

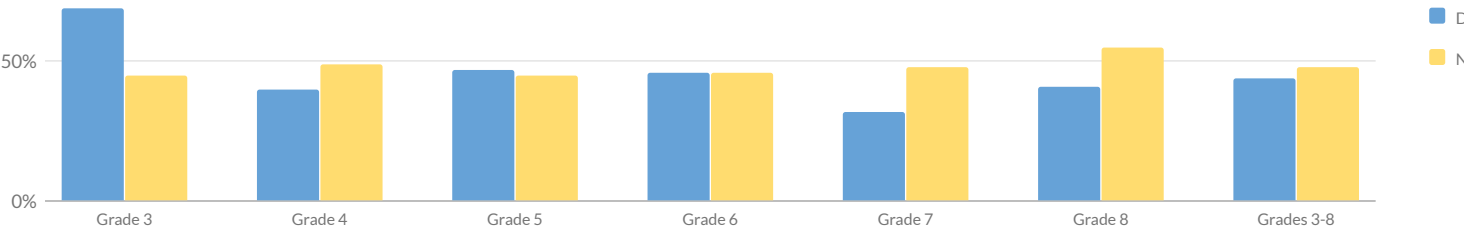
BELFAST CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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.

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.

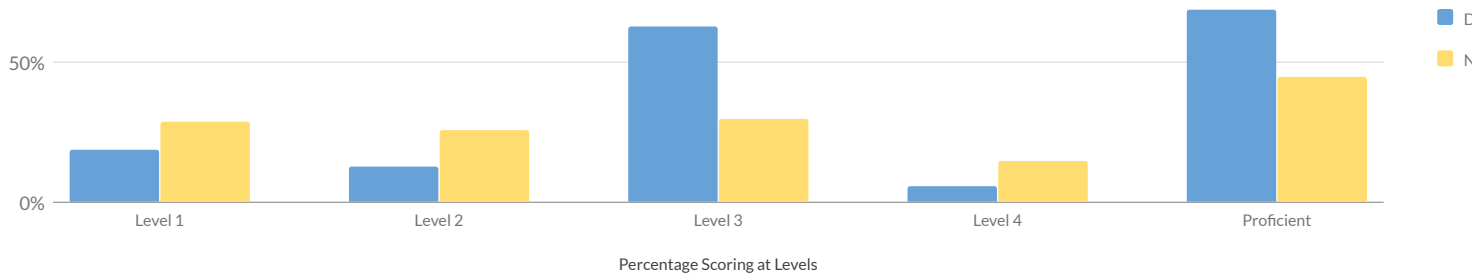
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Grade 4	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Grade 5	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Grade 6	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Grade 7	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Grade 8	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Grades 3-8	145	14	10%	131	90%	26	20%	47	36%	40	31%	18	14%	58	44%

### GRADE 3 ELA RESULTS

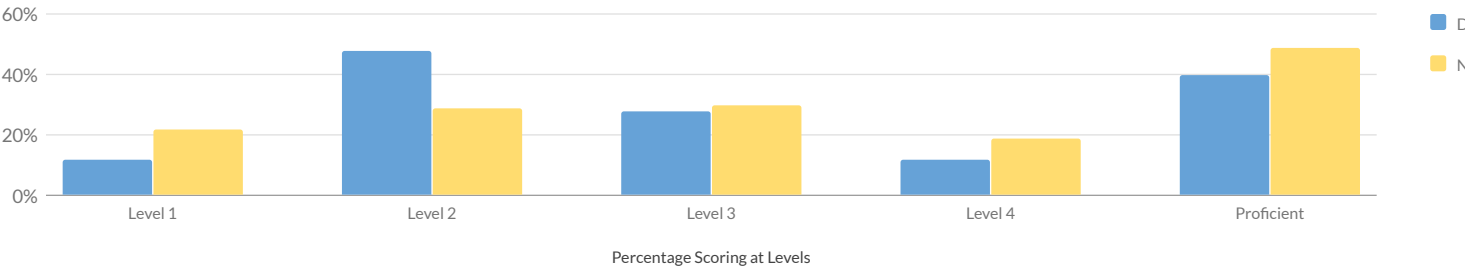
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Female	9	0	0%	9	100%	2	22%	1	11%	5	56%	1	11%	6	67%
Male	7	0	0%	7	100%	1	14%	1	14%	5	71%	0	0%	5	71%
General Education Students	13	0	0%	13	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Economically Disadvantaged	11	0	0%	11	100%	3	27%	2	18%	6	55%	0	0%	6	55%
Not Economically Disadvantaged	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Non-English Language Learner	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Not in Foster Care	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Not Homeless	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Not Migrant	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%
Parent Not in Armed Forces	16	0	0%	16	100%	3	19%	2	13%	10	63%	1	6%	11	69%

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.

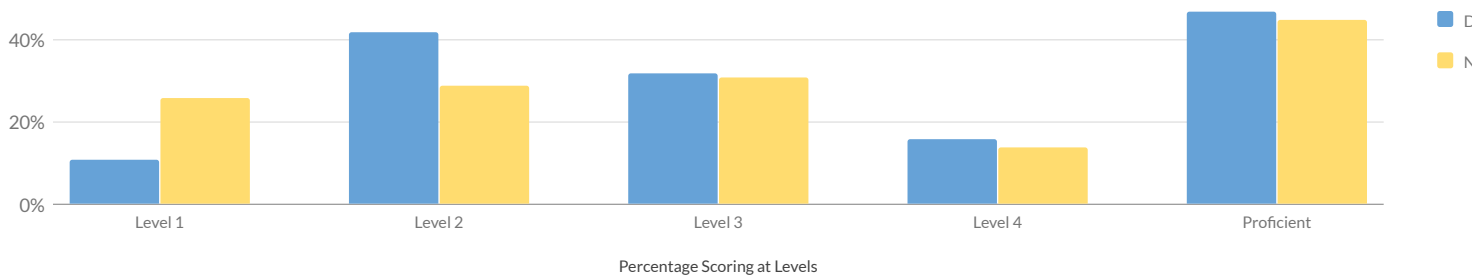


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Female	11	1	9%	10	91%	2	20%	4	40%	2	20%	2	20%	4	40%
Male	16	1	6%	15	94%	1	7%	8	53%	5	33%	1	7%	6	40%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	22	2	9%	20	91%	1	5%	9	45%	7	35%	3	15%	10	50%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
White	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Economically Disadvantaged	19	2	11%	17	89%	2	12%	9	53%	4	24%	2	12%	6	35%
Not Economically Disadvantaged	8	0	0%	8	100%	1	13%	3	38%	3	38%	1	13%	4	50%
Non-English Language Learner	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Not in Foster Care	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Not Homeless	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Not Migrant	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%
Parent Not in Armed Forces	27	2	7%	25	93%	3	12%	12	48%	7	28%	3	12%	10	40%

### GRADE 5 ELA RESULTS

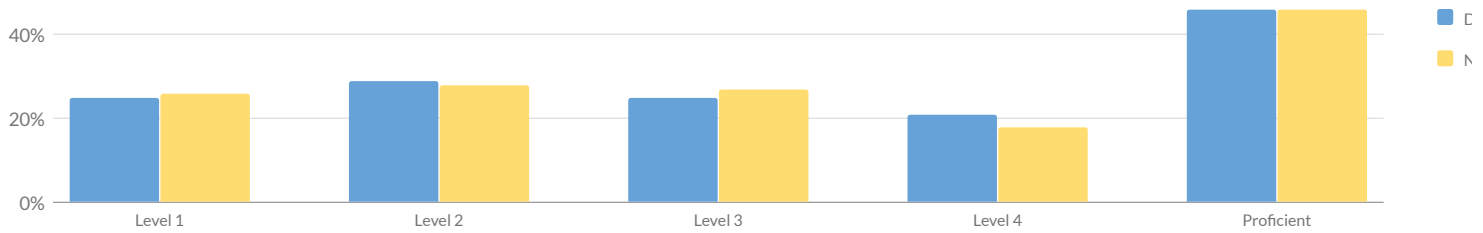
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Female	13	1	8%	12	92%	2	17%	5	42%	3	25%	2	17%	5	42%
Male	8	1	13%	7	88%	0	0%	3	43%	3	43%	1	14%	4	57%
General Education Students	17	2	12%	15	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Economically Disadvantaged	13	2	15%	11	85%	2	18%	6	55%	2	18%	1	9%	3	27%
Not Economically Disadvantaged	8	0	0%	8	100%	0	0%	2	25%	4	50%	2	25%	6	75%
Non-English Language Learner	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Not in Foster Care	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Not Homeless	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Not Migrant	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%
Parent Not in Armed Forces	21	2	10%	19	90%	2	11%	8	42%	6	32%	3	16%	9	47%

## GRADE 6 ELA RESULTS

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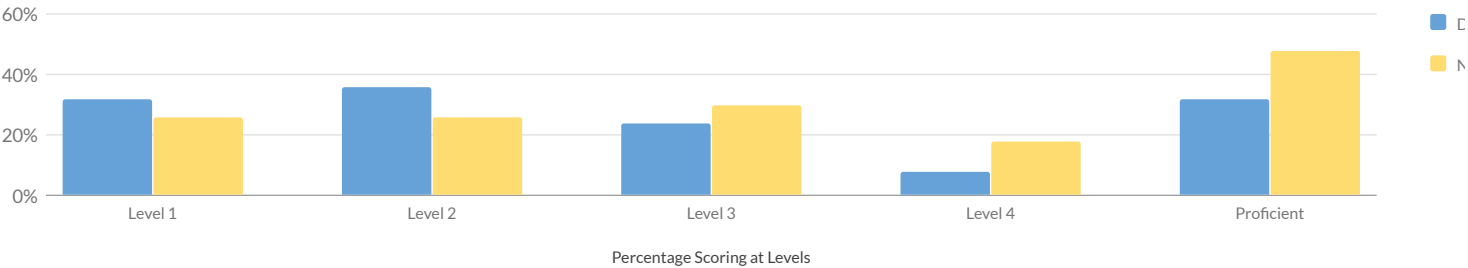


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Female	11	1	9%	10	91%	4	40%	2	20%	2	20%	2	20%	4	40%
Male	14	0	0%	14	100%	2	14%	5	36%	4	29%	3	21%	7	50%
General Education Students	16	1	6%	15	94%	0	0%	5	33%	5	33%	5	33%	10	67%
Students with Disabilities	9	0	0%	9	100%	6	67%	2	22%	1	11%	0	0%	1	11%
White	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Economically Disadvantaged	15	1	7%	14	93%	4	29%	4	29%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	10	0	0%	10	100%	2	20%	3	30%	0	0%	5	50%	5	50%
Non-English Language Learner	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Not in Foster Care	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Not Homeless	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Not Migrant	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%
Parent Not in Armed Forces	25	1	4%	24	96%	6	25%	7	29%	6	25%	5	21%	11	46%

GRADE 7 ELA RESULTS

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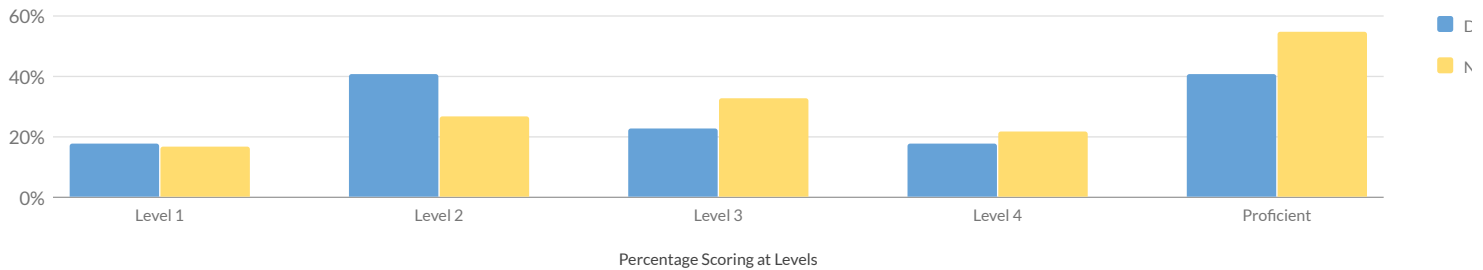
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Female	16	1	6%	15	94%	2	13%	6	40%	5	33%	2	13%	7	47%
Male	11	1	9%	10	91%	6	60%	3	30%	1	10%	0	0%	1	10%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	19	1	5%	18	95%	5	28%	6	33%	5	28%	2	11%	7	39%
Students with Disabilities	8	1	13%	7	88%	3	43%	3	43%	1	14%	0	0%	1	14%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	23	2	9%	21	91%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Economically Disadvantaged	12	2	17%	10	83%	4	40%	4	40%	2	20%	0	0%	2	20%
Not Economically Disadvantaged	15	0	0%	15	100%	4	27%	5	33%	4	27%	2	13%	6	40%
Non-English Language Learner	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Not in Foster Care	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	26	2	8%	24	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%
Parent Not in Armed Forces	27	2	7%	25	93%	8	32%	9	36%	6	24%	2	8%	8	32%

## GRADE 8 ELA RESULTS

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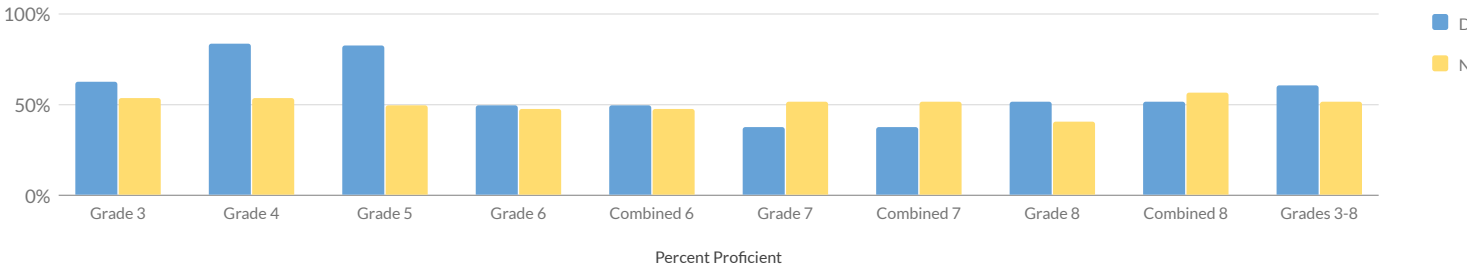


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Female	11	1	9%	10	91%	1	10%	4	40%	2	20%	3	30%	5	50%
Male	18	6	33%	12	67%	3	25%	5	42%	3	25%	1	8%	4	33%
General Education Students	23	4	17%	19	83%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
White	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Economically Disadvantaged	17	6	35%	11	65%	3	27%	5	45%	2	18%	1	9%	3	27%
Not Economically Disadvantaged	12	1	8%	11	92%	1	9%	4	36%	3	27%	3	27%	6	55%
Non-English Language Learner	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Not in Foster Care	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Not Homeless	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Not Migrant	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%
Parent Not in Armed Forces	29	7	24%	22	76%	4	18%	9	41%	5	23%	4	18%	9	41%

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

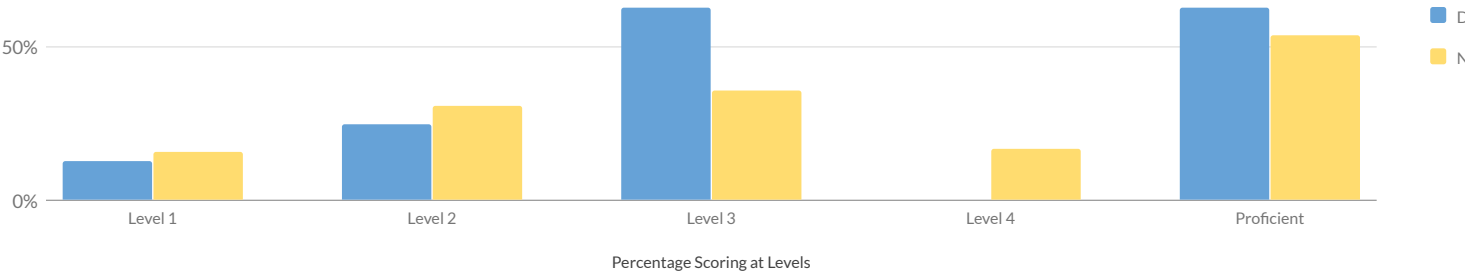


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Grade 4	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Grade 5	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Grade 6	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Combined 6	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Grade 7	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Combined 7	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Grade 8	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Combined 8	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Grades 3-8	145	15	10%	130	90%	17	13%	34	26%	54	42%	25	19%	79	61%

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.

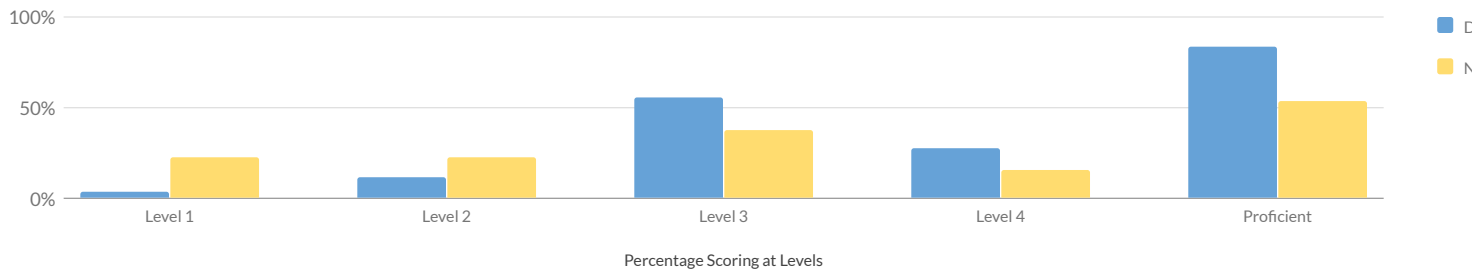


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Female	9	0	0%	9	100%	2	22%	3	33%	4	44%	0	0%	4	44%
Male	7	0	0%	7	100%	0	0%	1	14%	6	86%	0	0%	6	86%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	13	0	0%	13	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Economically Disadvantaged	11	0	0%	11	100%	2	18%	3	27%	6	55%	0	0%	6	55%
Not Economically Disadvantaged	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Non-English Language Learner	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Not in Foster Care	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Not Homeless	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Not Migrant	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%
Parent Not in Armed Forces	16	0	0%	16	100%	2	13%	4	25%	10	63%	0	0%	10	63%

### GRADE 4 MATH RESULTS

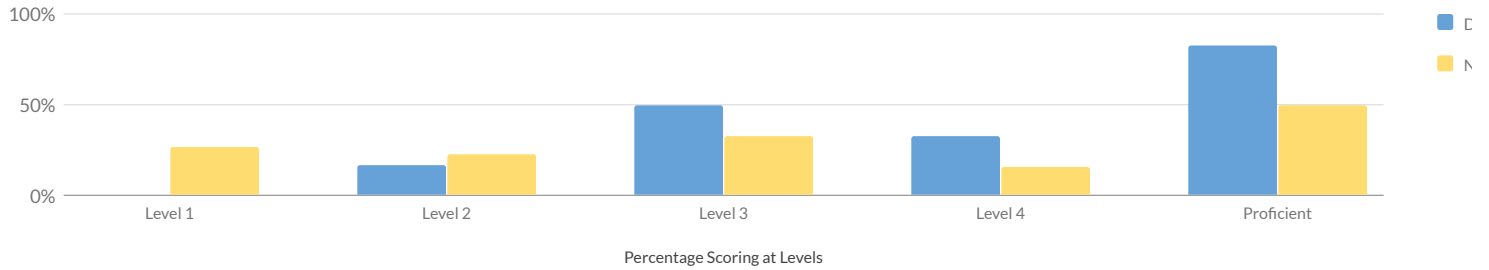
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Female	11	1	9%	10	91%	0	0%	2	20%	5	50%	3	30%	8	80%
Male	16	1	6%	15	94%	1	7%	1	7%	9	60%	4	27%	13	87%
General Education Students	22	2	9%	20	91%	0	0%	2	10%	11	55%	7	35%	18	90%
Students with Disabilities	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
White	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Economically Disadvantaged	19	2	11%	17	89%	1	6%	2	12%	9	53%	5	29%	14	82%
Not Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Non-English Language Learner	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Not in Foster Care	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Not Homeless	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Not Migrant	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%
Parent Not in Armed Forces	27	2	7%	25	93%	1	4%	3	12%	14	56%	7	28%	21	84%

## GRADE 5 MATH RESULTS

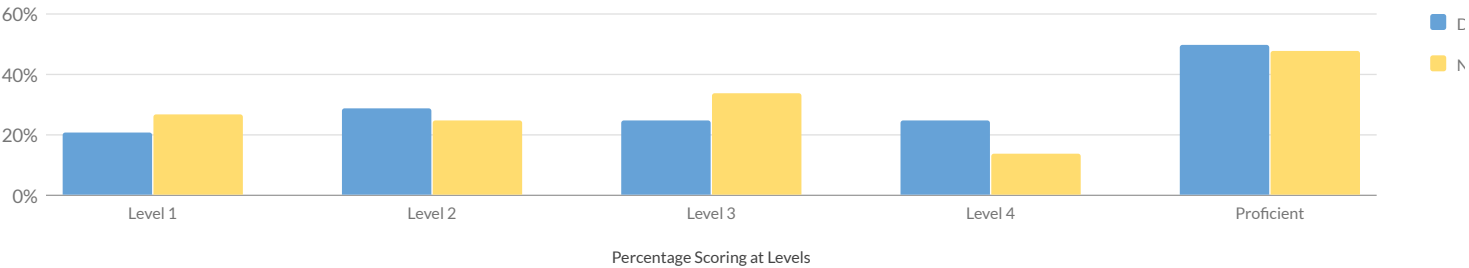
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Female	13	2	15%	11	85%	0	0%	3	27%	5	45%	3	27%	8	73%
Male	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
General Education Students	17	3	18%	14	82%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Economically Disadvantaged	13	2	15%	11	85%	0	0%	2	18%	5	45%	4	36%	9	82%
Not Economically Disadvantaged	8	1	13%	7	88%	0	0%	1	14%	4	57%	2	29%	6	86%
Non-English Language Learner	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Not in Foster Care	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Not Homeless	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Not Migrant	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%
Parent Not in Armed Forces	21	3	14%	18	86%	0	0%	3	17%	9	50%	6	33%	15	83%

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.



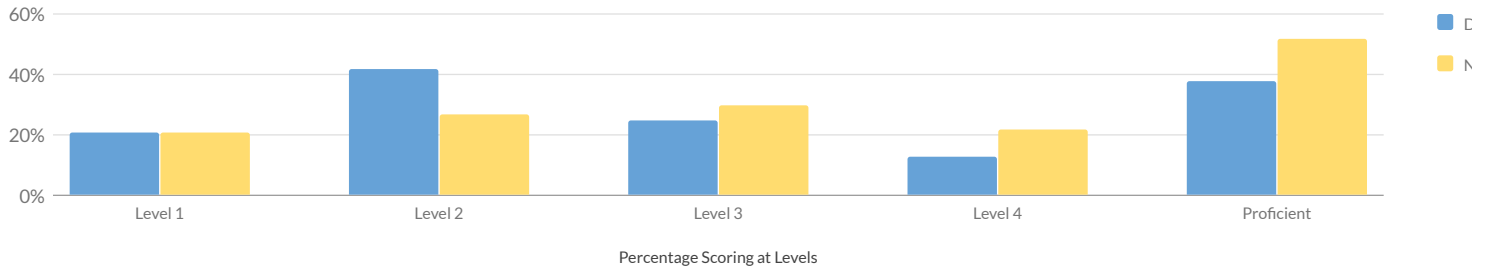


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Female	11	0	0%	11	100%	2	18%	5	45%	1	9%	3	27%	4	36%
Male	14	1	7%	13	93%	3	23%	2	15%	5	38%	3	23%	8	62%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	16	0	0%	16	100%	1	6%	4	25%	5	31%	6	38%	11	69%
Students with Disabilities	9	1	11%	8	89%	4	50%	3	38%	1	13%	0	0%	1	13%
White	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	6	43%	3	21%	2	14%	5	36%
Not Economically Disadvantaged	10	0	0%	10	100%	2	20%	1	10%	3	30%	4	40%	7	70%
Non-English Language Learner	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Not in Foster Care	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Not Homeless	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Not Migrant	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%
Parent Not in Armed Forces	25	1	4%	24	96%	5	21%	7	29%	6	25%	6	25%	12	50%

## GRADE 7 MATH RESULTS

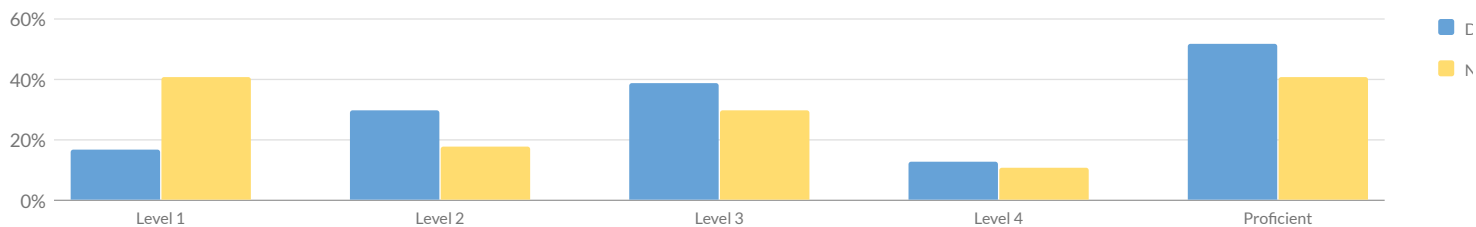
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Female	16	1	6%	15	94%	1	7%	5	33%	6	40%	3	20%	9	60%
Male	11	2	18%	9	82%	4	44%	5	56%	0	0%	0	0%	0	0%
General Education Students	19	2	11%	17	89%	2	12%	6	35%	6	35%	3	18%	9	53%
Students with Disabilities	8	1	13%	7	88%	3	43%	4	57%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	23	3	13%	20	87%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Economically Disadvantaged	12	3	25%	9	75%	3	33%	4	44%	1	11%	1	11%	2	22%
Not Economically Disadvantaged	15	0	0%	15	100%	2	13%	6	40%	5	33%	2	13%	7	47%
Non-English Language Learner	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Not in Foster Care	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	26	3	12%	23	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%
Parent Not in Armed Forces	27	3	11%	24	89%	5	21%	10	42%	6	25%	3	13%	9	38%

## 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.

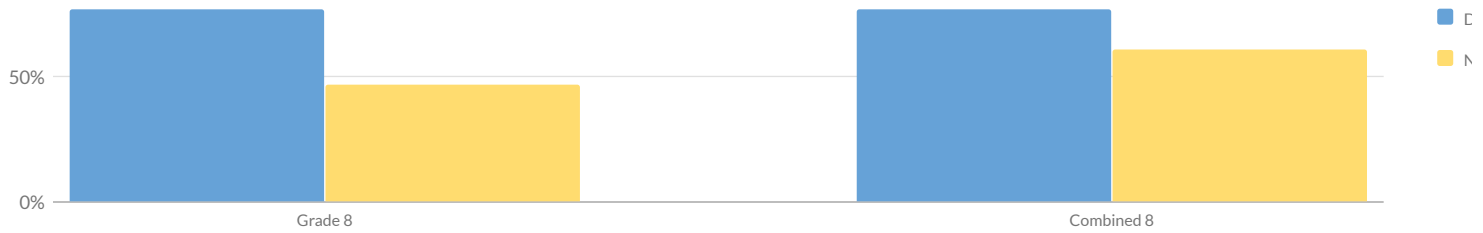


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Female	11	1	9%	10	91%	1	10%	4	40%	4	40%	1	10%	5	50%
Male	18	5	28%	13	72%	3	23%	3	23%	5	38%	2	15%	7	54%
General Education Students	23	3	13%	20	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
White	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Economically Disadvantaged	17	5	29%	12	71%	4	33%	4	33%	3	25%	1	8%	4	33%
Not Economically Disadvantaged	12	1	8%	11	92%	0	0%	3	27%	6	55%	2	18%	8	73%
Non-English Language Learner	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Not in Foster Care	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Not Homeless	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Not Migrant	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%
Parent Not in Armed Forces	29	6	21%	23	79%	4	17%	7	30%	9	39%	3	13%	12	52%

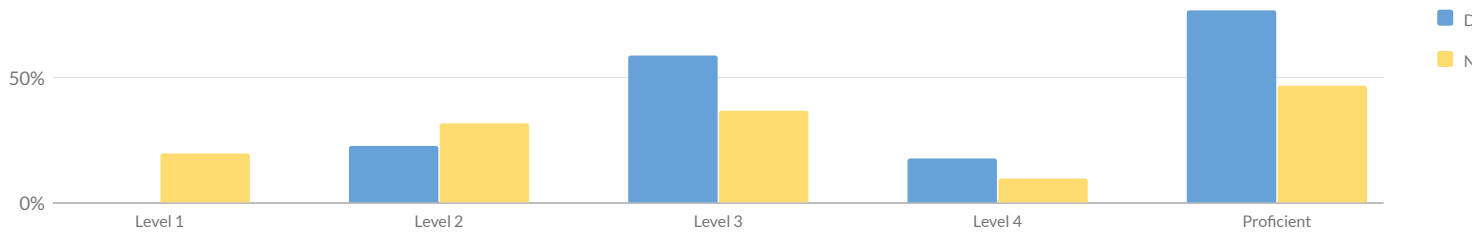
**GRADE 8 SCIENCE RESULTS (2022-23)**

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	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Combined 8	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%

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

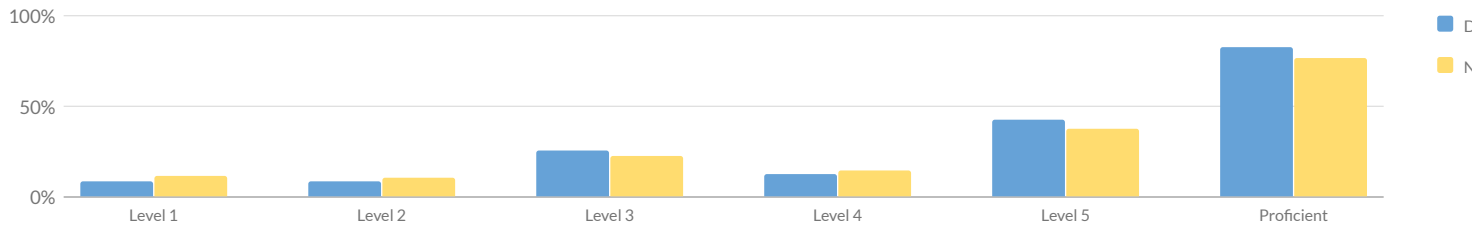
**GRADE 8 SCIENCE RESULTS**

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Female	10	1	10%	9	90%	0	0%	1	11%	6	67%	2	22%	8	89%
Male	18	5	28%	13	72%	0	0%	4	31%	7	54%	2	15%	9	69%
General Education Students	23	4	17%	19	83%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Economically Disadvantaged	16	5	31%	11	69%	0	0%	2	18%	8	73%	1	9%	9	82%
Not Economically Disadvantaged	12	1	8%	11	92%	0	0%	3	27%	5	45%	3	27%	8	73%
Non-English Language Learner	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Not in Foster Care	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Not Homeless	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Not Migrant	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	77%
Parent Not in Armed Forces	28	6	21%	22	79%	0	0%	5	23%	13	59%	4	18%	17	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).

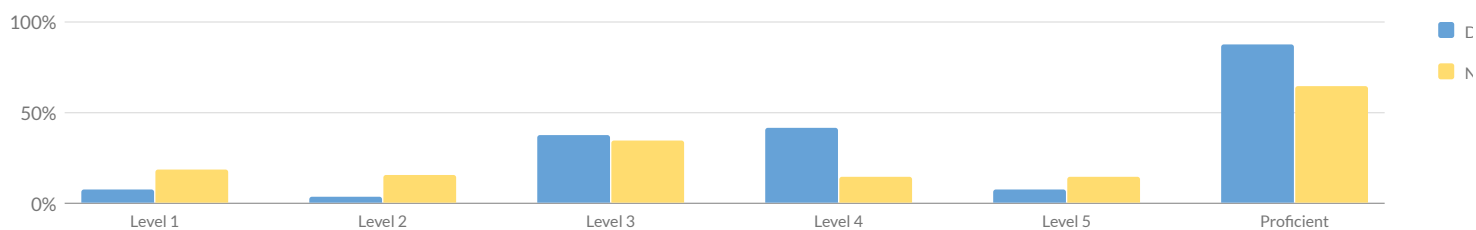
### ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%
Female	8	1	13%	0	0%	2	25%	2	25%	3	38%	7	88%
Male	15	1	7%	2	13%	4	27%	1	7%	7	47%	12	80%
General Education Students	17	0	0%	1	6%	3	18%	3	18%	10	59%	16	94%
Students with Disabilities	6	2	33%	1	17%	3	50%	0	0%	0	0%	3	50%
White	22	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%
Economically Disadvantaged	9	2	22%	1	11%	2	22%	1	11%	3	33%	6	67%
Not Economically Disadvantaged	14	0	0%	1	7%	4	29%	2	14%	7	50%	13	93%
Non-English Language Learner	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%
Not in Foster Care	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	22	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%
Parent Not in Armed Forces	23	2	9%	2	9%	6	26%	3	13%	10	43%	19	83%

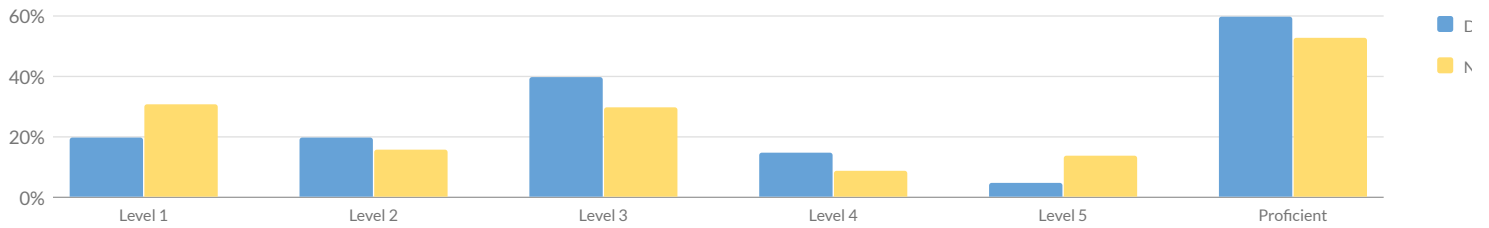
## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Female	16	2	13%	1	6%	5	31%	7	44%	1	6%	13	81%
Male	8	0	0%	0	0%	4	50%	3	38%	1	13%	8	100%
General Education Students	18	0	0%	0	0%	6	33%	10	56%	2	11%	18	100%
Students with Disabilities	6	2	33%	1	17%	3	50%	0	0%	0	0%	3	50%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	22	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Economically Disadvantaged	12	2	17%	1	8%	3	25%	5	42%	1	8%	9	75%
Not Economically Disadvantaged	12	0	0%	0	0%	6	50%	5	42%	1	8%	12	100%
Non-English Language Learner	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Not in Foster Care	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Not Homeless	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Not Migrant	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%
Parent Not in Armed Forces	24	2	8%	1	4%	9	38%	10	42%	2	8%	21	88%

## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

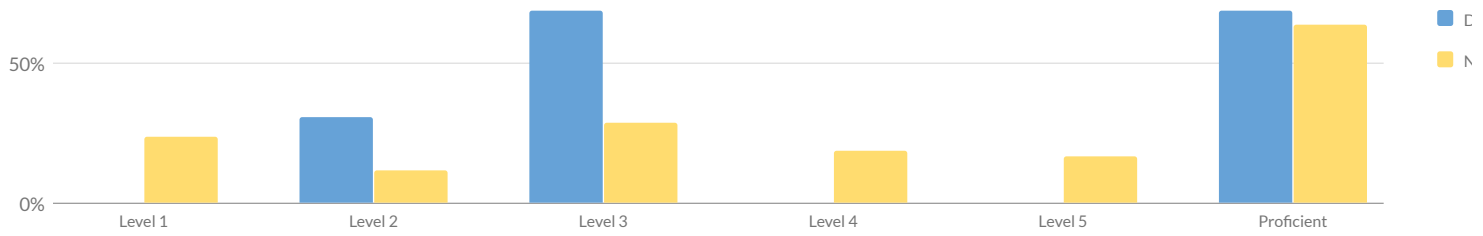


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Female	15	2	13%	2	13%	7	47%	3	20%	1	7%	11	73%
Male	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
General Education Students	19	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Economically Disadvantaged	10	3	30%	1	10%	4	40%	1	10%	1	10%	6	60%
Not Economically Disadvantaged	10	1	10%	3	30%	4	40%	2	20%	0	0%	6	60%
Non-English Language Learner	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Not in Foster Care	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Not Homeless	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Not Migrant	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%
Parent Not in Armed Forces	20	4	20%	4	20%	8	40%	3	15%	1	5%	12	60%



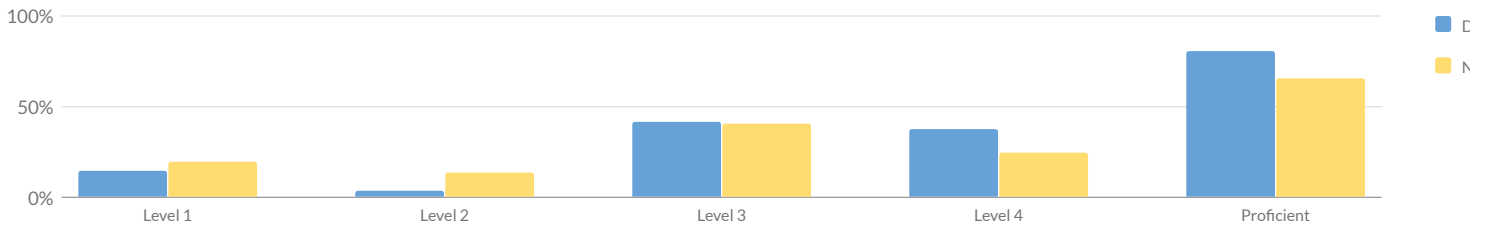
## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

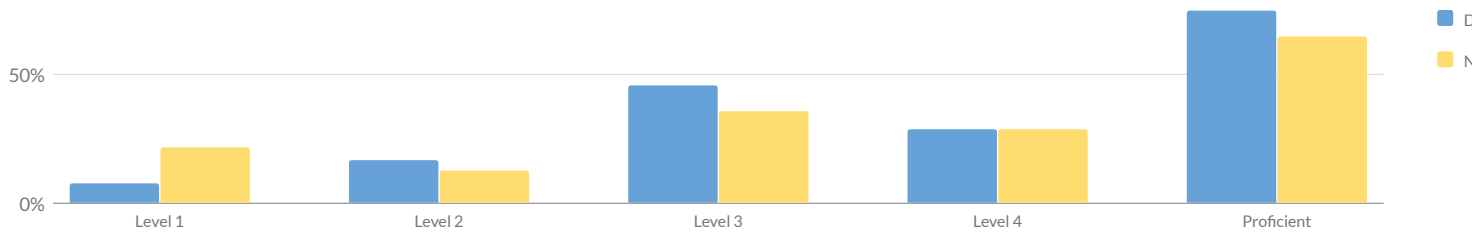
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Female	6	0	0%	4	67%	2	33%	0	0%	0	0%	2	33%
Male	7	0	0%	0	0%	7	100%	0	0%	0	0%	7	100%
General Education Students	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
White	12	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Not in Foster Care	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Not Homeless	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Not Migrant	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%
Parent Not in Armed Forces	13	0	0%	4	31%	9	69%	0	0%	0	0%	9	69%

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	26	4	15%	1	4%	11	42%	10	38%	21	81%
Female	16	1	6%	1	6%	6	38%	8	50%	14	88%
Male	10	3	30%	0	0%	5	50%	2	20%	7	70%
General Education Students	20	1	5%	0	0%	9	45%	10	50%	19	95%
Students with Disabilities	6	3	50%	1	17%	2	33%	0	0%	2	33%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	24	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	4	15%	1	4%	11	42%	10	38%	21	81%
Economically Disadvantaged	13	1	8%	0	0%	7	54%	5	38%	12	92%
Not Economically Disadvantaged	13	3	23%	1	8%	4	31%	5	38%	9	69%
Non-English Language Learner	26	4	15%	1	4%	11	42%	10	38%	21	81%
Not in Foster Care	26	4	15%	1	4%	11	42%	10	38%	21	81%
Not Homeless	26	4	15%	1	4%	11	42%	10	38%	21	81%
Not Migrant	26	4	15%	1	4%	11	42%	10	38%	21	81%
Parent Not in Armed Forces	26	4	15%	1	4%	11	42%	10	38%	21	81%

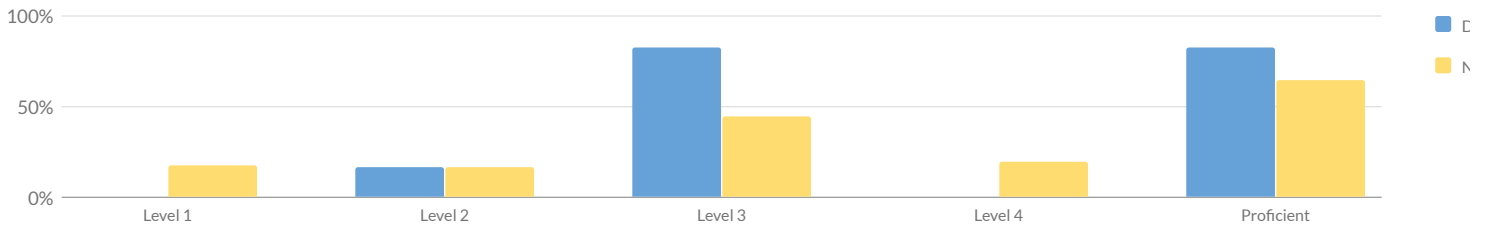
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

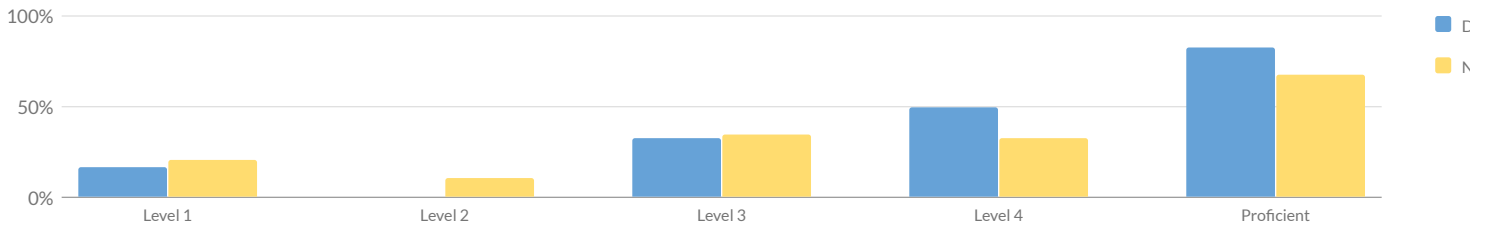
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	4	17%	11	46%	7	29%	18	75%
Female	15	0	0%	4	27%	5	33%	6	40%	11	73%
Male	9	2	22%	0	0%	6	67%	1	11%	7	78%
General Education Students	22	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	23	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	4	17%	11	46%	7	29%	18	75%
Economically Disadvantaged	12	1	8%	2	17%	6	50%	3	25%	9	75%
Not Economically Disadvantaged	12	1	8%	2	17%	5	42%	4	33%	9	75%
Non-English Language Learner	24	2	8%	4	17%	11	46%	7	29%	18	75%
Not in Foster Care	24	2	8%	4	17%	11	46%	7	29%	18	75%
Not Homeless	24	2	8%	4	17%	11	46%	7	29%	18	75%
Not Migrant	24	2	8%	4	17%	11	46%	7	29%	18	75%
Parent Not in Armed Forces	24	2	8%	4	17%	11	46%	7	29%	18	75%

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	2	17%	10	83%	0	0%	10	83%
Female	5	0	0%	1	20%	4	80%	0	0%	4	80%
Male	7	0	0%	1	14%	6	86%	0	0%	6	86%
General Education Students	12	0	0%	2	17%	10	83%	0	0%	10	83%
White	11	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	2	17%	10	83%	0	0%	10	83%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	12	0	0%	2	17%	10	83%	0	0%	10	83%
Not in Foster Care	12	0	0%	2	17%	10	83%	0	0%	10	83%
Not Homeless	12	0	0%	2	17%	10	83%	0	0%	10	83%
Not Migrant	12	0	0%	2	17%	10	83%	0	0%	10	83%
Parent Not in Armed Forces	12	0	0%	2	17%	10	83%	0	0%	10	83%

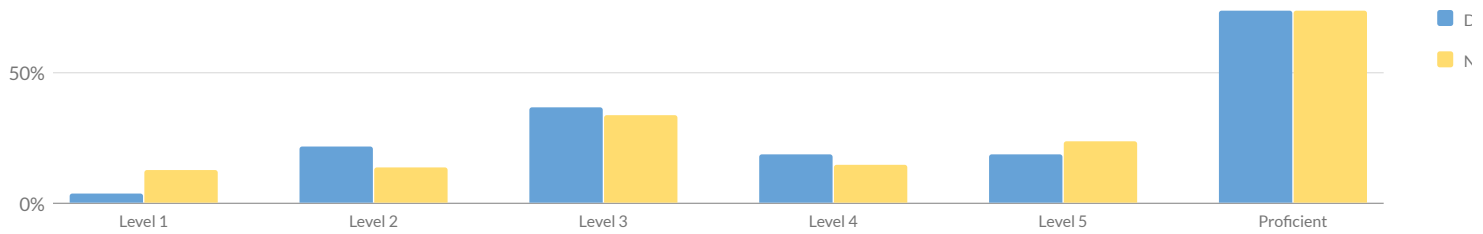
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	6	1	17%	0	0%	2	33%	3	50%	5	83%
Male	6	1	17%	0	0%	2	33%	3	50%	5	83%
General Education Students	5	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	6	1	17%	0	0%	2	33%	3	50%	5	83%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	6	1	17%	0	0%	2	33%	3	50%	5	83%
Not in Foster Care	6	1	17%	0	0%	2	33%	3	50%	5	83%
Not Homeless	6	1	17%	0	0%	2	33%	3	50%	5	83%
Not Migrant	6	1	17%	0	0%	2	33%	3	50%	5	83%
Parent Not in Armed Forces	6	1	17%	0	0%	2	33%	3	50%	5	83%

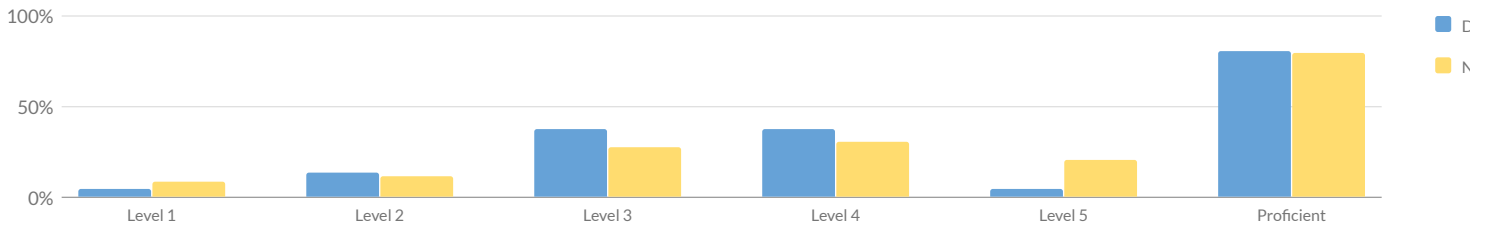
## ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY &amp; GEOGRAPHY II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Female	18	1	6%	3	17%	6	33%	4	22%	4	22%	14	78%
Male	9	0	0%	3	33%	4	44%	1	11%	1	11%	6	67%
General Education Students	22	0	0%	3	14%	9	41%	5	23%	5	23%	19	86%
Students with Disabilities	5	1	20%	3	60%	1	20%	0	0%	0	0%	1	20%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	26	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Economically Disadvantaged	14	1	7%	2	14%	6	43%	2	14%	3	21%	11	79%
Not Economically Disadvantaged	13	0	0%	4	31%	4	31%	3	23%	2	15%	9	69%
Non-English Language Learner	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Not in Foster Care	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Not Homeless	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Not Migrant	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%
Parent Not in Armed Forces	27	1	4%	6	22%	10	37%	5	19%	5	19%	20	74%

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



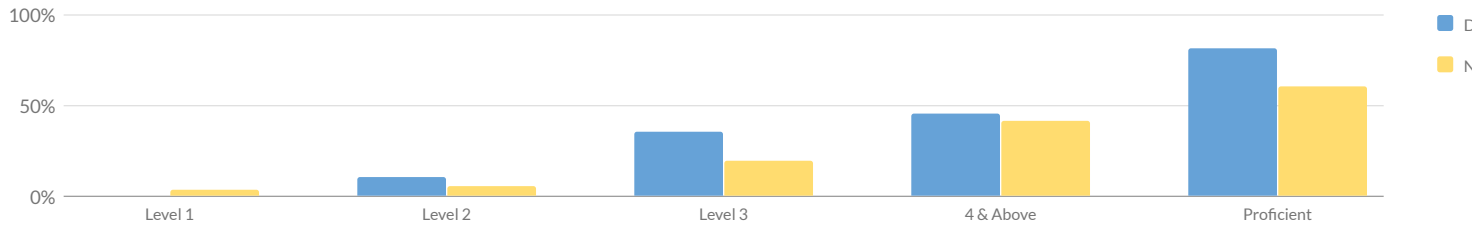
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%
Female	7	1	14%	1	14%	4	57%	1	14%	0	0%	5	71%
Male	14	0	0%	2	14%	4	29%	7	50%	1	7%	12	86%
General Education Students	17	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
White	20	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%
Economically Disadvantaged	8	1	13%	1	13%	5	63%	1	13%	0	0%	6	75%
Not Economically Disadvantaged	13	0	0%	2	15%	3	23%	7	54%	1	8%	11	85%
Non-English Language Learner	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%
Not in Foster Care	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	20	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%
Parent Not in Armed Forces	21	1	5%	3	14%	8	38%	8	38%	1	5%	17	81%

## 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

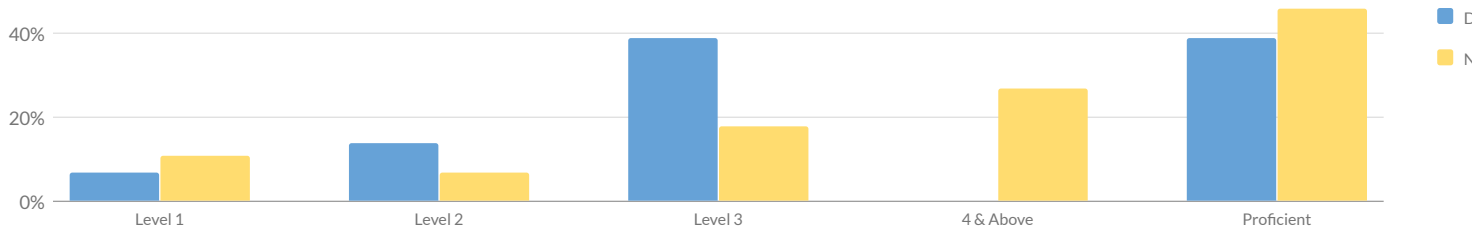


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	2	7%	26	93%	0	0%	3	11%	10	36%	13	46%	23	82%
Female	11	1	9%	10	91%	0	0%	1	9%	4	36%	5	45%	9	82%
Male	17	1	6%	16	94%	0	0%	2	12%	6	35%	8	47%	14	82%
General Education Students	20	0	0%	20	100%	0	0%	2	10%	6	30%	12	60%	18	90%
Students with Disabilities	8	2	25%	6	75%	0	0%	1	13%	4	50%	1	13%	5	63%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	26	2	—	24	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	2	7%	26	93%	0	0%	3	11%	10	36%	13	46%	23	82%
Economically Disadvantaged	18	1	6%	17	94%	0	0%	2	11%	7	39%	8	44%	15	83%
Not Economically Disadvantaged	10	1	10%	9	90%	0	0%	1	10%	3	30%	5	50%	8	80%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	27	2	—	25	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	2	7%	26	93%	0	0%	3	11%	10	36%	13	46%	23	82%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	2	—	25	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	2	7%	26	93%	0	0%	3	11%	10	36%	13	46%	23	82%
Parent Not in Armed Forces	28	2	7%	26	93%	0	0%	3	11%	10	36%	13	46%	23	82%



## 2019 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	11	39%	17	61%	2	7%	4	14%	11	39%	0	0%	11	39%
Female	11	4	36%	7	64%	1	9%	3	27%	3	27%	0	0%	3	27%
Male	17	7	41%	10	59%	1	6%	1	6%	8	47%	0	0%	8	47%
General Education Students	20	8	40%	12	60%	0	0%	4	20%	8	40%	0	0%	8	40%
Students with Disabilities	8	3	38%	5	63%	2	25%	0	0%	3	38%	0	0%	3	38%
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	26	10	—	16	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	11	39%	17	61%	2	7%	4	14%	11	39%	0	0%	11	39%
Economically Disadvantaged	18	9	50%	9	50%	2	11%	2	11%	5	28%	0	0%	5	28%
Not Economically Disadvantaged	10	2	20%	8	80%	0	0%	2	20%	6	60%	0	0%	6	60%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	27	11	—	16	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	11	39%	17	61%	2	7%	4	14%	11	39%	0	0%	11	39%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	11	—	16	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	11	39%	17	61%	2	7%	4	14%	11	39%	0	0%	11	39%
Parent Not in Armed Forces	28	11	39%	17	61%	2	7%	4	14%	11	39%	0	0%	11	39%

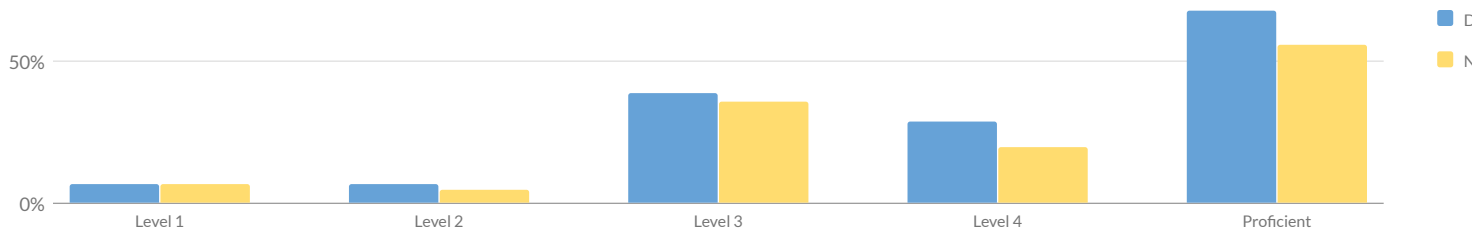
## 2019 TOTAL COHORT EXEMPTIONS IN MATH

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	22	9	41	13	59
Female	9	3	33	6	67
Male	13	6	46	7	54
General Education Students	18	8	44	10	56
Students with Disabilities	4	1	25	3	75
Hispanic or Latino	1	1	100	0	0
White	21	8	38	13	62
Economically Disadvantaged	15	8	53	7	47
Not Economically Disadvantaged	7	1	14	6	86
Non-English Language Learner	22	9	41	13	59
Not in Foster Care	22	9	41	13	59
Homeless	1	0	0	1	100
Not Homeless	21	9	43	12	57
Not Migrant	22	9	41	13	59
Parent Not in Armed Forces	22	9	41	13	59

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	5	18%	23	82%	2	7%	2	7%	11	39%	8	29%	19	68%
Female	11	2	18%	9	82%	1	9%	0	0%	6	55%	2	18%	8	73%
Male	17	3	18%	14	82%	1	6%	2	12%	5	29%	6	35%	11	65%
General Education Students	20	2	10%	18	90%	2	10%	1	5%	8	40%	7	35%	15	75%
Students with Disabilities	8	3	38%	5	63%	0	0%	1	13%	3	38%	1	13%	4	50%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	26	5	—	21	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	5	18%	23	82%	2	7%	2	7%	11	39%	8	29%	19	68%
Economically Disadvantaged	18	3	17%	15	83%	2	11%	2	11%	6	33%	5	28%	11	61%
Not Economically Disadvantaged	10	2	20%	8	80%	0	0%	0	0%	5	50%	3	30%	8	80%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	27	5	—	22	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	5	18%	23	82%	2	7%	2	7%	11	39%	8	29%	19	68%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	5	—	22	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	5	18%	23	82%	2	7%	2	7%	11	39%	8	29%	19	68%
Parent Not in Armed Forces	28	5	18%	23	82%	2	7%	2	7%	11	39%	8	29%	19	68%

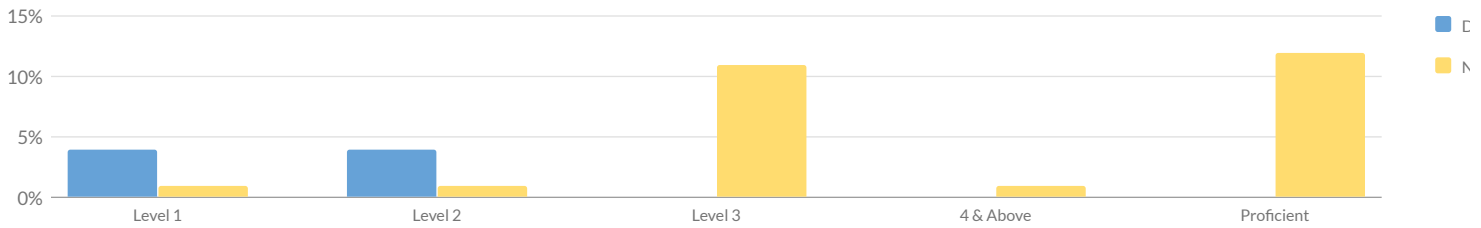
## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	24	2	8	22	92
Female	9	0	0	9	100
Male	15	2	13	13	87
General Education Students	19	1	5	18	95
Students with Disabilities	5	1	20	4	80
Hispanic or Latino	2	0	0	2	100
White	22	2	9	20	91
Economically Disadvantaged	17	2	12	15	88
Not Economically Disadvantaged	7	0	0	7	100
English Language Learner	1	0	0	1	100
Non-English Language Learner	23	2	9	21	91
Not in Foster Care	24	2	8	22	92
Homeless	1	0	0	1	100
Not Homeless	23	2	9	21	91
Not Migrant	24	2	8	22	92
Parent Not in Armed Forces	24	2	8	22	92

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	28	26	93%	2	7%	1	4%	1	4%	0	0%	0	0%	0	0%
Female	11	9	82%	2	18%	1	9%	1	9%	0	0%	0	0%	0	0%
Male	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	20	18	90%	2	10%	1	5%	1	5%	0	0%	0	0%	0	0%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	26	24	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	26	93%	2	7%	1	4%	1	4%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	17	94%	1	6%	1	6%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	10	9	90%	1	10%	0	0%	1	10%	0	0%	0	0%	0	0%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	27	25	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	26	93%	2	7%	1	4%	1	4%	0	0%	0	0%	0	0%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	26	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	26	93%	2	7%	1	4%	1	4%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	28	26	93%	2	7%	1	4%	1	4%	0	0%	0	0%	0	0%

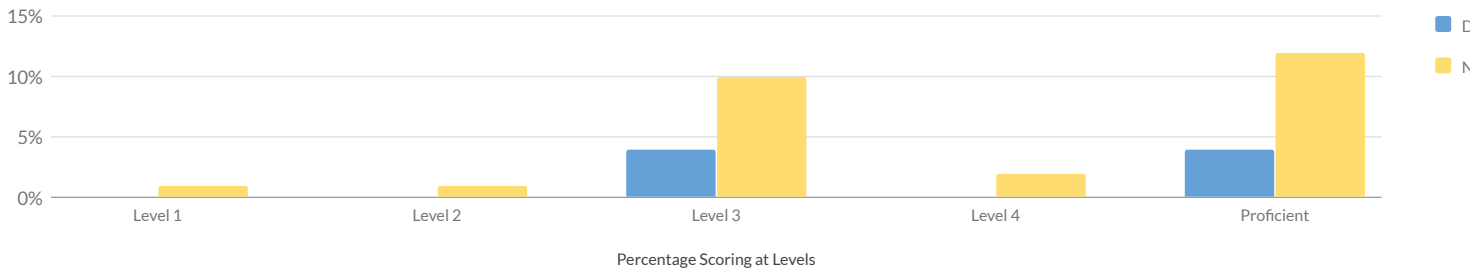
## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	23	23	100	0	0
Female	8	8	100	0	0
Male	15	15	100	0	0
General Education Students	18	18	100	0	0
Students with Disabilities	5	5	100	0	0
Hispanic or Latino	2	2	100	0	0
White	21	21	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	7	7	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	22	22	100	0	0
Not in Foster Care	23	23	100	0	0
Not Homeless	23	23	100	0	0
Not Migrant	23	23	100	0	0
Parent Not in Armed Forces	23	23	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	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Female	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Male	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	26	25	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Economically Disadvantaged	18	17	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
Not Economically Disadvantaged	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	27	26	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	27	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Parent Not in Armed Forces	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%

## 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	24	24	100	0	0
Female	9	9	100	0	0
Male	15	15	100	0	0
General Education Students	19	19	100	0	0
Students with Disabilities	5	5	100	0	0
Hispanic or Latino	2	2	100	0	0
White	22	22	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	23	23	100	0	0
Not in Foster Care	24	24	100	0	0
Not Homeless	24	24	100	0	0
Not Migrant	24	24	100	0	0
Parent Not in Armed Forces	24	24	100	0	0

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 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	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	3	3	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%

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
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%

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
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%

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THIS DOCUMENT WAS CREATED ON: DECEMBER 18, 2023, 5:12 PM EST