

## DANVILLE 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

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

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	456	96.8	2
	Math	449	122.6	
	Combined	905	109.6	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	6	83.3	—
	Math	5	120	
	Combined	11	—	
Multiracial	ELA	18	77.8	2
	Math	18	94.4	
	Combined	36	86.1	
White	ELA	429	97.8	2
	Math	423	123.8	
	Combined	852	110.7	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	75	47.3	2
	Math	71	50.7	
	Combined	146	49	
Economically Disadvantaged	ELA	281	81.1	2
	Math	266	108.5	
	Combined	547	94.4	

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	509	86.7	2
	Math	508	108.4	
	Combined	1,017	97.5	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	8	62.5	—
	Math	8	75	
	Combined	16	—	
Multiracial	ELA	18	77.8	2
	Math	18	94.4	
	Combined	36	86.1	
White	ELA	481	87.2	2
	Math	480	109.1	
	Combined	961	98.1	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	90	39.4	2
	Math	90	40	
	Combined	180	39.7	
Economically Disadvantaged	ELA	316	72.2	2
	Math	315	91.6	
	Combined	631	81.9	



### ELEMENTARY/MIDDLE ELP

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

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	739	198	26.8%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	21	—	—	—
Multiracial	23	—	—	—
White	690	186	27%	2
English Language Learner	3	—	—	—
Students with Disabilities	132	43	32.6%	2
Economically Disadvantaged	481	160	33.3%	2

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	557	84.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	19	—
White	X	522	84.5%
English Language Learner	—	1	—
Students with Disabilities	X	95	77.9%
Economically Disadvantaged	X	350	84%

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	555	83.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	19	—
White	X	520	83.3%
English Language Learner	—	1	—
Students with Disabilities	X	94	73.4%
Economically Disadvantaged	X	349	79.7%

### SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	2	—	3
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	2	2	2	—	3
English Language Learner	—	—	—	—	—
Students with Disabilities	2	2	1	—	2
Economically Disadvantaged	2	2	2	—	2

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	83	123.5	113.7	2
	Math	45	86.7		
	Science	43	139.5		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	1	—	—	—
	Math	2	—		
	Science	1	—		
White	ELA	81	121	112.3	2
	Math	42	85.7		
	Science	41	139		
Students with Disabilities	ELA	11	77.3	70.1	2
	Math	7	42.9		
	Science	4	—		
Economically Disadvantaged	ELA	56	111.6	92.4	2
	Math	23	52.2		
	Science	23	123.9		



## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	97	105.7	78	2
	Math	85	45.9		
	Science	71	84.5		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	93	105.4	77.5	2
	Math	81	44.4		
	Science	67	85.1		
Students with Disabilities	ELA	15	56.7	39.9	2
	Math	15	20		
	Science	9	44.4		
Economically Disadvantaged	ELA	62	100.8	64	2
	Math	51	23.5		
	Science	41	69.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	126	106	84.1%	84.9%	2
	5-year	111	93	83.8%		
	6-year	122	106	86.9%		
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	0	—	—		
	6-year	1	—	—		
Black or African American	4-year	2	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	5	—	—		
	6-year	2	—	—		
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	121	102	84.3%	85%	2
	5-year	103	87	84.5%		
	6-year	117	101	86.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	12	—	—	53.4%	1
	5-year	15	7	46.7%		
	6-year	15	9	60%		
Economically Disadvantaged	4-year	58	42	72.4%	78.5%	2
	5-year	54	46	85.2%		
	6-year	54	42	77.8%		

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	—	—	—	—
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	0	—	—	—	—
English Language Learner	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	431	109	25.3%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	6	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	6	—	—	—
White	400	96	24%	3
English Language Learner	3	—	—	—
Students with Disabilities	73	26	35.6%	2
Economically Disadvantaged	251	95	37.8%	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	94	85.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	0	—
White	X	89	86.5%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	✓	56	94.6%

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	83	54.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	0	—
White	X	78	52.6%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	X	46	45.7%



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

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

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	90	7	8%	83	92%	42	51%	20	24%	16	19%	5	6%	21	25%
Grade 4	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Grade 5	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%
Grade 6	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%
Grade 7	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
Grade 8	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%
Grades 3-8	557	93	17%	464	83%	181	39%	145	31%	107	23%	31	7%	138	30%

## 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	7	8%	83	92%	42	51%	20	24%	16	19%	5	6%	21	25%
Female	51	4	8%	47	92%	24	51%	8	17%	12	26%	3	6%	15	32%
Male	39	3	8%	36	92%	18	50%	12	33%	4	11%	2	6%	6	17%
General Education Students	77	4	5%	73	95%	34	47%	19	26%	15	21%	5	7%	20	27%
Students with Disabilities	13	3	23%	10	77%	8	80%	1	10%	1	10%	0	0%	1	10%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	84	7	8%	77	92%	38	49%	20	26%	15	19%	4	5%	19	25%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	4	67%	0	0%	1	17%	1	17%	2	33%
Economically Disadvantaged	56	5	9%	51	91%	30	59%	12	24%	8	16%	1	2%	9	18%
Not Economically Disadvantaged	34	2	6%	32	94%	12	38%	8	25%	8	25%	4	13%	12	38%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	7	8%	82	92%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	7	8%	82	92%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	89	7	8%	82	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	7	8%	83	92%	42	51%	20	24%	16	19%	5	6%	21	25%
Parent Not in Armed Forces	90	7	8%	83	92%	42	51%	20	24%	16	19%	5	6%	21	25%

## 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	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Female	45	2	4%	43	96%	15	35%	19	44%	8	19%	1	2%	9	21%
Male	36	1	3%	35	97%	12	34%	18	51%	4	11%	1	3%	5	14%
General Education Students	64	0	0%	64	100%	21	33%	30	47%	11	17%	2	3%	13	20%
Students with Disabilities	17	3	18%	14	82%	6	43%	7	50%	1	7%	0	0%	1	7%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	78	3	4%	75	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Economically Disadvantaged	47	2	4%	45	96%	17	38%	20	44%	7	16%	1	2%	8	18%
Not Economically Disadvantaged	34	1	3%	33	97%	10	30%	17	52%	5	15%	1	3%	6	18%
Non-English Language Learner	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Not in Foster Care	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	80	3	4%	77	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%
Parent Not in Armed Forces	81	3	4%	78	96%	27	35%	37	47%	12	15%	2	3%	14	18%

## 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	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%
Female	42	0	0%	42	100%	16	38%	13	31%	11	26%	2	5%	13	31%
Male	42	5	12%	37	88%	19	51%	14	38%	3	8%	1	3%	4	11%
General Education Students	69	1	1%	68	99%	25	37%	26	38%	14	21%	3	4%	17	25%
Students with Disabilities	15	4	27%	11	73%	10	91%	1	9%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	77	5	6%	72	94%	30	42%	26	36%	13	18%	3	4%	16	22%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	5	71%	1	14%	1	14%	0	0%	1	14%
Economically Disadvantaged	59	2	3%	57	97%	27	47%	22	39%	8	14%	0	0%	8	14%
Not Economically Disadvantaged	25	3	12%	22	88%	8	36%	5	23%	6	27%	3	14%	9	41%
Non-English Language Learner	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%
Not in Foster Care	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	5	6%	78	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%
Parent Not in Armed Forces	84	5	6%	79	94%	35	44%	27	34%	14	18%	3	4%	17	22%

## 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	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%
Female	30	2	7%	28	93%	7	25%	8	29%	13	46%	0	0%	13	46%
Male	63	5	8%	58	92%	24	41%	19	33%	10	17%	5	9%	15	26%
General Education Students	76	4	5%	72	95%	19	26%	25	35%	23	32%	5	7%	28	39%
Students with Disabilities	17	3	18%	14	82%	12	86%	2	14%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	89	6	7%	83	93%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	92	6	7%	86	93%	31	36%	27	31%	23	27%	5	6%	28	33%
Economically Disadvantaged	57	4	7%	53	93%	25	47%	18	34%	9	17%	1	2%	10	19%
Not Economically Disadvantaged	36	3	8%	33	92%	6	18%	9	27%	14	42%	4	12%	18	55%
Non-English Language Learner	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%
Not in Foster Care	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	92	7	8%	85	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%
Parent Not in Armed Forces	93	7	8%	86	92%	31	36%	27	31%	23	27%	5	6%	28	33%

## GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
Female	56	21	38%	35	63%	9	26%	10	29%	10	29%	6	17%	16	46%
Male	52	15	29%	37	71%	17	46%	9	24%	9	24%	2	5%	11	30%
General Education Students	87	26	30%	61	70%	16	26%	19	31%	18	30%	8	13%	26	43%
Students with Disabilities	21	10	48%	11	52%	10	91%	0	0%	1	9%	0	0%	1	9%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	103	35	34%	68	66%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	107	35	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
Economically Disadvantaged	71	26	37%	45	63%	20	44%	12	27%	10	22%	3	7%	13	29%
Not Economically Disadvantaged	37	10	27%	27	73%	6	22%	7	26%	9	33%	5	19%	14	52%
Non-English Language Learner	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	107	36	34%	71	66%	—	—	—	—	—	—	—	—	—	—
Not Homeless	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
Not Migrant	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%
Parent Not in Armed Forces	108	36	33%	72	67%	26	36%	19	26%	19	26%	8	11%	27	38%

## 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	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%
Female	51	22	43%	29	57%	4	14%	7	24%	13	45%	5	17%	18	62%
Male	50	13	26%	37	74%	16	43%	8	22%	10	27%	3	8%	13	35%
General Education Students	89	29	33%	60	67%	17	28%	12	20%	23	38%	8	13%	31	52%
Students with Disabilities	12	6	50%	6	50%	3	50%	3	50%	0	0%	0	0%	0	0%
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	91	33	36%	58	64%	17	29%	12	21%	23	40%	6	10%	29	50%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	3	38%	3	38%	0	0%	2	25%	2	25%
Economically Disadvantaged	60	24	40%	36	60%	14	39%	7	19%	11	31%	4	11%	15	42%
Not Economically Disadvantaged	41	11	27%	30	73%	6	20%	8	27%	12	40%	4	13%	16	53%
Non-English Language Learner	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%
Not in Foster Care	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	99	33	33%	66	67%	20	30%	15	23%	23	35%	8	12%	31	47%
Not Migrant	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%
Parent Not in Armed Forces	101	35	35%	66	65%	20	30%	15	23%	23	35%	8	12%	31	47%



## 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	9	10%	81	90%	26	32%	31	38%	21	26%	3	4%	24	30%
Grade 4	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Grade 5	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%
Grade 6	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Combined 6	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Grade 7	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
Combined 7	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
Grade 8	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%
Regents 8	—	—	—	14	14%	0	0%	0	0%	1	7%	13	93%	14	100%
Combined 8	101	37	37%	64	63%	18	28%	10	16%	21	33%	15	23%	36	56%
Grades 3-8	556	101	18%	455	82%	129	28%	125	27%	153	34%	48	11%	201	44%

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	9	10%	81	90%	26	32%	31	38%	21	26%	3	4%	24	30%
Female	51	4	8%	47	92%	18	38%	17	36%	11	23%	1	2%	12	26%
Male	39	5	13%	34	87%	8	24%	14	41%	10	29%	2	6%	12	35%
General Education Students	77	4	5%	73	95%	19	26%	30	41%	21	29%	3	4%	24	33%
Students with Disabilities	13	5	38%	8	62%	7	88%	1	13%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	84	9	11%	75	89%	23	31%	30	40%	20	27%	2	3%	22	29%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	3	50%	1	17%	1	17%	1	17%	2	33%
Economically Disadvantaged	56	6	11%	50	89%	19	38%	21	42%	9	18%	1	2%	10	20%
Not Economically Disadvantaged	34	3	9%	31	91%	7	23%	10	32%	12	39%	2	6%	14	45%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	9	10%	80	90%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	9	10%	80	90%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	89	9	10%	80	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	9	10%	81	90%	26	32%	31	38%	21	26%	3	4%	24	30%
Parent Not in Armed Forces	90	9	10%	81	90%	26	32%	31	38%	21	26%	3	4%	24	30%

## 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	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Female	45	3	7%	42	93%	9	21%	14	33%	18	43%	1	2%	19	45%
Male	36	2	6%	34	94%	9	26%	8	24%	14	41%	3	9%	17	50%
General Education Students	64	2	3%	62	97%	9	15%	20	32%	29	47%	4	6%	33	53%
Students with Disabilities	17	3	18%	14	82%	9	64%	2	14%	3	21%	0	0%	3	21%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	78	5	6%	73	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Economically Disadvantaged	47	3	6%	44	94%	10	23%	13	30%	19	43%	2	5%	21	48%
Not Economically Disadvantaged	34	2	6%	32	94%	8	25%	9	28%	13	41%	2	6%	15	47%
Non-English Language Learner	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Not in Foster Care	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	80	5	6%	75	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%
Parent Not in Armed Forces	81	5	6%	76	94%	18	24%	22	29%	32	42%	4	5%	36	47%



## 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	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%
Female	42	0	0%	42	100%	13	31%	14	33%	10	24%	5	12%	15	36%
Male	41	5	12%	36	88%	10	28%	10	28%	15	42%	1	3%	16	44%
General Education Students	68	1	1%	67	99%	13	19%	23	34%	25	37%	6	9%	31	46%
Students with Disabilities	15	4	27%	11	73%	10	91%	1	9%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	76	5	7%	71	93%	21	30%	21	30%	23	32%	6	8%	29	41%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	3	43%	2	29%	0	0%	2	29%
Economically Disadvantaged	58	2	3%	56	97%	19	34%	17	30%	16	29%	4	7%	20	36%
Not Economically Disadvantaged	25	3	12%	22	88%	4	18%	7	32%	9	41%	2	9%	11	50%
Non-English Language Learner	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%
Not in Foster Care	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	82	5	6%	77	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%
Parent Not in Armed Forces	83	5	6%	78	94%	23	29%	24	31%	25	32%	6	8%	31	40%

## 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	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Female	30	5	17%	25	83%	7	28%	9	36%	8	32%	1	4%	9	36%
Male	63	7	11%	56	89%	22	39%	14	25%	16	29%	4	7%	20	36%
General Education Students	76	9	12%	67	88%	18	27%	20	30%	24	36%	5	7%	29	43%
Students with Disabilities	17	3	18%	14	82%	11	79%	3	21%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	89	11	12%	78	88%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	92	11	12%	81	88%	29	36%	23	28%	24	30%	5	6%	29	36%
Economically Disadvantaged	57	9	16%	48	84%	20	42%	16	33%	12	25%	0	0%	12	25%
Not Economically Disadvantaged	36	3	8%	33	92%	9	27%	7	21%	12	36%	5	15%	17	52%
Non-English Language Learner	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Not in Foster Care	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	92	12	13%	80	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%
Parent Not in Armed Forces	93	12	13%	81	87%	29	36%	23	28%	24	30%	5	6%	29	36%

## 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	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
Female	56	16	29%	40	71%	4	10%	9	23%	20	50%	7	18%	27	68%
Male	52	17	33%	35	67%	11	31%	6	17%	10	29%	8	23%	18	51%
General Education Students	87	21	24%	66	76%	7	11%	14	21%	30	45%	15	23%	45	68%
Students with Disabilities	21	12	57%	9	43%	8	89%	1	11%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	103	32	31%	71	69%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	107	32	30%	75	70%	15	20%	15	20%	30	40%	15	20%	45	60%
Economically Disadvantaged	71	28	39%	43	61%	12	28%	9	21%	16	37%	6	14%	22	51%
Not Economically Disadvantaged	37	5	14%	32	86%	3	9%	6	19%	14	44%	9	28%	23	72%
Non-English Language Learner	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	107	33	31%	74	69%	—	—	—	—	—	—	—	—	—	—
Not Homeless	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
Not Migrant	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%
Parent Not in Armed Forces	108	33	31%	75	69%	15	20%	15	20%	30	40%	15	20%	45	60%

## 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	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%
Female	51	27	53%	24	47%	4	17%	5	21%	15	63%	0	0%	15	63%
Male	50	24	48%	26	52%	14	54%	5	19%	5	19%	2	8%	7	27%
General Education Students	89	44	49%	45	51%	13	29%	10	22%	20	44%	2	4%	22	49%
Students with Disabilities	12	7	58%	5	42%	5	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	91	46	51%	45	49%	14	31%	10	22%	19	42%	2	4%	21	47%
Multiracial	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	4	80%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	60	34	57%	26	43%	11	42%	7	27%	8	31%	0	0%	8	31%
Not Economically Disadvantaged	41	17	41%	24	59%	7	29%	3	13%	12	50%	2	8%	14	58%
Non-English Language Learner	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%
Not in Foster Care	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	99	49	49%	50	51%	18	36%	10	20%	20	40%	2	4%	22	44%
Not Migrant	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%
Parent Not in Armed Forces	101	51	50%	50	50%	18	36%	10	20%	20	40%	2	4%	22	44%

## 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	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%
Regents 8	—	—	—	15	15%	0	0%	0	0%	8	53%	7	47%	15	100%
Combined 8	101	32	32%	69	68%	6	9%	15	22%	39	57%	9	13%	48	70%

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	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%
Female	51	28	55%	23	45%	1	4%	4	17%	17	74%	1	4%	18	78%
Male	50	19	38%	31	62%	5	16%	11	35%	14	45%	1	3%	15	48%
General Education Students	89	40	45%	49	55%	5	10%	13	27%	29	59%	2	4%	31	63%
Students with Disabilities	12	7	58%	5	42%	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	91	43	47%	48	53%	4	8%	12	25%	30	63%	2	4%	32	67%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	2	33%	3	50%	1	17%	0	0%	1	17%
Economically Disadvantaged	60	28	47%	32	53%	2	6%	13	41%	17	53%	0	0%	17	53%
Not Economically Disadvantaged	41	19	46%	22	54%	4	18%	2	9%	14	64%	2	9%	16	73%
Non-English Language Learner	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%
Not in Foster Care	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	99	45	45%	54	55%	6	11%	15	28%	31	57%	2	4%	33	61%
Not Migrant	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%
Parent Not in Armed Forces	101	47	47%	54	53%	6	11%	15	28%	31	57%	2	4%	33	61%



## **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	110	8	7%	13	12%	32	29%	14	13%	43	39%	89	81%
Female	56	2	4%	6	11%	17	30%	8	14%	23	41%	48	86%
Male	54	6	11%	7	13%	15	28%	6	11%	20	37%	41	76%
General Education Students	92	3	3%	9	10%	24	26%	14	15%	42	46%	80	87%
Students with Disabilities	18	5	28%	4	22%	8	44%	0	0%	1	6%	9	50%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	104	8	8%	13	13%	30	29%	13	13%	40	38%	83	80%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
Economically Disadvantaged	74	7	9%	10	14%	25	34%	12	16%	20	27%	57	77%
Not Economically Disadvantaged	36	1	3%	3	8%	7	19%	2	6%	23	64%	32	89%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	109	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	110	8	7%	13	12%	32	29%	14	13%	43	39%	89	81%
Homeless	5	3	60%	0	0%	0	0%	0	0%	2	40%	2	40%
Not Homeless	105	5	5%	13	12%	32	30%	14	13%	41	39%	87	83%
Not Migrant	110	8	7%	13	12%	32	29%	14	13%	43	39%	89	81%
Parent Not in Armed Forces	110	8	7%	13	12%	32	29%	14	13%	43	39%	89	81%

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	107	13	12%	22	21%	46	43%	18	17%	8	7%	72	67%
Female	46	—	—	—	—	—	—	—	—	—	—	—	—
Male	60	8	13%	13	22%	27	45%	8	13%	4	7%	39	65%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	47	5	11%	9	19%	19	40%	10	21%	4	9%	33	70%
General Education Students	84	8	10%	16	19%	34	40%	18	21%	8	10%	60	71%
Students with Disabilities	23	5	22%	6	26%	12	52%	0	0%	0	0%	12	52%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	99	11	11%	21	21%	43	43%	17	17%	7	7%	67	68%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	3	38%	1	13%	1	13%	5	63%
Economically Disadvantaged	66	10	15%	18	27%	27	41%	8	12%	3	5%	38	58%
Not Economically Disadvantaged	41	3	7%	4	10%	19	46%	10	24%	5	12%	34	83%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	106	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	107	13	12%	22	21%	46	43%	18	17%	8	7%	72	67%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	107	13	12%	22	21%	46	43%	18	17%	8	7%	72	67%
Parent Not in Armed Forces	107	13	12%	22	21%	46	43%	18	17%	8	7%	72	67%



# ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Female	24	1	4%	3	13%	16	67%	3	13%	1	4%	20	83%
Male	25	2	8%	1	4%	14	56%	4	16%	4	16%	22	88%
General Education Students	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	45	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Economically Disadvantaged	18	2	11%	2	11%	12	67%	1	6%	1	6%	14	78%
Not Economically Disadvantaged	31	1	3%	2	6%	18	58%	6	19%	4	13%	28	90%
Non-English Language Learner	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Not in Foster Care	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Not Homeless	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Not Migrant	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%
Parent Not in Armed Forces	49	3	6%	4	8%	30	61%	7	14%	5	10%	42	86%

# 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	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	90%
Female	19	2	11%	1	5%	7	37%	6	32%	3	16%	16	84%
Male	20	0	0%	1	5%	6	30%	11	55%	2	10%	19	95%
General Education Students	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	90%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	33	2	6%	1	3%	12	36%	14	42%	4	12%	30	91%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	1	17%	3	50%	1	17%	5	83%
Economically Disadvantaged	12	1	8%	1	8%	4	33%	5	42%	1	8%	10	83%
Not Economically Disadvantaged	27	1	4%	1	4%	9	33%	12	44%	4	15%	25	93%
Non-English Language Learner	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	90%
Not in Foster Care	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	90%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	90%
Parent Not in Armed Forces	39	2	5%	2	5%	13	33%	17	44%	5	13%	35	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	126	19	15%	15	12%	67	53%	25	20%	92	73%
Female	64	13	20%	6	9%	34	53%	11	17%	45	70%
Male	61	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	6	10%	9	15%	33	53%	14	23%	47	76%
General Education Students	104	7	7%	11	11%	61	59%	25	24%	86	83%
Students with Disabilities	22	12	55%	4	18%	6	27%	0	0%	6	27%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	118	18	15%	12	10%	64	54%	24	20%	88	75%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	3	38%	3	38%	1	13%	4	50%
Economically Disadvantaged	74	15	20%	13	18%	36	49%	10	14%	46	62%
Not Economically Disadvantaged	52	4	8%	2	4%	31	60%	15	29%	46	88%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	125	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	19	15%	15	12%	67	53%	25	20%	92	73%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	123	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	19	15%	15	12%	67	53%	25	20%	92	73%
Parent Not in Armed Forces	126	19	15%	15	12%	67	53%	25	20%	92	73%



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	62	3	5%	6	10%	37	60%	16	26%	53	85%
Female	25	2	8%	3	12%	18	72%	2	8%	20	80%
Male	37	1	3%	3	8%	19	51%	14	38%	33	89%
General Education Students	59	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	57	3	5%	4	7%	34	60%	16	28%	50	88%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	2	40%	3	60%	0	0%	3	60%
Economically Disadvantaged	26	2	8%	3	12%	15	58%	6	23%	21	81%
Not Economically Disadvantaged	36	1	3%	3	8%	22	61%	10	28%	32	89%
Non-English Language Learner	62	3	5%	6	10%	37	60%	16	26%	53	85%
Not in Foster Care	62	3	5%	6	10%	37	60%	16	26%	53	85%
Not Homeless	62	3	5%	6	10%	37	60%	16	26%	53	85%
Not Migrant	62	3	5%	6	10%	37	60%	16	26%	53	85%
Parent Not in Armed Forces	62	3	5%	6	10%	37	60%	16	26%	53	85%



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	45	1	2%	6	13%	30	67%	8	18%	38	84%
Female	26	0	0%	4	15%	17	65%	5	19%	22	85%
Male	19	1	5%	2	11%	13	68%	3	16%	16	84%
General Education Students	45	1	2%	6	13%	30	67%	8	18%	38	84%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	42	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	1	2%	6	13%	30	67%	8	18%	38	84%
Economically Disadvantaged	13	0	0%	2	15%	10	77%	1	8%	11	85%
Not Economically Disadvantaged	32	1	3%	4	13%	20	63%	7	22%	27	84%
Non-English Language Learner	45	1	2%	6	13%	30	67%	8	18%	38	84%
Not in Foster Care	45	1	2%	6	13%	30	67%	8	18%	38	84%
Not Homeless	45	1	2%	6	13%	30	67%	8	18%	38	84%
Not Migrant	45	1	2%	6	13%	30	67%	8	18%	38	84%
Parent Not in Armed Forces	45	1	2%	6	13%	30	67%	8	18%	38	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	6	2	33%	1	17%	1	17%	2	33%	3	50%
Female	1	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	2	33%	1	17%	1	17%	2	33%	3	50%
General Education Students	6	2	33%	1	17%	1	17%	2	33%	3	50%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	1	17%	1	17%	2	33%	3	50%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	6	2	33%	1	17%	1	17%	2	33%	3	50%
Not in Foster Care	6	2	33%	1	17%	1	17%	2	33%	3	50%
Not Homeless	6	2	33%	1	17%	1	17%	2	33%	3	50%
Not Migrant	6	2	33%	1	17%	1	17%	2	33%	3	50%
Parent Not in Armed Forces	6	2	33%	1	17%	1	17%	2	33%	3	50%

# 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	116	10	9%	13	11%	50	43%	23	20%	20	17%	93	80%
Female	49	4	8%	5	10%	17	35%	11	22%	12	24%	40	82%
Male	67	6	9%	8	12%	33	49%	12	18%	8	12%	53	79%
General Education Students	93	2	2%	7	8%	44	47%	21	23%	19	20%	84	90%
Students with Disabilities	23	8	35%	6	26%	6	26%	2	9%	1	4%	9	39%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—	—	—
White	105	9	9%	11	10%	45	43%	21	20%	19	18%	85	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	5	45%	2	18%	1	9%	8	73%
Economically Disadvantaged	59	8	14%	8	14%	29	49%	9	15%	5	8%	43	73%
Not Economically Disadvantaged	57	2	4%	5	9%	21	37%	14	25%	15	26%	50	88%
Non-English Language Learner	116	10	9%	13	11%	50	43%	23	20%	20	17%	93	80%
Not in Foster Care	116	10	9%	13	11%	50	43%	23	20%	20	17%	93	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	10	9%	13	11%	50	43%	23	20%	20	17%	93	80%
Parent Not in Armed Forces	116	10	9%	13	11%	50	43%	23	20%	20	17%	93	80%



# 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	96	3	3%	3	3%	20	21%	45	47%	25	26%	90	94%
Female	53	1	2%	2	4%	14	26%	23	43%	13	25%	50	94%
Male	43	2	5%	1	2%	6	14%	22	51%	12	28%	40	93%
General Education Students	85	2	2%	2	2%	16	19%	40	47%	25	29%	81	95%
Students with Disabilities	11	1	9%	1	9%	4	36%	5	45%	0	0%	9	82%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	89	3	3%	3	3%	20	22%	41	46%	22	25%	83	93%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	59	2	3%	3	5%	13	22%	32	54%	9	15%	54	92%
Not Economically Disadvantaged	37	1	3%	0	0%	7	19%	13	35%	16	43%	36	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	95	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	96	3	3%	3	3%	20	21%	45	47%	25	26%	90	94%
Homeless	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Not Homeless	91	2	2%	3	3%	19	21%	44	48%	23	25%	86	95%
Not Migrant	96	3	3%	3	3%	20	21%	45	47%	25	26%	90	94%
Parent Not in Armed Forces	96	3	3%	3	3%	20	21%	45	47%	25	26%	90	94%

## 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	10	10	100	0	0
Female	3	3	100	0	0
Male	7	7	100	0	0
General Education Students	10	10	100	0	0
White	10	10	100	0	0
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	10	10	100	0	0
Not in Foster Care	10	10	100	0	0
Not Homeless	10	10	100	0	0
Not Migrant	10	10	100	0	0
Parent Not in Armed Forces	10	10	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	104	22	21%	82	79%	4	4%	12	12%	35	34%	31	30%	66	63%
Female	47	13	28%	34	72%	3	6%	5	11%	12	26%	14	30%	26	55%
Male	57	9	16%	48	84%	1	2%	7	12%	23	40%	17	30%	40	70%
General Education Students	90	18	20%	72	80%	3	3%	10	11%	29	32%	30	33%	59	66%
Students with Disabilities	14	4	29%	10	71%	1	7%	2	14%	6	43%	1	7%	7	50%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
White	97	18	19%	79	81%	4	4%	12	12%	34	35%	29	30%	63	65%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	0	0%	1	14%	2	29%	3	43%
Economically Disadvantaged	67	11	16%	56	84%	4	6%	9	13%	24	36%	19	28%	43	64%
Not Economically Disadvantaged	37	11	30%	26	70%	0	0%	3	8%	11	30%	12	32%	23	62%
Non-English Language Learner	104	22	21%	82	79%	4	4%	12	12%	35	34%	31	30%	66	63%
Not in Foster Care	104	22	21%	82	79%	4	4%	12	12%	35	34%	31	30%	66	63%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	22	—	81	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	22	21%	82	79%	4	4%	12	12%	35	34%	31	30%	66	63%
Parent Not in Armed Forces	104	22	21%	82	79%	4	4%	12	12%	35	34%	31	30%	66	63%

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	19	14	74	5	26
Female	10	8	80	2	20
Male	9	6	67	3	33
General Education Students	18	13	72	5	28
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	17	12	71	5	29
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	14	9	64	5	36
Non-English Language Learner	19	14	74	5	26
Not in Foster Care	19	14	74	5	26
Not Homeless	19	14	74	5	26
Not Migrant	19	14	74	5	26
Parent Not in Armed Forces	19	14	74	5	26

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

## 2019 TOTAL COHORT REGENTS IN MATH





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	48	46%	56	54%	3	3%	13	13%	22	21%	18	17%	40	38%
Female	47	22	47%	25	53%	0	0%	6	13%	12	26%	7	15%	19	40%
Male	57	26	46%	31	54%	3	5%	7	12%	10	18%	11	19%	21	37%
General Education Students	90	40	44%	50	56%	2	2%	11	12%	19	21%	18	20%	37	41%
Students with Disabilities	14	8	57%	6	43%	1	7%	2	14%	3	21%	0	0%	3	21%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
White	97	44	45%	53	55%	3	3%	12	12%	21	22%	17	18%	38	39%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	1	14%	1	14%	1	14%	2	29%
Economically Disadvantaged	67	38	57%	29	43%	1	1%	11	16%	12	18%	5	7%	17	25%
Not Economically Disadvantaged	37	10	27%	27	73%	2	5%	2	5%	10	27%	13	35%	23	62%
Non-English Language Learner	104	48	46%	56	54%	3	3%	13	13%	22	21%	18	17%	40	38%
Not in Foster Care	104	48	46%	56	54%	3	3%	13	13%	22	21%	18	17%	40	38%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	48	—	55	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	48	46%	56	54%	3	3%	13	13%	22	21%	18	17%	40	38%
Parent Not in Armed Forces	104	48	46%	56	54%	3	3%	13	13%	22	21%	18	17%	40	38%

### 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	84	41	49	43	51
Female	39	19	49	20	51
Male	45	22	49	23	51
General Education Students	78	37	47	41	53
Students with Disabilities	6	4	67	2	33
Black or African American	1	0	0	1	100
Hispanic or Latino	4	2	50	2	50
White	78	38	49	40	51
Multiracial	1	1	100	0	0
Economically Disadvantaged	49	33	67	16	33
Not Economically Disadvantaged	35	8	23	27	77
Non-English Language Learner	84	41	49	43	51
Not in Foster Care	84	41	49	43	51
Not Homeless	84	41	49	43	51
Not Migrant	84	41	49	43	51
Parent Not in Armed Forces	84	41	49	43	51

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	104	55	53%	49	47%	10	10%	9	9%	17	16%	13	13%	30	29%
Female	47	26	55%	21	45%	4	9%	4	9%	9	19%	4	9%	13	28%
Male	57	29	51%	28	49%	6	11%	5	9%	8	14%	9	16%	17	30%
General Education Students	90	44	49%	46	51%	9	10%	9	10%	15	17%	13	14%	28	31%
Students with Disabilities	14	11	79%	3	21%	1	7%	0	0%	2	14%	0	0%	2	14%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
White	97	51	53%	46	47%	10	10%	8	8%	16	16%	12	12%	28	29%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	1	14%	1	14%	1	14%	2	29%
Economically Disadvantaged	67	41	61%	26	39%	7	10%	6	9%	10	15%	3	4%	13	19%
Not Economically Disadvantaged	37	14	38%	23	62%	3	8%	3	8%	7	19%	10	27%	17	46%
Non-English Language Learner	104	55	53%	49	47%	10	10%	9	9%	17	16%	13	13%	30	29%
Not in Foster Care	104	55	53%	49	47%	10	10%	9	9%	17	16%	13	13%	30	29%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	54	—	49	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	55	53%	49	47%	10	10%	9	9%	17	16%	13	13%	30	29%
Parent Not in Armed Forces	104	55	53%	49	47%	10	10%	9	9%	17	16%	13	13%	30	29%

### 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	97	52	54	45	46
Female	44	24	55	20	45
Male	53	28	53	25	47
General Education Students	87	43	49	44	51
Students with Disabilities	10	9	90	1	10
Black or African American	1	0	0	1	100
Hispanic or Latino	3	2	67	1	33
White	92	49	53	43	47
Multiracial	1	1	100	0	0
Economically Disadvantaged	62	40	65	22	35
Not Economically Disadvantaged	35	12	34	23	66
Non-English Language Learner	97	52	54	45	46
Not in Foster Care	97	52	54	45	46
Homeless	1	1	100	0	0
Not Homeless	96	51	53	45	47
Not Migrant	97	52	54	45	46
Parent Not in Armed Forces	97	52	54	45	46

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	104	96	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%
Female	47	46	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	57	50	88%	7	12%	0	0%	0	0%	7	12%	0	0%	7	12%
General Education Students	90	85	94%	5	6%	0	0%	0	0%	5	6%	0	0%	5	6%
Students with Disabilities	14	11	79%	3	21%	0	0%	0	0%	3	21%	0	0%	3	21%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
White	97	89	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	67	62	93%	5	7%	0	0%	0	0%	5	7%	0	0%	5	7%
Not Economically Disadvantaged	37	34	92%	3	8%	0	0%	0	0%	3	8%	0	0%	3	8%
Non-English Language Learner	104	96	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%
Not in Foster Care	104	96	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	96	—	7	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	96	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%
Parent Not in Armed Forces	104	96	92%	8	8%	0	0%	0	0%	8	8%	0	0%	8	8%

### 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	89	86	97	3	3
Female	42	42	100	0	0
Male	47	44	94	3	6
General Education Students	82	79	96	3	4
Students with Disabilities	7	7	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	3	3	100	0	0
White	84	81	96	3	4
Multiracial	1	1	100	0	0
Economically Disadvantaged	55	55	100	0	0
Not Economically Disadvantaged	34	31	91	3	9
Non-English Language Learner	89	86	97	3	3
Not in Foster Care	89	86	97	3	3
Not Homeless	89	86	97	3	3
Not Migrant	89	86	97	3	3
Parent Not in Armed Forces	89	86	97	3	3

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	104	98	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%
Female	47	46	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	57	52	91%	5	9%	1	2%	0	0%	3	5%	1	2%	4	7%
General Education Students	90	84	93%	6	7%	1	1%	0	0%	4	4%	1	1%	5	6%
Students with Disabilities	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
White	97	91	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	67	64	96%	3	4%	1	1%	0	0%	1	1%	1	1%	2	3%
Not Economically Disadvantaged	37	34	92%	3	8%	0	0%	0	0%	3	8%	0	0%	3	8%
Non-English Language Learner	104	98	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%
Not in Foster Care	104	98	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	98	—	5	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	98	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%
Parent Not in Armed Forces	104	98	94%	6	6%	1	1%	0	0%	4	4%	1	1%	5	5%

## 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.





## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—

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

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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



### NATIONAL NAEP GRADE 4

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

### NATIONAL NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.



## NATIONAL NAEP PARTICIPATION RATES

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

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	126	15	12%	3	2	67%
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	124	7	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.

[illegible]

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	104	91	88%	28	27%	63	61%	0	0%	0	0%	7	7%	0	0%	6	6%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	104	91	88%	28	27%	63	61%	0	0%	0	0%	7	7%	0	0%	6	6%
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	104	91	88%	28	27%	63	61%	0	0%	0	0%	7	7%	0	0%	6	6%

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