

Section

4

CLINTON CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
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	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	3	—	2
Multiracial	2	2	—	4
White	3	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	3	4	—	4
Economically Disadvantaged	3	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	524	155.3	4
	Math	537	160.3	
	Combined	1,061	157.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	5	150	
	Combined	9	—	
Black or African American	ELA	6	100	—
	Math	6	66.7	
	Combined	12	—	
Hispanic or Latino	ELA	21	119	2
	Math	22	122.7	
	Combined	43	120.9	
Multiracial	ELA	19	123.7	2
	Math	20	132.5	
	Combined	39	128.2	
White	ELA	474	159.2	3
	Math	484	164.5	
	Combined	958	161.8	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	72	79.9	3
	Math	75	86.7	
	Combined	147	83.3	
Economically Disadvantaged	ELA	140	117.9	3
	Math	145	120.3	
	Combined	285	119.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	534	152.4	4
	Math	537	160.3	
	Combined	1,071	156.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	100	—
	Math	5	150	
	Combined	10	—	
Black or African American	ELA	6	100	—
	Math	6	66.7	
	Combined	12	—	
Hispanic or Latino	ELA	22	113.6	3
	Math	22	122.7	
	Combined	44	118.2	
Multiracial	ELA	23	102.2	2
	Math	23	115.2	
	Combined	46	108.7	
White	ELA	479	157.5	4
	Math	484	164.5	
	Combined	963	161	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	77	74.7	4
	Math	77	84.4	
	Combined	154	79.5	
Economically Disadvantaged	ELA	147	112.2	4
	Math	147	118.7	
	Combined	294	115.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
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	2	—	—	—	—
English Language Learner	5	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	763	102	13.4%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—
Black or African American	11	—	—	—
Hispanic or Latino	37	12	32.4%	2
Multiracial	33	4	12.1%	4
White	671	85	12.7%	4
English Language Learner	10	—	—	—
Students with Disabilities	99	17	17.2%	4
Economically Disadvantaged	205	47	22.9%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	575	93.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	6	—
Hispanic or Latino	—	25	—
Multiracial	—	24	—
White	X	513	94%
English Language Learner	—	4	—
Students with Disabilities	X	74	87.8%
Economically Disadvantaged	X	155	90.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	577	95.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	6	—
Hispanic or Latino	—	25	—
Multiracial	—	24	—
White	✓	515	95.7%
English Language Learner	—	4	—
Students with Disabilities	X	74	90.5%
Economically Disadvantaged	X	155	93.6%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	111	193.2	140.5	2
	Math	53	83		
	Science	64	147.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Black or African American	ELA	3	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	1	—		
	Science	2	—		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	—	—		
White	ELA	98	193.9	140	3
	Math	45	82.2		
	Science	58	145.7		
English Language Learner	ELA	2	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	10	30	—	—
	Math	1	—		
	Science	1	—		
Economically Disadvantaged	ELA	20	172.5	131.4	3
	Math	9	77.8		
	Science	8	150		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	111	193.2	116	3
	Math	99	44.4		
	Science	88	107.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
White	ELA	98	193.9	116.3	3
	Math	86	43		
	Science	77	109.7		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	10	30	—	—
	Math	10	0		
	Science	3	—		
Economically Disadvantaged	ELA	20	172.5	102.5	4
	Math	16	43.8		
	Science	14	85.7		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	117	111	94.9%	94.5%	3
	5-year	99	92	92.9%		
	6-year	93	89	95.7%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Black or African American	4-year	4	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	108	103	95.4%	94.7%	3
	5-year	93	87	93.5%		
	6-year	86	82	95.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	20	—	—	—	—
	5-year	10	—	—		
	6-year	8	—	—		
Economically Disadvantaged	4-year	26	25	96.2%	96%	4
	5-year	20	20	100%		
	6-year	24	22	91.7%		

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	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	386	82	21.2%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	10	—	—	—
Hispanic or Latino	8	—	—	—
Multiracial	11	—	—	—
White	350	73	20.9%	3
English Language Learner	6	—	—	—
Students with Disabilities	39	10	25.6%	3
Economically Disadvantaged	90	31	34.4%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	114	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	5	—
Multiracial	—	3	—
White	✓	100	100%
English Language Learner	—	2	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	21	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	102	54.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	5	—
Multiracial	—	3	—
White	X	88	53.4%
English Language Learner	—	2	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	17	—

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	90	4	4%	86	96%	13	15%	28	33%	25	29%	20	23%	45	52%
Grade 4	91	17	19%	74	81%	4	5%	22	30%	35	47%	13	18%	48	65%
Grade 5	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Grade 6	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%
Grade 7	91	1	1%	90	99%	19	21%	18	20%	38	42%	15	17%	53	59%
Grade 8	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Grades 3-8	578	45	8%	533	92%	75	14%	146	27%	208	39%	104	20%	312	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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	4	4%	86	96%	13	15%	28	33%	25	29%	20	23%	45	52%
Female	36	0	0%	36	100%	4	11%	6	17%	14	39%	12	33%	26	72%
Male	54	4	7%	50	93%	9	18%	22	44%	11	22%	8	16%	19	38%
General Education Students	77	2	3%	75	97%	8	11%	23	31%	24	32%	20	27%	44	59%
Students with Disabilities	13	2	15%	11	85%	5	45%	5	45%	1	9%	0	0%	1	9%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	81	4	5%	77	95%	12	16%	23	30%	25	32%	17	22%	42	55%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	5	56%	0	0%	3	33%	3	33%
Economically Disadvantaged	23	1	4%	22	96%	5	23%	11	50%	3	14%	3	14%	6	27%
Not Economically Disadvantaged	67	3	4%	64	96%	8	13%	17	27%	22	34%	17	27%	39	61%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	4	4%	85	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	4	4%	86	96%	13	15%	28	33%	25	29%	20	23%	45	52%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	3	3%	83	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	4	4%	86	96%	13	15%	28	33%	25	29%	20	23%	45	52%
Parent Not in Armed Forces	90	4	4%	86	96%	13	15%	28	33%	25	29%	20	23%	45	52%

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	91	17	19%	74	81%	4	5%	22	30%	35	47%	13	18%	48	65%
Female	44	10	23%	34	77%	0	0%	13	38%	17	50%	4	12%	21	62%
Male	47	7	15%	40	85%	4	10%	9	23%	18	45%	9	23%	27	68%
General Education Students	78	14	18%	64	82%	2	3%	18	28%	31	48%	13	20%	44	69%
Students with Disabilities	13	3	23%	10	77%	2	20%	4	40%	4	40%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	79	14	18%	65	82%	2	3%	19	29%	33	51%	11	17%	44	68%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	2	22%	3	33%	2	22%	2	22%	4	44%
Economically Disadvantaged	23	4	17%	19	83%	0	0%	8	42%	9	47%	2	11%	11	58%
Not Economically Disadvantaged	68	13	19%	55	81%	4	7%	14	25%	26	47%	11	20%	37	67%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	88	15	17%	73	83%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	91	17	19%	74	81%	4	5%	22	30%	35	47%	13	18%	48	65%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	15	17%	73	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	91	17	19%	74	81%	4	5%	22	30%	35	47%	13	18%	48	65%
Parent Not in Armed Forces	91	17	19%	74	81%	4	5%	22	30%	35	47%	13	18%	48	65%

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	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Female	42	8	19%	34	81%	6	18%	9	26%	15	44%	4	12%	19	56%
Male	63	7	11%	56	89%	14	25%	11	20%	26	46%	5	9%	31	55%
General Education Students	88	12	14%	76	86%	13	17%	17	22%	37	49%	9	12%	46	61%
Students with Disabilities	17	3	18%	14	82%	7	50%	3	21%	4	29%	0	0%	4	29%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	2	29%	5	71%	2	40%	3	60%	0	0%	0	0%	0	0%
White	88	11	13%	77	88%	15	19%	15	19%	38	49%	9	12%	47	61%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	3	38%	2	25%	3	38%	0	0%	3	38%
Economically Disadvantaged	35	8	23%	27	77%	13	48%	6	22%	8	30%	0	0%	8	30%
Not Economically Disadvantaged	70	7	10%	63	90%	7	11%	14	22%	33	52%	9	14%	42	67%
Non-English Language Learner	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Not in Foster Care	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Not Homeless	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Not Migrant	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%
Parent Not in Armed Forces	105	15	14%	90	86%	20	22%	20	22%	41	46%	9	10%	50	56%

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	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%
Female	46	2	4%	44	96%	4	9%	20	45%	7	16%	13	30%	20	45%
Male	59	2	3%	57	97%	10	18%	14	25%	20	35%	13	23%	33	58%
General Education Students	94	2	2%	92	98%	9	10%	30	33%	27	29%	26	28%	53	58%
Students with Disabilities	11	2	18%	9	82%	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	2	29%	1	14%	2	29%	2	29%	4	57%
White	91	3	3%	88	97%	11	13%	29	33%	25	28%	23	26%	48	55%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	4	67%	0	0%	1	17%	1	17%
Economically Disadvantaged	27	1	4%	26	96%	9	35%	10	38%	4	15%	3	12%	7	27%
Not Economically Disadvantaged	78	3	4%	75	96%	5	7%	24	32%	23	31%	23	31%	46	61%
Non-English Language Learner	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%
Not in Foster Care	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	4	4%	99	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%
Parent Not in Armed Forces	105	4	4%	101	96%	14	14%	34	34%	27	27%	26	26%	53	52%

GRADE 7 ELA RESULTS

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



[illegible]

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	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Female	40	1	3%	39	98%	2	5%	11	28%	17	44%	9	23%	26	67%
Male	56	3	5%	53	95%	3	6%	13	25%	25	47%	12	23%	37	70%
General Education Students	91	4	4%	87	96%	3	3%	21	24%	42	48%	21	24%	63	72%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	93	4	4%	89	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Economically Disadvantaged	25	2	8%	23	92%	1	4%	11	48%	10	43%	1	4%	11	48%
Not Economically Disadvantaged	71	2	3%	69	97%	4	6%	13	19%	32	46%	20	29%	52	75%
Non-English Language Learner	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Not in Foster Care	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Not Homeless	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Not Migrant	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%
Parent Not in Armed Forces	96	4	4%	92	96%	5	5%	24	26%	42	46%	21	23%	63	68%

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	90	4	4%	86	96%	4	5%	23	27%	33	38%	26	30%	59	69%
Grade 4	91	10	11%	81	89%	7	9%	20	25%	43	53%	11	14%	54	67%
Grade 5	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Grade 6	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Combined 6	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Grade 7	91	1	1%	90	99%	11	12%	18	20%	28	31%	33	37%	61	68%
Combined 7	91	1	1%	90	99%	11	12%	18	20%	28	31%	33	37%	61	68%
Grade 8	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Regents 8	—	—	—	38	40%	0	0%	0	0%	4	11%	34	89%	38	100%
Combined 8	96	1	1%	95	99%	14	15%	14	15%	30	32%	37	39%	67	71%
Grades 3-8	578	29	5%	549	95%	77	14%	125	23%	216	39%	131	24%	347	63%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	4	4%	86	96%	4	5%	23	27%	33	38%	26	30%	59	69%
Female	36	0	0%	36	100%	1	3%	9	25%	11	31%	15	42%	26	72%
Male	54	4	7%	50	93%	3	6%	14	28%	22	44%	11	22%	33	66%
General Education Students	77	2	3%	75	97%	1	1%	17	23%	31	41%	26	35%	57	76%
Students with Disabilities	13	2	15%	11	85%	3	27%	6	55%	2	18%	0	0%	2	18%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	81	4	5%	77	95%	4	5%	19	25%	30	39%	24	31%	54	70%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	4	44%	3	33%	2	22%	5	56%
Economically Disadvantaged	23	0	0%	23	100%	1	4%	9	39%	10	43%	3	13%	13	57%
Not Economically Disadvantaged	67	4	6%	63	94%	3	5%	14	22%	23	37%	23	37%	46	73%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	4	4%	85	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	4	4%	86	96%	4	5%	23	27%	33	38%	26	30%	59	69%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	4	5%	82	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	4	4%	86	96%	4	5%	23	27%	33	38%	26	30%	59	69%
Parent Not in Armed Forces	90	4	4%	86	96%	4	5%	23	27%	33	38%	26	30%	59	69%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	10	11%	81	89%	7	9%	20	25%	43	53%	11	14%	54	67%
Female	44	6	14%	38	86%	5	13%	13	34%	18	47%	2	5%	20	53%
Male	47	4	9%	43	91%	2	5%	7	16%	25	58%	9	21%	34	79%
General Education Students	78	7	9%	71	91%	4	6%	19	27%	37	52%	11	15%	48	68%
Students with Disabilities	13	3	23%	10	77%	3	30%	1	10%	6	60%	0	0%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	79	8	10%	71	90%	6	8%	18	25%	37	52%	10	14%	47	66%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	2	20%	6	60%	1	10%	7	70%
Economically Disadvantaged	23	4	17%	19	83%	3	16%	5	26%	9	47%	2	11%	11	58%
Not Economically Disadvantaged	68	6	9%	62	91%	4	6%	15	24%	34	55%	9	15%	43	69%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	88	10	11%	78	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	91	10	11%	81	89%	7	9%	20	25%	43	53%	11	14%	54	67%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	10	11%	78	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	91	10	11%	81	89%	7	9%	20	25%	43	53%	11	14%	54	67%
Parent Not in Armed Forces	91	10	11%	81	89%	7	9%	20	25%	43	53%	11	14%	54	67%

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	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Female	42	6	14%	36	86%	7	19%	17	47%	9	25%	3	8%	12	33%
Male	63	5	8%	58	92%	11	19%	7	12%	30	52%	10	17%	40	69%
General Education Students	88	9	10%	79	90%	10	13%	23	29%	34	43%	12	15%	46	58%
Students with Disabilities	17	2	12%	15	88%	8	53%	1	7%	5	33%	1	7%	6	40%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	6	86%	2	33%	2	33%	2	33%	0	0%	2	33%
White	88	8	9%	80	91%	14	18%	19	24%	34	43%	13	16%	47	59%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	2	25%	3	38%	3	38%	0	0%	3	38%
Economically Disadvantaged	35	6	17%	29	83%	11	38%	10	34%	8	28%	0	0%	8	28%
Not Economically Disadvantaged	70	5	7%	65	93%	7	11%	14	22%	31	48%	13	20%	44	68%
Non-English Language Learner	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Not in Foster Care	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Not Homeless	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Not Migrant	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%
Parent Not in Armed Forces	105	11	10%	94	90%	18	19%	24	26%	39	41%	13	14%	52	55%

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	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Female	46	1	2%	45	98%	11	24%	11	24%	20	44%	3	7%	23	51%
Male	59	1	2%	58	98%	12	21%	15	26%	23	40%	8	14%	31	53%
General Education Students	94	1	1%	93	99%	17	18%	22	24%	43	46%	11	12%	54	58%
Students with Disabilities	11	1	9%	10	91%	6	60%	4	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	2	29%	2	29%	3	43%	0	0%	3	43%
White	91	2	2%	89	98%	16	18%	23	26%	40	45%	10	11%	50	56%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	5	71%	1	14%	0	0%	1	14%	1	14%
Economically Disadvantaged	27	1	4%	26	96%	7	27%	13	50%	6	23%	0	0%	6	23%
Not Economically Disadvantaged	78	1	1%	77	99%	16	21%	13	17%	37	48%	11	14%	48	62%
Non-English Language Learner	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Not in Foster Care	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	2	2%	101	98%	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%
Parent Not in Armed Forces	105	2	2%	103	98%	23	22%	26	25%	43	42%	11	11%	54	52%

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.



[illegible]

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	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Female	40	15	38%	25	63%	3	12%	8	32%	12	48%	2	8%	14	56%
Male	56	24	43%	32	57%	11	34%	6	19%	14	44%	1	3%	15	47%
General Education Students	91	39	43%	52	57%	12	23%	11	21%	26	50%	3	6%	29	56%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	93	38	41%	55	59%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Economically Disadvantaged	25	4	16%	21	84%	9	43%	6	29%	6	29%	0	0%	6	29%
Not Economically Disadvantaged	71	35	49%	36	51%	5	14%	8	22%	20	56%	3	8%	23	64%
Non-English Language Learner	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Not in Foster Care	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Not Homeless	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Not Migrant	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%
Parent Not in Armed Forces	96	39	41%	57	59%	14	25%	14	25%	26	46%	3	5%	29	51%

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	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Regents 8	—	—	—	51	53%	0	0%	0	0%	19	37%	32	63%	51	100%
Combined 8	96	0	0%	96	100%	3	3%	10	10%	47	49%	36	38%	83	86%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Female	40	24	60%	16	40%	2	13%	5	31%	8	50%	1	6%	9	56%
Male	56	27	48%	29	52%	1	3%	5	17%	20	69%	3	10%	23	79%
General Education Students	91	51	56%	40	44%	1	3%	7	18%	28	70%	4	10%	32	80%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	93	50	54%	43	46%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Economically Disadvantaged	25	7	28%	18	72%	0	0%	8	44%	8	44%	2	11%	10	56%
Not Economically Disadvantaged	71	44	62%	27	38%	3	11%	2	7%	20	74%	2	7%	22	81%
Non-English Language Learner	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Not in Foster Care	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Not Homeless	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Not Migrant	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%
Parent Not in Armed Forces	96	51	53%	45	47%	3	7%	10	22%	28	62%	4	9%	32	71%

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	111	7	6%	8	7%	21	19%	10	9%	65	59%	96	86%
Female	55	1	2%	3	5%	8	15%	5	9%	38	69%	51	93%
Male	55	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	56	6	11%	5	9%	13	23%	5	9%	27	48%	45	80%
General Education Students	94	2	2%	5	5%	14	15%	9	10%	64	68%	87	93%
Students with Disabilities	17	5	29%	3	18%	7	41%	1	6%	1	6%	9	53%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	96	5	5%	8	8%	19	20%	5	5%	59	61%	83	86%
Multiracial	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Small Group Total: Race & Ethnicity	5	1	20%	0	0%	1	20%	0	0%	3	60%	4	80%
Economically Disadvantaged	29	3	10%	3	10%	11	38%	2	7%	10	34%	23	79%
Not Economically Disadvantaged	82	4	5%	5	6%	10	12%	8	10%	55	67%	73	89%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	109	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	111	7	6%	8	7%	21	19%	10	9%	65	59%	96	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	109	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	110	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	111	7	6%	8	7%	21	19%	10	9%	65	59%	96	86%

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	119	3	3%	8	7%	35	29%	38	32%	35	29%	108	91%
Female	56	1	2%	3	5%	18	32%	17	30%	17	30%	52	93%
Male	63	2	3%	5	8%	17	27%	21	33%	18	29%	56	89%
General Education Students	102	0	0%	3	3%	29	28%	36	35%	34	33%	99	97%
Students with Disabilities	17	3	18%	5	29%	6	35%	2	12%	1	6%	9	53%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	109	3	3%	7	6%	30	28%	35	32%	34	31%	99	91%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	5	50%	3	30%	1	10%	9	90%
Economically Disadvantaged	28	1	4%	2	7%	15	54%	9	32%	1	4%	25	89%
Not Economically Disadvantaged	91	2	2%	6	7%	20	22%	29	32%	34	37%	83	91%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	3	3%	8	7%	35	29%	38	32%	35	29%	108	91%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	116	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	118	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	119	3	3%	8	7%	35	29%	38	32%	35	29%	108	91%

[illegible]

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	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Female	27	0	0%	1	4%	7	26%	12	44%	7	26%	26	96%
Male	15	0	0%	3	20%	8	53%	1	7%	3	20%	12	80%
General Education Students	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
White	38	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Economically Disadvantaged	6	0	0%	1	17%	2	33%	2	33%	1	17%	5	83%
Not Economically Disadvantaged	36	0	0%	3	8%	13	36%	11	31%	9	25%	33	92%
Non-English Language Learner	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Not in Foster Care	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Not Homeless	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Not Migrant	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%
Parent Not in Armed Forces	42	0	0%	4	10%	15	36%	13	31%	10	24%	38	90%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	117	2	2%	11	9%	62	53%	42	36%	104	89%
Female	54	0	0%	5	9%	29	54%	20	37%	49	91%
Male	63	2	3%	6	10%	33	52%	22	35%	55	87%
General Education Students	104	1	1%	6	6%	57	55%	40	38%	97	93%
Students with Disabilities	13	1	8%	5	38%	5	38%	2	15%	7	54%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	109	2	2%	9	8%	57	52%	41	38%	98	90%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	5	63%	1	13%	6	75%
Economically Disadvantaged	28	0	0%	4	14%	20	71%	4	14%	24	86%
Not Economically Disadvantaged	89	2	2%	7	8%	42	47%	38	43%	80	90%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	2	2%	11	9%	62	53%	42	36%	104	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	—	—	—	—	—	—	—	—	—	—
Not Migrant	117	2	2%	11	9%	62	53%	42	36%	104	89%
Parent Not in Armed Forces	117	2	2%	11	9%	62	53%	42	36%	104	89%

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

[illegible]

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	56	1	2%	8	14%	33	59%	14	25%	47	84%
Female	30	1	3%	8	27%	13	43%	8	27%	21	70%
Male	26	0	0%	0	0%	20	77%	6	23%	26	100%
General Education Students	55	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
White	52	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	1	2%	8	14%	33	59%	14	25%	47	84%
Economically Disadvantaged	7	1	14%	1	14%	4	57%	1	14%	5	71%
Not Economically Disadvantaged	49	0	0%	7	14%	29	59%	13	27%	42	86%
Non-English Language Learner	56	1	2%	8	14%	33	59%	14	25%	47	84%
Not in Foster Care	56	1	2%	8	14%	33	59%	14	25%	47	84%
Not Homeless	56	1	2%	8	14%	33	59%	14	25%	47	84%
Not Migrant	56	1	2%	8	14%	33	59%	14	25%	47	84%
Parent Not in Armed Forces	56	1	2%	8	14%	33	59%	14	25%	47	84%

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	29	0	0%	0	0%	10	34%	19	66%	29	100%
Female	15	0	0%	0	0%	4	27%	11	73%	15	100%
Male	14	0	0%	0	0%	6	43%	8	57%	14	100%
General Education Students	29	0	0%	0	0%	10	34%	19	66%	29	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	26	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	29	0	0%	0	0%	10	34%	19	66%	29	100%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	26	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	29	0	0%	0	0%	10	34%	19	66%	29	100%
Not in Foster Care	29	0	0%	0	0%	10	34%	19	66%	29	100%
Not Homeless	29	0	0%	0	0%	10	34%	19	66%	29	100%
Not Migrant	29	0	0%	0	0%	10	34%	19	66%	29	100%
Parent Not in Armed Forces	29	0	0%	0	0%	10	34%	19	66%	29	100%

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	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%
Female	41	1	2%	4	10%	11	27%	5	12%	20	49%	36	88%
Male	45	2	4%	5	11%	11	24%	9	20%	18	40%	38	84%
General Education Students	75	1	1%	5	7%	18	24%	13	17%	38	51%	69	92%
Students with Disabilities	11	2	18%	4	36%	4	36%	1	9%	0	0%	5	45%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	81	3	4%	9	11%	20	25%	14	17%	35	43%	69	85%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Economically Disadvantaged	17	2	12%	3	18%	6	35%	3	18%	3	18%	12	71%
Not Economically Disadvantaged	69	1	1%	6	9%	16	23%	11	16%	35	51%	62	90%
Non-English Language Learner	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%
Not in Foster Care	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%
Not Homeless	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%
Not Migrant	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%
Parent Not in Armed Forces	86	3	3%	9	10%	22	26%	14	16%	38	44%	74	86%

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	100	0	0%	4	4%	26	26%	38	38%	32	32%	96	96%
Female	50	0	0%	1	2%	14	28%	15	30%	20	40%	49	98%
Male	49	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	50	0	0%	3	6%	12	24%	23	46%	12	24%	47	94%
General Education Students	85	0	0%	2	2%	21	25%	30	35%	32	38%	83	98%
Students with Disabilities	15	0	0%	2	13%	5	33%	8	53%	0	0%	13	87%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	88	0	0%	4	5%	22	25%	33	38%	29	33%	84	95%
Multiracial	5	0	0%	0	0%	3	60%	2	40%	0	0%	5	100%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Economically Disadvantaged	26	0	0%	2	8%	11	42%	9	35%	4	15%	24	92%
Not Economically Disadvantaged	74	0	0%	2	3%	15	20%	29	39%	28	38%	72	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	100	0	0%	4	4%	26	26%	38	38%	32	32%	96	96%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	100	0	0%	4	4%	26	26%	38	38%	32	32%	96	96%

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	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	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	117	5	4%	112	96%	4	3%	7	6%	18	15%	83	71%	101	86%
Female	55	1	2%	54	98%	1	2%	2	4%	11	20%	40	73%	51	93%
Male	62	4	6%	58	94%	3	5%	5	8%	7	11%	43	69%	50	81%
General Education Students	103	1	1%	102	99%	1	1%	3	3%	15	15%	83	81%	98	95%
Students with Disabilities	14	4	29%	10	71%	3	21%	4	29%	3	21%	0	0%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	1	20%	0	0%	0	0%	3	60%	3	60%
White	103	4	4%	99	96%	2	2%	7	7%	16	16%	74	72%	90	87%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	0	0%	2	22%	6	67%	8	89%
Economically Disadvantaged	21	1	5%	20	95%	2	10%	1	5%	4	19%	13	62%	17	81%
Not Economically Disadvantaged	96	4	4%	92	96%	2	2%	6	6%	14	15%	70	73%	84	88%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	5	—	110	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	5	4%	112	96%	4	3%	7	6%	18	15%	83	71%	101	86%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	5	—	110	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	5	—	111	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	117	5	4%	112	96%	4	3%	7	6%	18	15%	83	71%	101	86%

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	117	46	39%	71	61%	5	4%	11	9%	25	21%	30	26%	55	47%
Female	55	21	38%	34	62%	2	4%	7	13%	12	22%	13	24%	25	45%
Male	62	25	40%	37	60%	3	5%	4	6%	13	21%	17	27%	30	48%
General Education Students	103	33	32%	70	68%	4	4%	11	11%	25	24%	30	29%	55	53%
Students with Disabilities	14	13	93%	1	7%	1	7%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
White	103	41	40%	62	60%	5	5%	9	9%	23	22%	25	24%	48	47%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	2	22%	1	11%	4	44%	5	56%
Economically Disadvantaged	21	11	52%	10	48%	1	5%	2	10%	5	24%	2	10%	7	33%
Not Economically Disadvantaged	96	35	36%	61	64%	4	4%	9	9%	20	21%	28	29%	48	50%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	45	—	70	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	46	39%	71	61%	5	4%	11	9%	25	21%	30	26%	55	47%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	45	—	70	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	45	—	71	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	117	46	39%	71	61%	5	4%	11	9%	25	21%	30	26%	55	47%

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	100	30	30	70	70
Female	46	13	28	33	72
Male	54	17	31	37	69
General Education Students	95	26	27	69	73
Students with Disabilities	5	4	80	1	20
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	3	2	67	1	33
Hispanic or Latino	4	2	50	2	50
White	87	26	30	61	70
Multiracial	3	0	0	3	100
Economically Disadvantaged	19	10	53	9	47
Not Economically Disadvantaged	81	20	25	61	75
English Language Learner	2	1	50	1	50
Non-English Language Learner	98	29	30	69	70
Not in Foster Care	100	30	30	70	70
Homeless	2	1	50	1	50
Not Homeless	98	29	30	69	70
Migrant	1	1	100	0	0
Not Migrant	99	29	29	70	71
Parent Not in Armed Forces	100	30	30	70	70

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	117	40	34%	77	66%	5	4%	11	9%	35	30%	26	22%	61	52%
Female	55	19	35%	36	65%	3	5%	7	13%	14	25%	12	22%	26	47%
Male	62	21	34%	41	66%	2	3%	4	6%	21	34%	14	23%	35	56%
General Education Students	103	27	26%	76	74%	4	4%	11	11%	35	34%	26	25%	61	59%
Students with Disabilities	14	13	93%	1	7%	1	7%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
White	103	35	34%	68	66%	4	4%	11	11%	32	31%	21	20%	53	51%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	11%	0	0%	2	22%	4	44%	6	67%
Economically Disadvantaged	21	11	52%	10	48%	1	5%	2	10%	6	29%	1	5%	7	33%
Not Economically Disadvantaged	96	29	30%	67	70%	4	4%	9	9%	29	30%	25	26%	54	56%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	39	—	76	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	40	34%	77	66%	5	4%	11	9%	35	30%	26	22%	61	52%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	39	—	76	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	39	—	77	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	117	40	34%	77	66%	5	4%	11	9%	35	30%	26	22%	61	52%

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	109	34	31	75	69
Female	52	17	33	35	67
Male	57	17	30	40	70
General Education Students	101	26	26	75	74
Students with Disabilities	8	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	3	2	67	1	33
Hispanic or Latino	4	2	50	2	50
White	96	30	31	66	69
Multiracial	3	0	0	3	100
Economically Disadvantaged	20	10	50	10	50
Not Economically Disadvantaged	89	24	27	65	73
English Language Learner	2	1	50	1	50
Non-English Language Learner	107	33	31	74	69
Not in Foster Care	109	34	31	75	69
Homeless	2	1	50	1	50
Not Homeless	107	33	31	74	69
Migrant	1	1	100	0	0
Not Migrant	108	33	31	75	69
Parent Not in Armed Forces	109	34	31	75	69

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	117	115	98%	2	2%	0	0%	0	0%	1	1%	1	1%	2	2%
Female	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	62	60	97%	2	3%	0	0%	0	0%	1	2%	1	2%	2	3%
General Education Students	103	101	98%	2	2%	0	0%	0	0%	1	1%	1	1%	2	2%
Students with Disabilities	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
White	103	102	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	20	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	96	95	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	114	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	115	98%	2	2%	0	0%	0	0%	1	1%	1	1%	2	2%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	114	—	1	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	115	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	117	115	98%	2	2%	0	0%	0	0%	1	1%	1	1%	2	2%

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	106	106	100	0	0
Female	52	52	100	0	0
Male	54	54	100	0	0
General Education Students	99	99	100	0	0
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	3	3	100	0	0
White	94	94	100	0	0
Multiracial	3	3	100	0	0
Economically Disadvantaged	18	18	100	0	0
Not Economically Disadvantaged	88	88	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	105	105	100	0	0
Not in Foster Care	106	106	100	0	0
Homeless	1	1	100	0	0
Not Homeless	105	105	100	0	0
Not Migrant	106	106	100	0	0
Parent Not in Armed Forces	106	106	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	101	86%	16	14%	0	0%	0	0%	16	14%	0	0%	16	14%
Female	55	48	87%	7	13%	0	0%	0	0%	7	13%	0	0%	7	13%
Male	62	53	85%	9	15%	0	0%	0	0%	9	15%	0	0%	9	15%
General Education Students	103	87	84%	16	16%	0	0%	0	0%	16	16%	0	0%	16	16%
Students with Disabilities	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
White	103	91	88%	12	12%	0	0%	0	0%	12	12%	0	0%	12	12%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	6	67%	3	33%	0	0%	0	0%	3	33%	0	0%	3	33%
Economically Disadvantaged	21	20	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	96	81	84%	15	16%	0	0%	0	0%	15	16%	0	0%	15	16%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	100	—	15	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	101	86%	16	14%	0	0%	0	0%	16	14%	0	0%	16	14%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	100	—	15	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	101	—	15	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	117	101	86%	16	14%	0	0%	0	0%	16	14%	0	0%	16	14%

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	104	89	86	15	14
Female	49	42	86	7	14
Male	55	47	85	8	15
General Education Students	98	83	85	15	15
Students with Disabilities	6	6	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	2	2	100	0	0
White	93	81	87	12	13
Multiracial	3	0	0	3	100
Economically Disadvantaged	19	19	100	0	0
Not Economically Disadvantaged	85	70	82	15	18
English Language Learner	1	1	100	0	0
Non-English Language Learner	103	88	85	15	15
Not in Foster Care	104	89	86	15	14
Homeless	1	1	100	0	0
Not Homeless	103	88	85	15	15
Not Migrant	104	89	86	15	14
Parent Not in Armed Forces	104	89	86	15	14

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 2	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—

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	1,214	\$1,569,445	\$1,293	\$24,669,416	\$20,321	\$26,238,861	\$21,614
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	102	5	5%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	103	6	6%
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	117	110	94%	52	44%	57	49%	1	1%	0	0%	4	3%	1	1%	2	2%
Female	55	54	98%	25	45%	28	51%	1	2%	0	0%	0	0%	0	0%	1	2%
Male	62	56	90%	27	44%	29	47%	0	0%	0	0%	4	6%	1	2%	1	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	103	101	98%	52	50%	49	48%	0	0%	0	0%	1	1%	0	0%	1	1%
Students with Disabilities	14	9	64%	0	0%	8	57%	1	7%	0	0%	3	21%	1	7%	1	7%
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	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	2	40%	1	20%	0	0%	0	0%	2	40%	0	0%	0	0%
White	103	98	95%	44	43%	53	51%	1	1%	0	0%	2	2%	1	1%	2	2%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	19	90%	7	33%	12	57%	0	0%	0	0%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	96	91	95%	45	47%	45	47%	1	1%	0	0%	3	3%	1	1%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	117	110	94%	52	44%	57	49%	1	1%	0	0%	4	3%	1	1%	2	2%

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	115	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	117	110	94%	52	44%	57	49%	1	1%	0	0%	4	3%	1	1%	2	2%

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