3	2
	Math	48	107.3	
	Combined	96	94.8	
Multiracial	ELA	21	142.9	3
	Math	21	159.5	
	Combined	42	151.2	
White	ELA	102	99.5	2
	Math	101	115.3	
	Combined	203	107.4	
English Language Learner	ELA	16	68.8	3
	Math	16	93.8	
	Combined	32	81.3	
Students with Disabilities	ELA	71	64.8	3
	Math	70	68.6	
	Combined	141	66.7	
Economically Disadvantaged	ELA	67	74.6	2
	Math	67	88.8	
	Combined	134	81.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	21	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	13	—	—	—	—
Multiracial	0	—	—	—	—
White	4	—	—	—	—
English Language Learner	21	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	499	96	19.2%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	27	23.1%	3
Black or African American	81	10	12.3%	4
Hispanic or Latino	87	22	25.3%	3
Multiracial	32	4	12.5%	4
White	182	33	18.1%	3
English Language Learner	32	6	18.8%	4
Students with Disabilities	141	33	23.4%	3
Economically Disadvantaged	126	41	32.5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	292	63.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	62	88.7%
Black or African American	X	48	54.2%
Hispanic or Latino	X	52	57.7%
Multiracial	—	23	—
White	X	107	53.3%
English Language Learner	—	14	—
Students with Disabilities	X	74	39.2%
Economically Disadvantaged	X	74	51.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	291	65%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	62	91.9%
Black or African American	X	48	56.3%
Hispanic or Latino	X	51	60.8%
Multiracial	—	24	—
White	X	106	53.8%
English Language Learner	—	13	—
Students with Disabilities	X	73	38.4%
Economically Disadvantaged	X	73	52.1%

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SIGNAL HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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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.

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- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	153.7	4
	Math	293	191.6	
	Combined	590	172.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	164.6	4
	Math	65	204.6	
	Combined	130	184.6	
Black or African American	ELA	20	145	3
	Math	19	165.8	
	Combined	39	155.1	
Hispanic or Latino	ELA	36	127.8	3
	Math	34	163.2	
	Combined	70	145	
Multiracial	ELA	13	169.2	4
	Math	13	192.3	
	Combined	26	180.8	
White	ELA	163	154.9	4
	Math	162	195.4	
	Combined	325	175.1	
English Language Learner	ELA	19	100	4
	Math	19	136.8	
	Combined	38	118.4	
Students with Disabilities	ELA	50	107	4
	Math	45	156.7	
	Combined	95	130.5	
Economically Disadvantaged	ELA	58	125.9	4
	Math	56	154.5	
	Combined	114	139.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	334	136.7	4
	Math	334	168.1	
	Combined	668	152.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	164.6	4
	Math	65	204.6	
	Combined	130	184.6	
Black or African American	ELA	20	145	3
	Math	20	157.5	
	Combined	40	151.3	
Hispanic or Latino	ELA	42	109.5	3
	Math	41	135.4	
	Combined	83	122.3	
Multiracial	ELA	15	146.7	4
	Math	15	166.7	
	Combined	30	156.7	
White	ELA	195	129.5	3
	Math	196	161.5	
	Combined	391	145.5	
English Language Learner	ELA	19	100	4
	Math	19	136.8	
	Combined	38	118.4	
Students with Disabilities	ELA	63	84.9	4
	Math	63	111.9	
	Combined	126	98.4	
Economically Disadvantaged	ELA	60	121.7	4
	Math	60	144.2	
	Combined	120	132.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	24	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	12	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	24	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	19	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	570	119	20.9%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	108	25	23.1%	3
Black or African American	34	6	17.6%	3
Hispanic or Latino	89	26	29.2%	2
Multiracial	26	—	—	—
White	313	55	17.6%	3
English Language Learner	37	11	29.7%	2
Students with Disabilities	98	18	18.4%	4
Economically Disadvantaged	115	30	26.1%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	355	83.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	66	98.5%
Black or African American	—	22	—
Hispanic or Latino	X	46	78.3%
Multiracial	—	16	—
White	X	205	79.5%
English Language Learner	—	15	—
Students with Disabilities	X	65	75.4%
Economically Disadvantaged	X	65	89.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	355	83.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	66	98.5%
Black or African American	—	22	—
Hispanic or Latino	X	45	77.8%
Multiracial	—	16	—
White	X	206	78.6%
English Language Learner	—	16	—
Students with Disabilities	X	65	67.7%
Economically Disadvantaged	X	65	87.7%

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SUNQUAM ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

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- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	200	155.8	4
	Math	201	183.3	
	Combined	401	169.6	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	41	178	4
	Math	41	201.2	
	Combined	82	189.6	
Black or African American	ELA	27	103.7	2
	Math	27	140.7	
	Combined	54	122.2	
Hispanic or Latino	ELA	25	146	3
	Math	25	132	
	Combined	50	139	
Multiracial	ELA	15	176.7	4
	Math	15	210	
	Combined	30	193.3	
White	ELA	90	160.6	4
	Math	91	196.7	
	Combined	181	178.7	
English Language Learner	ELA	5	60	—
	Math	5	60	
	Combined	10	—	
Students with Disabilities	ELA	36	108.3	4
	Math	37	132.4	
	Combined	73	120.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	52	127.9	3
	Math	52	146.2	
	Combined	104	137	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	228	136.6	4
	Math	228	161.6	
	Combined	456	149.1	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	43	169.8	4
	Math	43	191.9	
	Combined	86	180.8	
Black or African American	ELA	27	103.7	3
	Math	27	140.7	
	Combined	54	122.2	
Hispanic or Latino	ELA	28	130.4	3
	Math	28	117.9	
	Combined	56	124.1	
Multiracial	ELA	16	165.6	4
	Math	16	196.9	
	Combined	32	181.3	
White	ELA	114	126.8	3
	Math	114	157	
	Combined	228	141.9	
English Language Learner	ELA	5	60	—
	Math	5	60	
	Combined	10	—	
Students with Disabilities	ELA	47	83	4
	Math	47	104.3	
	Combined	94	93.6	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	53	125.5	4
	Math	53	143.4	
	Combined	106	134.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	7	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	424	71	16.7%	4
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	65	11	16.9%	3
Black or African American	38	11	28.9%	2
Hispanic or Latino	66	18	27.3%	2
Multiracial	27	—	—	—
White	225	25	11.1%	4
English Language Learner	20	—	—	—
Students with Disabilities	111	21	18.9%	4
Economically Disadvantaged	96	28	29.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	244	83.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	46	91.3%
Black or African American	—	27	—
Hispanic or Latino	—	32	—
Multiracial	—	17	—
White	X	120	75%
English Language Learner	—	8	—
Students with Disabilities	X	48	72.9%
Economically Disadvantaged	X	59	93.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	244	83.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	46	91.3%
Black or African American	—	27	—
Hispanic or Latino	—	32	—
Multiracial	—	17	—
White	X	120	75.8%
English Language Learner	—	8	—
Students with Disabilities	X	48	75%
Economically Disadvantaged	X	59	93.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—

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

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%
Grade 4	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Grade 5	89	23	26%	66	74%	10	15%	27	41%	22	33%	7	11%	29	44%
Grades 3-8	245	50	20%	195	80%	24	12%	58	30%	86	44%	27	14%	113	58%

GRADE 3 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%
Female	46	4	9%	42	91%	3	7%	8	19%	28	67%	3	7%	31	74%
Male	43	6	14%	37	86%	9	24%	14	38%	11	30%	3	8%	14	38%
General Education Students	66	3	5%	63	95%	4	6%	14	22%	39	62%	6	10%	45	71%
Students with Disabilities	23	7	30%	16	70%	8	50%	8	50%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	2	11%	17	89%	0	0%	3	18%	10	59%	4	24%	14	82%
Black or African American	12	0	0%	12	100%	4	33%	3	25%	5	42%	0	0%	5	42%
Hispanic or Latino	10	0	0%	10	100%	3	30%	3	30%	3	30%	1	10%	4	40%
White	43	8	19%	35	81%	3	9%	12	34%	19	54%	1	3%	20	57%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
Economically Disadvantaged	26	2	8%	24	92%	8	33%	7	29%	9	38%	0	0%	9	38%
Not Economically Disadvantaged	63	8	13%	55	87%	4	7%	15	27%	30	55%	6	11%	36	65%
English Language Learner	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	84	10	12%	74	88%	9	12%	20	27%	39	53%	6	8%	45	61%
Not in Foster Care	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%
Not Homeless	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%
Not Migrant	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%
Parent Not in Armed Forces	89	10	11%	79	89%	12	15%	22	28%	39	49%	6	8%	45	57%

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	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Female	36	9	25%	27	75%	1	4%	1	4%	16	59%	9	33%	25	93%
Male	31	8	26%	23	74%	1	4%	8	35%	9	39%	5	22%	14	61%
General Education Students	55	9	16%	46	84%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	3	19%	13	81%	1	8%	4	31%	4	31%	4	31%	8	62%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	4	36%	7	64%	0	0%	0	0%	5	71%	2	29%	7	100%
White	33	10	30%	23	70%	1	4%	4	17%	12	52%	6	26%	18	78%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Economically Disadvantaged	9	3	33%	6	67%	0	0%	2	33%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	58	14	24%	44	76%	2	5%	7	16%	21	48%	14	32%	35	80%
Non-English Language Learner	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Not in Foster Care	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Not Homeless	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Not Migrant	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%
Parent Not in Armed Forces	67	17	25%	50	75%	2	4%	9	18%	25	50%	14	28%	39	78%

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	89	23	26%	66	74%	10	15%	27	41%	22	33%	7	11%	29	44%
Female	53	12	23%	41	77%	7	17%	14	34%	15	37%	5	12%	20	49%
Male	36	11	31%	25	69%	3	12%	13	52%	7	28%	2	8%	9	36%
General Education Students	75	16	21%	59	79%	8	14%	23	39%	22	37%	6	10%	28	47%
Students with Disabilities	14	7	50%	7	50%	2	29%	4	57%	0	0%	1	14%	1	14%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	5	50%	5	50%	0	0%	5	50%
Black or African American	12	0	0%	12	100%	5	42%	5	42%	0	0%	2	17%	2	17%
Hispanic or Latino	11	2	18%	9	82%	2	22%	5	56%	2	22%	0	0%	2	22%
White	45	18	40%	27	60%	3	11%	11	41%	9	33%	4	15%	13	48%
Multiracial	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	1	13%	6	75%	1	13%	7	88%
Economically Disadvantaged	25	5	20%	20	80%	4	20%	9	45%	6	30%	1	5%	7	35%
Not Economically Disadvantaged	64	18	28%	46	72%	6	13%	18	39%	16	35%	6	13%	22	48%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	86	22	26%	64	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	23	26%	66	74%	10	15%	27	41%	22	33%	7	11%	29	44%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	23	26%	64	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	23	26%	66	74%	10	15%	27	41%	22	33%	7	11%	29	44%
Parent Not in Armed Forces	89	23	26%	66	74%	10	15%	27	41%	22	33%	7	11%	29	44%

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	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%
Grade 4	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Grade 5	89	23	26%	66	74%	5	8%	14	21%	31	47%	16	24%	47	71%
Grades 3-8	245	49	20%	196	80%	14	7%	31	16%	100	51%	51	26%	151	77%

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	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%
Female	46	4	9%	42	91%	5	12%	3	7%	24	57%	10	24%	34	81%
Male	43	6	14%	37	86%	3	8%	5	14%	20	54%	9	24%	29	78%
General Education Students	66	3	5%	63	95%	0	0%	6	10%	38	60%	19	30%	57	90%
Students with Disabilities	23	7	30%	16	70%	8	50%	2	13%	6	38%	0	0%	6	38%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	2	11%	17	89%	0	0%	0	0%	8	47%	9	53%	17	100%
Black or African American	12	0	0%	12	100%	3	25%	2	17%	5	42%	2	17%	7	58%
Hispanic or Latino	10	0	0%	10	100%	4	40%	2	20%	4	40%	0	0%	4	40%
White	43	8	19%	35	81%	1	3%	3	9%	24	69%	7	20%	31	89%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	26	2	8%	24	92%	6	25%	3	13%	11	46%	4	17%	15	63%
Not Economically Disadvantaged	63	8	13%	55	87%	2	4%	5	9%	33	60%	15	27%	48	87%
English Language Learner	5	0	0%	5	100%	3	60%	0	0%	2	40%	0	0%	2	40%
Non-English Language Learner	84	10	12%	74	88%	5	7%	8	11%	42	57%	19	26%	61	82%
Not in Foster Care	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%
Not Homeless	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%
Not Migrant	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%
Parent Not in Armed Forces	89	10	11%	79	89%	8	10%	8	10%	44	56%	19	24%	63	80%

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	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Female	36	10	28%	26	72%	1	4%	7	27%	12	46%	6	23%	18	69%
Male	31	6	19%	25	81%	0	0%	2	8%	13	52%	10	40%	23	92%
General Education Students	55	8	15%	47	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	3	19%	13	81%	0	0%	4	31%	7	54%	2	15%	9	69%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	4	36%	7	64%	0	0%	2	29%	2	29%	3	43%	5	71%
White	33	9	27%	24	73%	1	4%	3	13%	12	50%	8	33%	20	83%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	9	3	33%	6	67%	0	0%	3	50%	2	33%	1	17%	3	50%
Not Economically Disadvantaged	58	13	22%	45	78%	1	2%	6	13%	23	51%	15	33%	38	84%
Non-English Language Learner	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Not in Foster Care	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Not Homeless	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Not Migrant	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%
Parent Not in Armed Forces	67	16	24%	51	76%	1	2%	9	18%	25	49%	16	31%	41	80%

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	89	23	26%	66	74%	5	8%	14	21%	31	47%	16	24%	47	71%
Female	53	15	28%	38	72%	3	8%	8	21%	18	47%	9	24%	27	71%
Male	36	8	22%	28	78%	2	7%	6	21%	13	46%	7	25%	20	71%
General Education Students	75	17	23%	58	77%	4	7%	12	21%	27	47%	15	26%	42	72%
Students with Disabilities	14	6	43%	8	57%	1	13%	2	25%	4	50%	1	13%	5	63%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	2	20%	6	60%	2	20%	8	80%
Black or African American	12	0	0%	12	100%	3	25%	5	42%	1	8%	3	25%	4	33%
Hispanic or Latino	11	2	18%	9	82%	2	22%	4	44%	2	22%	1	11%	3	33%
White	45	18	40%	27	60%	0	0%	3	11%	17	63%	7	26%	24	89%
Multiracial	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	0	0%	5	63%	3	38%	8	100%
Economically Disadvantaged	25	5	20%	20	80%	4	20%	6	30%	7	35%	3	15%	10	50%
Not Economically Disadvantaged	64	18	28%	46	72%	1	2%	8	17%	24	52%	13	28%	37	80%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	86	22	26%	64	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	23	26%	66	74%	5	8%	14	21%	31	47%	16	24%	47	71%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	23	26%	64	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	23	26%	66	74%	5	8%	14	21%	31	47%	16	24%	47	71%
Parent Not in Armed Forces	89	23	26%	66	74%	5	8%	14	21%	31	47%	16	24%	47	71%

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	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	0	0%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	503	\$442,780	\$880	\$12,432,949	\$24,718	\$12,875,729	\$25,598
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	45	2	4%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	43	0	0%
THIS DISTRICT	639	3	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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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VANDERBILT ELEMENTARY 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)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	328	171.5	4
	Math	331	199.4	
	Combined	659	185.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	76	188.2	4
	Math	77	209.1	
	Combined	153	198.7	
Black or African American	ELA	37	125.7	3
	Math	37	159.5	
	Combined	74	142.6	
Hispanic or Latino	ELA	46	154.3	4
	Math	46	188	
	Combined	92	171.2	
Multiracial	ELA	19	189.5	4
	Math	20	207.5	
	Combined	39	198.7	
White	ELA	150	177.3	4
	Math	151	206.6	
	Combined	301	192	
English Language Learner	ELA	8	100	—
	Math	7	100	
	Combined	15	—	
Students with Disabilities	ELA	43	89.5	4
	Math	42	132.1	
	Combined	85	110.6	
Economically Disadvantaged	ELA	56	153.6	4
	Math	54	173.1	
	Combined	110	163.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	358	157.1	4
	Math	359	183.8	
	Combined	717	170.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	76	188.2	4
	Math	77	209.1	
	Combined	153	198.7	
Black or African American	ELA	47	98.9	2
	Math	47	125.5	
	Combined	94	112.2	
Hispanic or Latino	ELA	53	134	3
	Math	53	163.2	
	Combined	106	148.6	
Multiracial	ELA	24	150	4
	Math	24	172.9	
	Combined	48	161.5	
White	ELA	161	165.2	4
	Math	162	192.6	
	Combined	323	178.9	
English Language Learner	ELA	8	100	—
	Math	16	150	
	Combined	24	—	
Students with Disabilities	ELA	50	77	4
	Math	50	111	
	Combined	100	94	
Economically Disadvantaged	ELA	65	132.3	4
	Math	66	141.7	
	Combined	131	137	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	14	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	7	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	14	—	—	—	—
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	615	50	8.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	11	8.7%	4
Black or African American	75	6	8%	4
Hispanic or Latino	105	17	16.2%	3
Multiracial	37	3	8.1%	4
White	271	13	4.8%	4
English Language Learner	36	8	22.2%	3
Students with Disabilities	96	16	16.7%	4
Economically Disadvantaged	131	25	19.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	383	87%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	80	97.5%
Black or African American	X	50	76%
Hispanic or Latino	X	58	81%
Multiracial	—	25	—
White	X	170	88.8%
English Language Learner	—	10	—
Students with Disabilities	X	55	81.8%
Economically Disadvantaged	X	73	82.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	384	87.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	80	98.8%
Black or African American	X	50	76%
Hispanic or Latino	X	59	79.7%
Multiracial	—	25	—
White	X	170	88.8%
English Language Learner	—	11	—
Students with Disabilities	X	55	80%
Economically Disadvantaged	X	74	77%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—

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WEST HOLLOW MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

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- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	603	159	4
	Math	626	187.6	
	Combined	1,229	173.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	159	185.8	4
	Math	156	207.7	
	Combined	315	196.7	
Black or African American	ELA	78	100.6	2
	Math	69	136.2	
	Combined	147	117.3	
Hispanic or Latino	ELA	81	130.2	2
	Math	81	134.6	
	Combined	162	132.4	
Multiracial	ELA	38	175	4
	Math	40	197.5	
	Combined	78	186.5	
White	ELA	247	167.2	4
	Math	280	203	
	Combined	527	186.2	
English Language Learner	ELA	11	40.9	1
	Math	9	55.6	
	Combined	20	47.5	
Students with Disabilities	ELA	102	74.5	3
	Math	101	103	
	Combined	203	88.7	
Economically Disadvantaged	ELA	139	122.3	3
	Math	130	128.8	
	Combined	269	125.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	914	104.9	2
	Math	915	128.4	
	Combined	1,829	116.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	173	170.8	4
	Math	172	188.4	
	Combined	345	179.6	
Black or African American	ELA	112	70.1	2
	Math	112	83.9	
	Combined	224	77	
Hispanic or Latino	ELA	144	73.3	2
	Math	144	75.7	
	Combined	288	74.5	
Multiracial	ELA	48	138.5	3
	Math	48	164.6	
	Combined	96	151.6	
White	ELA	437	94.5	2
	Math	439	129.5	
	Combined	876	112	
English Language Learner	ELA	15	30	1
	Math	17	29.4	
	Combined	32	29.7	
Students with Disabilities	ELA	207	36.7	2
	Math	207	50.2	
	Combined	414	43.5	
Economically Disadvantaged	ELA	219	77.6	2
	Math	219	76.5	
	Combined	438	77.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	11	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	12	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	986	150	15.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	188	24	12.8%	4
Black or African American	120	17	14.2%	4
Hispanic or Latino	161	37	23%	3
Multiracial	51	2	3.9%	4
White	466	70	15%	4
English Language Learner	20	—	—	—
Students with Disabilities	226	52	23%	3
Economically Disadvantaged	244	61	25%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	978	63.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	186	87.6%
Black or African American	X	119	66.4%
Hispanic or Latino	X	158	53.8%
Multiracial	X	51	76.5%
White	X	464	54.1%
English Language Learner	—	20	—
Students with Disabilities	X	218	47.3%
Economically Disadvantaged	X	240	61.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	977	64.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	185	85.4%
Black or African American	X	119	58.8%
Hispanic or Latino	X	157	52.9%
Multiracial	X	51	80.4%
White	X	465	60.7%
English Language Learner	—	20	—
Students with Disabilities	X	218	45.4%
Economically Disadvantaged	X	239	55.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—

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

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	349	104	30%	245	70%	33	13%	69	28%	96	39%	47	19%	143	58%
Grade 7	288	97	34%	191	66%	37	19%	36	19%	61	32%	57	30%	118	62%
Grade 8	341	166	49%	175	51%	23	13%	38	22%	72	41%	42	24%	114	65%
Grades 3-8	979	368	38%	611	62%	93	15%	143	23%	229	37%	146	24%	375	61%

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	349	104	30%	245	70%	33	13%	69	28%	96	39%	47	19%	143	58%
Female	161	51	32%	110	68%	10	9%	37	34%	38	35%	25	23%	63	57%
Male	188	53	28%	135	72%	23	17%	32	24%	58	43%	22	16%	80	59%
General Education Students	272	67	25%	205	75%	11	5%	56	27%	92	45%	46	22%	138	67%
Students with Disabilities	77	37	48%	40	52%	22	55%	13	33%	4	10%	1	3%	5	13%
Asian or Native Hawaiian/Other Pacific Islander	69	7	10%	62	90%	7	11%	12	19%	30	48%	13	21%	43	69%
Black or African American	35	10	29%	25	71%	5	20%	14	56%	6	24%	0	0%	6	24%
Hispanic or Latino	56	25	45%	31	55%	6	19%	9	29%	13	42%	3	10%	16	52%
White	170	58	34%	112	66%	13	12%	31	28%	42	38%	26	23%	68	61%
Multiracial	19	4	21%	15	79%	2	13%	3	20%	5	33%	5	33%	10	67%
Economically Disadvantaged	79	29	37%	50	63%	12	24%	18	36%	14	28%	6	12%	20	40%
Not Economically Disadvantaged	270	75	28%	195	72%	21	11%	51	26%	82	42%	41	21%	123	63%
English Language Learner	11	6	55%	5	45%	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	338	98	29%	240	71%	30	13%	68	28%	95	40%	47	20%	142	59%
Not in Foster Care	349	104	30%	245	70%	33	13%	69	28%	96	39%	47	19%	143	58%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	346	102	29%	244	71%	—	—	—	—	—	—	—	—	—	—
Not Migrant	349	104	30%	245	70%	33	13%	69	28%	96	39%	47	19%	143	58%
Parent Not in Armed Forces	349	104	30%	245	70%	33	13%	69	28%	96	39%	47	19%	143	58%

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	288	97	34%	191	66%	37	19%	36	19%	61	32%	57	30%	118	62%
Female	141	54	38%	87	62%	17	20%	17	20%	30	34%	23	26%	53	61%
Male	147	43	29%	104	71%	20	19%	19	18%	31	30%	34	33%	65	63%
General Education Students	234	69	29%	165	71%	19	12%	31	19%	60	36%	55	33%	115	70%
Students with Disabilities	54	28	52%	26	48%	18	69%	5	19%	1	4%	2	8%	3	12%
Asian or Native Hawaiian/Other Pacific Islander	57	6	11%	51	89%	3	6%	10	20%	21	41%	17	33%	38	75%
Black or African American	40	13	33%	27	68%	11	41%	9	33%	4	15%	3	11%	7	26%
Hispanic or Latino	51	22	43%	29	57%	10	34%	7	24%	5	17%	7	24%	12	41%
White	125	53	42%	72	58%	11	15%	9	13%	26	36%	26	36%	52	72%
Multiracial	15	3	20%	12	80%	2	17%	1	8%	5	42%	4	33%	9	75%
Economically Disadvantaged	71	23	32%	48	68%	18	38%	10	21%	13	27%	7	15%	20	42%
Not Economically Disadvantaged	217	74	34%	143	66%	19	13%	26	18%	48	34%	50	35%	98	69%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	95	34%	188	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	288	97	34%	191	66%	37	19%	36	19%	61	32%	57	30%	118	62%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	285	97	34%	188	66%	—	—	—	—	—	—	—	—	—	—
Not Migrant	288	97	34%	191	66%	37	19%	36	19%	61	32%	57	30%	118	62%
Parent Not in Armed Forces	288	97	34%	191	66%	37	19%	36	19%	61	32%	57	30%	118	62%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	341	166	49%	175	51%	23	13%	38	22%	72	41%	42	24%	114	65%
Female	171	91	53%	80	47%	10	13%	13	16%	35	44%	22	28%	57	71%
Male	170	75	44%	95	56%	13	14%	25	26%	37	39%	20	21%	57	60%
General Education Students	254	113	44%	141	56%	10	7%	29	21%	63	45%	39	28%	102	72%
Students with Disabilities	87	53	61%	34	39%	13	38%	9	26%	9	26%	3	9%	12	35%
Asian or Native Hawaiian/Other Pacific Islander	59	11	19%	48	81%	1	2%	4	8%	26	54%	17	35%	43	90%
Black or African American	44	17	39%	27	61%	8	30%	9	33%	8	30%	2	7%	10	37%
Hispanic or Latino	51	28	55%	23	45%	6	26%	7	30%	7	30%	3	13%	10	43%
White	170	104	61%	66	39%	7	11%	16	24%	27	41%	16	24%	43	65%
Multiracial	17	6	35%	11	65%	1	9%	2	18%	4	36%	4	36%	8	73%
Economically Disadvantaged	89	44	49%	45	51%	12	27%	12	27%	14	31%	7	16%	21	47%
Not Economically Disadvantaged	252	122	48%	130	52%	11	8%	26	20%	58	45%	35	27%	93	72%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	337	166	49%	171	51%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	341	166	49%	175	51%	23	13%	38	22%	72	41%	42	24%	114	65%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	339	166	49%	173	51%	—	—	—	—	—	—	—	—	—	—
Not Migrant	341	166	49%	175	51%	23	13%	38	22%	72	41%	42	24%	114	65%
Parent Not in Armed Forces	341	166	49%	175	51%	23	13%	38	22%	72	41%	42	24%	114	65%

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 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	349	113	32%	236	68%	28	12%	44	19%	112	47%	52	22%	164	69%
Regents 6	—	—	—	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 6	349	112	32%	237	68%	—	—	—	—	—	—	—	—	—	—
Grade 7	288	121	42%	167	58%	20	12%	25	15%	58	35%	64	38%	122	73%
Regents 7	—	—	—	6	2%	0	0%	0	0%	0	0%	6	100%	6	100%
Combined 7	288	115	40%	173	60%	20	12%	25	14%	58	34%	70	40%	128	74%
Grade 8	341	273	80%	68	20%	21	31%	11	16%	34	50%	2	3%	36	53%
Regents 8	—	—	—	154	45%	0	0%	2	1%	1	1%	151	98%	152	99%
Combined 8	341	119	35%	222	65%	21	9%	13	6%	35	16%	153	69%	188	85%
Grades 3-8	979	347	35%	632	65%	—	—	—	—	—	—	—	—	—	—

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

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	349	113	32%	236	68%	28	12%	44	19%	112	47%	52	22%	164	69%
Female	161	55	34%	106	66%	14	13%	20	19%	51	48%	21	20%	72	68%
Male	188	58	31%	130	69%	14	11%	24	18%	61	47%	31	24%	92	71%
General Education Students	272	73	27%	199	73%	10	5%	32	16%	106	53%	51	26%	157	79%
Students with Disabilities	77	40	52%	37	48%	18	49%	12	32%	6	16%	1	3%	7	19%
Asian or Native Hawaiian/Other Pacific Islander	69	8	12%	61	88%	2	3%	14	23%	34	56%	11	18%	45	74%
Black or African American	35	13	37%	22	63%	6	27%	3	14%	9	41%	4	18%	13	59%
Hispanic or Latino	56	25	45%	31	55%	8	26%	10	32%	9	29%	4	13%	13	42%
White	170	63	37%	107	63%	9	8%	16	15%	55	51%	27	25%	82	77%
Multiracial	19	4	21%	15	79%	3	20%	1	7%	5	33%	6	40%	11	73%
Economically Disadvantaged	79	32	41%	47	59%	15	32%	13	28%	15	32%	4	9%	19	40%
Not Economically Disadvantaged	270	81	30%	189	70%	13	7%	31	16%	97	51%	48	25%	145	77%
English Language Learner	11	6	55%	5	45%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	338	107	32%	231	68%	25	11%	42	18%	112	48%	52	23%	164	71%
Not in Foster Care	349	113	32%	236	68%	28	12%	44	19%	112	47%	52	22%	164	69%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	346	113	33%	233	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	349	113	32%	236	68%	28	12%	44	19%	112	47%	52	22%	164	69%
Parent Not in Armed Forces	349	113	32%	236	68%	28	12%	44	19%	112	47%	52	22%	164	69%

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	288	121	42%	167	58%	20	12%	25	15%	58	35%	64	38%	122	73%
Female	141	68	48%	73	52%	10	14%	14	19%	28	38%	21	29%	49	67%
Male	147	53	36%	94	64%	10	11%	11	12%	30	32%	43	46%	73	78%
General Education Students	234	90	38%	144	62%	9	6%	22	15%	51	35%	62	43%	113	78%
Students with Disabilities	54	31	57%	23	43%	11	48%	3	13%	7	30%	2	9%	9	39%
Asian or Native Hawaiian/Other Pacific Islander	57	14	25%	43	75%	1	2%	5	12%	15	35%	22	51%	37	86%
Black or African American	40	19	48%	21	53%	6	29%	8	38%	6	29%	1	5%	7	33%
Hispanic or Latino	51	25	49%	26	51%	10	38%	5	19%	5	19%	6	23%	11	42%
White	125	59	47%	66	53%	3	5%	4	6%	30	45%	29	44%	59	89%
Multiracial	15	4	27%	11	73%	0	0%	3	27%	2	18%	6	55%	8	73%
Economically Disadvantaged	71	34	48%	37	52%	15	41%	9	24%	8	22%	5	14%	13	35%
Not Economically Disadvantaged	217	87	40%	130	60%	5	4%	16	12%	50	38%	59	45%	109	84%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	120	42%	163	58%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	288	121	42%	167	58%	20	12%	25	15%	58	35%	64	38%	122	73%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	285	120	42%	165	58%	—	—	—	—	—	—	—	—	—	—
Not Migrant	288	121	42%	167	58%	20	12%	25	15%	58	35%	64	38%	122	73%
Parent Not in Armed Forces	288	121	42%	167	58%	20	12%	25	15%	58	35%	64	38%	122	73%

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	341	273	80%	68	20%	21	31%	11	16%	34	50%	2	3%	36	53%
Female	171	144	84%	27	16%	8	30%	6	22%	13	48%	0	0%	13	48%
Male	170	129	76%	41	24%	13	32%	5	12%	21	51%	2	5%	23	56%
General Education Students	254	213	84%	41	16%	9	22%	6	15%	24	59%	2	5%	26	63%
Students with Disabilities	87	60	69%	27	31%	12	44%	5	19%	10	37%	0	0%	10	37%
Asian or Native Hawaiian/Other Pacific Islander	59	50	85%	9	15%	—	—	—	—	—	—	—	—	—	—
Black or African American	44	24	55%	20	45%	6	30%	3	15%	11	55%	0	0%	11	55%
Hispanic or Latino	51	37	73%	14	27%	7	50%	2	14%	5	36%	0	0%	5	36%
White	170	148	87%	22	13%	6	27%	4	18%	12	55%	0	0%	12	55%
Multiracial	17	14	82%	3	18%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	76	64	84%	12	16%	2	17%	2	17%	6	50%	2	17%	8	67%
Economically Disadvantaged	89	64	72%	25	28%	11	44%	6	24%	7	28%	1	4%	8	32%
Not Economically Disadvantaged	252	209	83%	43	17%	10	23%	5	12%	27	63%	1	2%	28	65%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	337	271	80%	66	20%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	341	273	80%	68	20%	21	31%	11	16%	34	50%	2	3%	36	53%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	339	272	80%	67	20%	—	—	—	—	—	—	—	—	—	—
Not Migrant	341	273	80%	68	20%	21	31%	11	16%	34	50%	2	3%	36	53%
Parent Not in Armed Forces	341	273	80%	68	20%	21	31%	11	16%	34	50%	2	3%	36	53%

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	338	162	48%	176	52%	11	6%	29	16%	99	56%	37	21%	136	77%
Regents 8	—	—	—	159	47%	0	0%	1	1%	20	13%	138	87%	158	99%
Combined 8	338	3	1%	335	99%	11	3%	30	9%	119	36%	175	52%	294	88%

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	338	162	48%	176	52%	11	6%	29	16%	99	56%	37	21%	136	77%
Female	170	87	51%	83	49%	9	11%	16	19%	47	57%	11	13%	58	70%
Male	168	75	45%	93	55%	2	2%	13	14%	52	56%	26	28%	78	84%
General Education Students	254	151	59%	103	41%	1	1%	9	9%	67	65%	26	25%	93	90%
Students with Disabilities	84	11	13%	73	87%	10	14%	20	27%	32	44%	11	15%	43	59%
Asian or Native Hawaiian/Other Pacific Islander	59	43	73%	16	27%	0	0%	0	0%	9	56%	7	44%	16	100%
Black or African American	44	7	16%	37	84%	3	8%	9	24%	18	49%	7	19%	25	68%
Hispanic or Latino	49	15	31%	34	69%	3	9%	9	26%	20	59%	2	6%	22	65%
White	170	86	51%	84	49%	5	6%	9	11%	50	60%	20	24%	70	83%
Multiracial	16	11	69%	5	31%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	88	17	19%	71	81%	6	8%	13	18%	36	51%	16	23%	52	73%
Not Economically Disadvantaged	250	145	58%	105	42%	5	5%	16	15%	63	60%	21	20%	84	80%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	334	162	49%	172	51%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	338	162	48%	176	52%	11	6%	29	16%	99	56%	37	21%	136	77%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	336	162	48%	174	52%	—	—	—	—	—	—	—	—	—	—
Not Migrant	338	162	48%	176	52%	11	6%	29	16%	99	56%	37	21%	136	77%
Parent Not in Armed Forces	338	162	48%	176	52%	11	6%	29	16%	99	56%	37	21%	136	77%

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 ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%
Female	82	0	0%	1	1%	1	1%	3	4%	77	94%	81	99%
Male	70	0	0%	0	0%	0	0%	2	3%	68	97%	70	100%
General Education Students	143	0	0%	0	0%	0	0%	4	3%	139	97%	143	100%
Students with Disabilities	9	0	0%	1	11%	1	11%	1	11%	6	67%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	42	0	0%	0	0%	0	0%	1	2%	41	98%	42	100%
Black or African American	7	0	0%	0	0%	0	0%	0	0%	7	100%	7	100%
Hispanic or Latino	11	0	0%	0	0%	0	0%	1	9%	10	91%	11	100%
White	81	0	0%	1	1%	1	1%	2	2%	77	95%	80	99%
Multiracial	11	0	0%	0	0%	0	0%	1	9%	10	91%	11	100%
Economically Disadvantaged	22	0	0%	1	5%	0	0%	0	0%	21	95%	21	95%
Not Economically Disadvantaged	130	0	0%	0	0%	1	1%	5	4%	124	95%	130	100%
Non-English Language Learner	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%
Not in Foster Care	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%
Not Homeless	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%
Not Migrant	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%
Parent Not in Armed Forces	152	0	0%	1	1%	1	1%	5	3%	145	95%	151	99%

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	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Female	2	—	—	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
General Education Students	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
White	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Economically Disadvantaged	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Non-English Language Learner	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not in Foster Care	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Homeless	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Migrant	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—
General Education Students	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—

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	161	0	0%	1	1%	19	12%	141	88%	160	99%
Female	87	0	0%	1	1%	10	11%	76	87%	86	99%
Male	74	0	0%	0	0%	9	12%	65	88%	74	100%
General Education Students	151	0	0%	0	0%	18	12%	133	88%	151	100%
Students with Disabilities	10	0	0%	1	10%	1	10%	8	80%	9	90%
Asian or Native Hawaiian/Other Pacific Islander	44	0	0%	0	0%	5	11%	39	89%	44	100%
Black or African American	7	0	0%	0	0%	0	0%	7	100%	7	100%
Hispanic or Latino	13	0	0%	0	0%	2	15%	11	85%	13	100%
White	86	0	0%	1	1%	10	12%	75	87%	85	99%
Multiracial	11	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	15	0	0%	1	7%	1	7%	13	87%	14	93%
Not Economically Disadvantaged	146	0	0%	0	0%	18	12%	128	88%	146	100%
Non-English Language Learner	161	0	0%	1	1%	19	12%	141	88%	160	99%
Not in Foster Care	161	0	0%	1	1%	19	12%	141	88%	160	99%
Not Homeless	161	0	0%	1	1%	19	12%	141	88%	160	99%
Not Migrant	161	0	0%	1	1%	19	12%	141	88%	160	99%
Parent Not in Armed Forces	161	0	0%	1	1%	19	12%	141	88%	160	99%

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 6	11	1	9%	10	91%	0	0%	0	0%	2	20%	3	30%	5	50%
Grade 7	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 8	4	0	0%	4	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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—

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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	969	\$597,236	\$616	\$26,787,250	\$27,644	\$27,384,486	\$28,261
This District	7,221	\$5,263,867	\$729	\$229,138,257	\$31,732	\$234,402,124	\$32,461
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 SCHOOL	122	9	7%	1	0	0%
THIS DISTRICT	654	35	5%	9	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 SCHOOL	114	1	1%
THIS DISTRICT	639	3	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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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HALF HOLLOW HILLS CSD

2022-23 AP/IB REPORT

This report provides information to the public on Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. These data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. Toward that end, data are used as part of an institution's College, Career, and Civic Readiness indicator under the Every Student Succeeds Act (ESSA) accountability system. The data are aggregated by grade level and can be filtered by student subgroups.

Data are reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages school districts and charter schools to review the data for accuracy and completeness because the underlying data used to create this report are included in other L2RPTs that do require certification. For the most updated information, please contact the school district.

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Computer Science A	Computer Sciences	17	2%	18	3%	14	2%	0		0	
AP Computer Science Principles	Computer Sciences	38	5%	77	13%	86	13%	43	7%	0	
AP Eng Lang & Comp	ELA	49	7%	84	14%	1	0%	0		0	
AP Eng Lit & Comp	ELA	51	7%	10	1%	0		0		0	
AP Art- History of Art	Fine and Performing Arts	9	1%	8	1%	0		0		0	
AP Studio Art- 2D	Fine and Performing Arts	35	5%	4	0%	0		0		0	
AP Studio Art- 3D	Fine and Performing Arts	4	0%	0		0		0		0	
AP Studio Art- Draw Portfolio	Fine and Performing Arts	18	2%	2	0%	0		0		0	
AP Calculus AB	Mathematics	103	15%	4	0%	0		0		0	

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Calculus BC	Mathematics	39	6%	8	1%	1	0%	1	0%	0	
AP Statistics	Mathematics	23	3%	24	4%	3	0%	1	0%	0	
AP Research	Miscellaneous	5	0%	72	12%	0		0		0	
AP Seminar	Miscellaneous	0		0		185	29%	0		0	
AP Biology	Science	61	9%	38	6%	43	6%	0		0	
AP Chemistry	Science	26	4%	12	2%	0		0		0	
AP Environmental Science	Science	123	19%	13	2%	0		38	6%	0	
AP Physics 2	Science	12	1%	61	10%	1	0%	0		0	
AP Physics C	Science	36	5%	0		0		0		0	
AP French Language and Culture	Second Languages	20	3%	1	0%	0		0		0	
AP Italian Lng. & Cult	Second Languages	21	3%	0		0		0		0	
AP Spanish Language and Culture	Second Languages	32	4%	0		0		0		0	
AP Economics	Social Studies	94	14%	0		0		0		0	
AP European History	Social Studies	6	0%	18	3%	1	0%	0		0	
AP Human Geography	Social Studies	42	6%	5	0%	9	1%	62	10%	0	
AP Psychology	Social Studies	88	13%	122	20%	8	1%	0		0	
AP U.S. Govt & Politics	Social Studies	147	22%	0		0		0		0	
AP U.S. History	Social Studies	1	0%	212	36%	0		0		0	
AP World History	Social Studies	0		0		183	28%	0		0	

AP Assessments Proficient (3 & Higher)

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher
AP Computer Science A	Computer Sciences	12	66%	15	93%	14	85%	0		0	
AP Computer Science Principles	Computer Sciences	32	56%	69	73%	81	72%	38	81%	0	
AP Language and Comp	ELA	43	79%	72	86%	1	—	0		0	
AP Literature and Comp	ELA	43	90%	7	100%	0		0		0	
AP Art History	Fine and Performing Arts	8	62%	8	75%	0		0		0	
AP Music Theory	Fine and Performing Arts	3	—	1	—	0		0		0	
AP Studio Art 2d Design	Fine and Performing Arts	27	96%	0		0		0		0	
AP Studio Art 3d Design	Fine and Performing Arts	4	—	0		0		0		0	
AP Studio Art Drawing	Fine and Performing Arts	10	100%	2	—	0		0		0	
AP World History	Global Studies	0		0		175	98%	0		0	
AP Calculus AB	Mathematics	100	78%	2	—	0		0		0	
AP Calculus BC	Mathematics	41	90%	10	100%	1	—	1	—	0	
AP Statistics	Mathematics	17	94%	20	95%	1	—	1	—	0	
AP Research	Other	5	80%	66	90%	0		0		0	
AP Seminar	Other	0		0		151	96%	0		0	
AP Biology	Science	56	85%	38	92%	39	100%	0		0	
AP Chemistry	Science	24	75%	12	100%	0		0		0	
AP Environmental Science	Science	111	71%	12	58%	0		35	100%	0	
AP Human Geography	Science	39	74%	4	—	8	100%	56	92%	0	
AP Physics 1	Science	11	81%	48	87%	0		0		0	

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher
AP Physics 2	Science	11	54%	48	93%	0		0		0	
AP Physics C: Electricity and Magnetism	Science	34	82%	0		0		0		0	
AP Physics C: Mechanics	Science	34	94%	0		0		0		0	
AP French Language and Culture	Second Languages	19	78%	1	—	0		0		0	
AP Italian Language and Culture	Second Languages	21	80%	0		0		0		0	
AP Spanish Language and Culture	Second Languages	29	93%	0		0		0		0	
AP European History	Social Studies	5	100%	16	100%	0		0		0	
AP Macroeconomics	Social Studies	89	78%	0		0		0		0	
AP Microeconomics	Social Studies	89	71%	0		0		0		0	
AP Psychology	Social Studies	74	82%	112	94%	6	100%	0		0	
AP U.S. Government and Politics	Social Studies	141	63%	1	—	0		0		0	
AP US History	Social Studies	1	—	197	82%	0		0		0	

IB Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
IB Lang B (Span), Mid Yrs Prog	Second Languages	0		2	0%	8	1%	22	3%	0	

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Entity Name

BEDS Code

Claim Year

HALF HOLLOW HILLS CSD

580405


2023-2024

SET VALUES

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NEW YORK STATE EDUCATION DEPARTMENT

STATE AID MANAGEMENT SYSTEM



Welcome Jessica Brill-Cocivera (School Entity User)

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Entity Info

Forms

Claim Verifications

Activity Log

Reports

You Have Selected the 'Official' Data Area.
The Data State of the form set is: "Clean"

Print Legacy | Print Form | Print Blank | Print Text Only

District Name: HALF HOLLOW HILLS CSD

District Code: 580405

Contact Person: ANNE MARIE MARRONE CALIENDO

Telephone: (631) 592-3030

Tel Extension:

School Administrator Salary Disclosure Form

Form Due May 13, 2024

2024-2025 Salary Threshold = \$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2024-2025 School Year			
Sections 1608 and 1716 of the Education Law (Please read the instructions and definitions before completing this form.)			
Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	286,428	52,025	9,600
Please list the district or districts with which you will be sharing a superintendent (if applicable):			
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT FOR DISTRICTWIDE ADI	237,447	53,238	6,000
3. ASSISTANT SUPERINTENDENT FOR SECONDARY INST	237,667	73,325	6,000
4. ASSISTANT SUPERINTENDENT FOR ELEMENTARY INST	229,610	72,401	6,000
5. ASSISTANT SUPERINTENDENT FOR FINANCE/FACILITIE	237,667	43,172	6,000
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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	DIRECTOR OF ATHLETICS	201,893
72.	COORDINATOR OF SECONDARY LANG. ARTS & READIN	191,826
73.	DIRECTOR OF PHYS. ED., HEALTH AND FACS	201,877
74.	DIRECTOR OF MATHEMATICS	201,877
75.	DIRECTOR OF SCIENCE	188,262
76.	DIRECTOR OF SOCIAL STUDIES	201,877
77.	ELEMENTARY PRINCIPAL	204,877
78.	ELEMENTARY PRINCIPAL	191,262
79.	ELEMENTARY PRINCIPAL	201,877
80.	ELEMENTARY PRINCIPAL	201,877
81.	ELEMENTARY ASSISTANT PRINCIPAL	174,847
82.	ELEMENTARY ASSISTANT PRINCIPAL	171,847
83.	MIDDLE SCHOOL PRINCIPAL	175,000
84.	MIDDLE SCHOOL PRINCIPAL	213,520
85.	MIDDLE SCHOOL ASSISTANT PRINCIPAL	182,827
86.	HIGH SCHOOL ASSISTANT PRINCIPAL	182,294
87.	HIGH SCHOOL PRINCIPAL	233,451
88.	HIGH SCHOOL ASSISTANT PRINCIPAL	194,826
89.	HIGH SCHOOL PRINCIPAL	233,451
90.	HIGH SCHOOL ASSISTANT PRINCIPAL	191,826

91.	EXECUTIVE DIRECTOR OF SPECIAL EDUCATION	230,451
92.	COORDINATOR OF HIGH SCHOOL SPECIAL EDUCATION	191,826
93.	ALTERNATIVE HIGH SCHOOL ASSISTANT PRINCIPAL	179,293
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Save Comments Only

Reset

Half Hollow Hills School District No. 5
Exemption Impact Report
2024/25 Tentative Assessment Roll

Exemption Description	Statutory Authority	Total Assessed Value
Senior Citizens Limited Income	NYS and Local law	346,990
Clergy	NYS and Local law	22,500
Home Improvements	NYS and Local Law	28,490
Disabled Person with Limited Income	NYS Law	11,390
Commercial	NYS Law	94,470
Taxable State Lands	NYS and Local law	0
Veterans	NYS and Local law	133,440
Wholly Exempted (Non-Profit, Government, Schools, Parks, Churches, Fire Districts)	NYS Law	7,442,080
Special (Agricultural Assessments and IDA exemptions)	NYS Law	198,183
Volunteer Firefighters and EMT's	NYS and Local Law	37,260
	Total:	8,314,803

EXEMPTION IMPACT SUMMARY BY DISTRICT 2023/2024

SC016 SCHOOL DIST.-HALF HOLLOW HILLS

ASSESSED VALUE	27,405,690	100.00%
EXEMPTION AMOUNT	10,896,419	39.75%
STAR EXEMPTIONS	679,170	
TAXABLE VALUE	15,830,101	60.25%

PARTIALLY EXEMPT PRIVATE

AGED (A)	79,560	.29%
CLERGY (C)	6,680	.02%
RESIDENTIAL (R)	530	.00%
VETERAN (V)	29,410	.11%
FIRE FIGHTERS (Z)	11,360	.04%
BUSINESS (B)	225,690	.82%
DISABLED LIMITED INCOME (D)	11,790	.04%
FIRST TIME HOMEBUYERS (Y)	0	.00%
TOTAL	365,020	1.33%

PARTIALLY EXEMPT PUBLIC

COUNTY (O)	0	.00%
NYS TAXABLE LAND (T)	0	.00%
TOTAL	0	.00%

WHOLLY EXEMPT PRIVATE

TOTAL	491,450	1.79%
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WHOLLY EXEMPT PUBLIC

TOTAL	7,227,399	26.37%
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IDA 3300

TOTAL	2,812,550	10.26%
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