

PELHAM MEMORIAL HIGH SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	228	220.2	154.1	3
	Math	143	78.3		
	Science	211	168.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	230.8	176.2	4
	Math	9	105.6		
	Science	12	200		
Black or African American	ELA	22	175	85.1	2
	Math	13	0		
	Science	18	77.8		
Hispanic or Latino	ELA	36	216.7	159.3	3
	Math	24	100		
	Science	33	162.1		
Multiracial	ELA	15	246.7	194.9	4
	Math	13	111.5		
	Science	13	242.3		
White	ELA	142	224.3	155.7	3
	Math	84	76.2		
	Science	135	172.2		
Students with Disabilities	ELA	20	152.5	82.8	3
	Math	16	31.3		
	Science	9	55.6		
Economically Disadvantaged	ELA	32	184.4	118.6	3
	Math	18	50		
	Science	24	122.9		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	228	220.2	140.2	3
	Math	227	49.3		
	Science	227	156.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	230.8	162.4	4
	Math	12	79.2		
	Science	13	184.6		
Black or African American	ELA	22	175	81.5	2
	Math	22	0		
	Science	22	63.6		
Hispanic or Latino	ELA	36	216.7	143.4	3
	Math	36	66.7		
	Science	36	148.6		
Multiracial	ELA	15	246.7	181.3	4
	Math	15	96.7		
	Science	15	210		
White	ELA	142	224.3	142.3	3
	Math	142	45.1		
	Science	141	164.9		
Students with Disabilities	ELA	20	152.5	72.8	3
	Math	20	25		
	Science	20	25		
Economically Disadvantaged	ELA	32	184.4	102.7	2
	Math	32	28.1		
	Science	32	92.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	211	210	99.5%	99.4%	4
	5-year	234	234	100%		
	6-year	214	211	98.6%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	13	—	—	100%	4
	5-year	15	15	100%		
	6-year	12	—	—		
Black or African American	4-year	10	—	—	—	—
	5-year	11	—	—		
	6-year	12	—	—		
Hispanic or Latino	4-year	36	36	100%	97.4%	3
	5-year	44	44	100%		
	6-year	38	35	92.1%		
Multiracial	4-year	8	—	—	100%	4
	5-year	17	17	100%		
	6-year	14	—	—		
White	4-year	144	144	100%	100%	4
	5-year	147	147	100%		
	6-year	138	138	100%		
Students with Disabilities	4-year	16	15	93.8%	93.9%	4
	5-year	21	21	100%		
	6-year	25	22	88%		
Economically Disadvantaged	4-year	29	29	100%	97%	4
	5-year	26	26	100%		
	6-year	22	20	90.9%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	15	—	—	—	—
Hispanic or Latino	8	—	—	—	—
White	7	—	—	—	—
English Language Learner	15	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	870	74	8.5%	4
Asian or Native Hawaiian/Other Pacific Islander	47	5	10.6%	4
Black or African American	64	6	9.4%	4
Hispanic or Latino	158	19	12%	4
Multiracial	52	4	7.7%	4
White	549	40	7.3%	4
English Language Learner	28	—	—	—
Students with Disabilities	106	12	11.3%	4
Economically Disadvantaged	137	15	10.9%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	229	100%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	22	—
Hispanic or Latino	—	36	—
Multiracial	—	15	—
White	✓	143	100%
English Language Learner	—	1	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	33	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	228	63.2%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	22	—
Hispanic or Latino	—	36	—
Multiracial	—	15	—
White	X	143	59.4%
English Language Learner	—	1	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	33	—

ANNUAL REGENTS EXAMINATIONS (2023 - 24)

Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	1	0%	4	2%	16	7%	27	12%	177	79%	220	98%
Female	111	0	0%	2	2%	5	5%	13	12%	91	82%	109	98%
Male	114	1	1%	2	2%	11	10%	14	12%	86	75%	111	97%
General Education Students	198	0	0%	2	1%	9	5%	18	9%	169	85%	196	99%
Students with Disabilities	27	1	4%	2	7%	7	26%	9	33%	8	30%	24	89%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	1	8%	1	8%	11	85%	13	100%
Black or African American	15	0	0%	0	0%	5	33%	6	40%	4	27%	15	100%
Hispanic or Latino	38	1	3%	2	5%	3	8%	9	24%	23	61%	35	92%
White	147	0	0%	2	1%	7	5%	11	7%	127	86%	145	99%
Multiracial	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Economically Disadvantaged	28	0	0%	1	4%	6	21%	11	39%	10	36%	27	96%
Not Economically Disadvantaged	197	1	1%	3	2%	10	5%	16	8%	167	85%	193	98%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	1	0%	4	2%	16	7%	27	12%	177	79%	220	98%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	224	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	225	1	0%	4	2%	16	7%	27	12%	177	79%	220	98%
Parent Not in Armed Forces	225	1	0%	4	2%	16	7%	27	12%	177	79%	220	98%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
Female	10	1	10%	3	30%	5	50%	1	10%	0	0%	6	60%
Male	9	3	33%	2	22%	2	22%	1	11%	1	11%	4	44%
General Education Students	11	1	9%	2	18%	5	45%	2	18%	1	9%	8	73%
Students with Disabilities	8	3	38%	3	38%	2	25%	0	0%	0	0%	2	25%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	1	11%	4	44%	1	11%	0	0%	5	56%
White	5	1	20%	3	60%	1	20%	0	0%	0	0%	1	20%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Economically Disadvantaged	10	3	30%	3	30%	4	40%	0	0%	0	0%	4	40%
Not Economically Disadvantaged	9	1	11%	2	22%	3	33%	2	22%	1	11%	6	67%
English Language Learner	7	2	29%	1	14%	4	57%	0	0%	0	0%	4	57%
Non-English Language Learner	12	2	17%	4	33%	3	25%	2	17%	1	8%	6	50%
Not in Foster Care	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
Not Homeless	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
Not Migrant	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
Parent Not in Armed Forces	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	11	13%	14	17%	29	35%	23	28%	6	7%	58	70%
Female	46	5	11%	7	15%	17	37%	13	28%	4	9%	34	74%
Male	37	6	16%	7	19%	12	32%	10	27%	2	5%	24	65%
General Education Students	55	4	7%	7	13%	20	36%	18	33%	6	11%	44	80%
Students with Disabilities	28	7	25%	7	25%	9	32%	5	18%	0	0%	14	50%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	12	5	42%	1	8%	4	33%	2	17%	0	0%	6	50%
Hispanic or Latino	29	5	17%	8	28%	9	31%	7	24%	0	0%	16	55%
White	37	1	3%	5	14%	15	41%	12	32%	4	11%	31	84%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	28	8	29%	7	25%	7	25%	5	18%	1	4%	13	46%
Not Economically Disadvantaged	55	3	5%	7	13%	22	40%	18	33%	5	9%	45	82%
English Language Learner	11	2	18%	6	55%	2	18%	1	9%	0	0%	3	27%
Non-English Language Learner	72	9	13%	8	11%	27	38%	22	31%	6	8%	55	76%
Not in Foster Care	83	11	13%	14	17%	29	35%	23	28%	6	7%	58	70%
Not Homeless	83	11	13%	14	17%	29	35%	23	28%	6	7%	58	70%
Not Migrant	83	11	13%	14	17%	29	35%	23	28%	6	7%	58	70%
Parent Not in Armed Forces	83	11	13%	14	17%	29	35%	23	28%	6	7%	58	70%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	222	19	9%	26	12%	86	39%	32	14%	59	27%	177	80%
Female	93	7	8%	10	11%	35	38%	21	23%	20	22%	76	82%
Male	129	12	9%	16	12%	51	40%	11	9%	39	30%	101	78%
General Education Students	210	18	9%	21	10%	80	38%	32	15%	59	28%	171	81%
Students with Disabilities	12	1	8%	5	42%	6	50%	0	0%	0	0%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	5	38%	2	15%	6	46%	13	100%
Black or African American	14	5	36%	2	14%	6	43%	0	0%	1	7%	7	50%
Hispanic or Latino	38	6	16%	6	16%	16	42%	4	11%	6	16%	26	68%
White	142	7	5%	18	13%	55	39%	24	17%	38	27%	117	82%
Multiracial	15	1	7%	0	0%	4	27%	2	13%	8	53%	14	93%
Economically Disadvantaged	35	8	23%	8	23%	15	43%	2	6%	2	6%	19	54%
Not Economically Disadvantaged	187	11	6%	18	10%	71	38%	30	16%	57	30%	158	84%
English Language Learner	6	1	17%	2	33%	3	50%	0	0%	0	0%	3	50%
Non-English Language Learner	216	18	8%	24	11%	83	38%	32	15%	59	27%	174	81%
Not in Foster Care	222	19	9%	26	12%	86	39%	32	14%	59	27%	177	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	221	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	222	19	9%	26	12%	86	39%	32	14%	59	27%	177	80%
Parent Not in Armed Forces	222	19	9%	26	12%	86	39%	32	14%	59	27%	177	80%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	207	7	3%	13	6%	55	27%	132	64%	187	90%
Female	105	3	3%	9	9%	29	28%	64	61%	93	89%
Male	102	4	4%	4	4%	26	25%	68	67%	94	92%
General Education Students	178	1	1%	7	4%	39	22%	131	74%	170	96%
Students with Disabilities	29	6	21%	6	21%	16	55%	1	3%	17	59%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	18	1	6%	4	22%	8	44%	5	28%	13	72%
Hispanic or Latino	44	5	11%	5	11%	18	41%	16	36%	34	77%
White	119	1	1%	4	3%	26	22%	88	74%	114	96%
Multiracial	16	0	0%	0	0%	2	13%	14	88%	16	100%
Economically Disadvantaged	37	5	14%	7	19%	16	43%	9	24%	25	68%
Not Economically Disadvantaged	170	2	1%	6	4%	39	23%	123	72%	162	95%
English Language Learner	12	2	17%	5	42%	5	42%	0	0%	5	42%
Non-English Language Learner	195	5	3%	8	4%	50	26%	132	68%	182	93%
Not in Foster Care	207	7	3%	13	6%	55	27%	132	64%	187	90%
Not Homeless	207	7	3%	13	6%	55	27%	132	64%	187	90%
Not Migrant	207	7	3%	13	6%	55	27%	132	64%	187	90%
Parent Not in Armed Forces	207	7	3%	13	6%	55	27%	132	64%	187	90%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	192	12	6%	22	11%	110	57%	48	25%	158	82%
Female	85	10	12%	11	13%	42	49%	22	26%	64	75%
Male	107	2	2%	11	10%	68	64%	26	24%	94	88%
General Education Students	183	10	5%	21	11%	105	57%	47	26%	152	83%
Students with Disabilities	9	2	22%	1	11%	5	56%	1	11%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	4	33%	4	33%	4	33%	8	67%
Black or African American	7	0	0%	1	14%	5	71%	1	14%	6	86%
Hispanic or Latino	38	8	21%	4	11%	20	53%	6	16%	26	68%
White	128	4	3%	13	10%	80	63%	31	24%	111	87%
Multiracial	7	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	27	7	26%	6	22%	11	41%	3	11%	14	52%
Not Economically Disadvantaged	165	5	3%	16	10%	99	60%	45	27%	144	87%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	188	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	192	12	6%	22	11%	110	57%	48	25%	158	82%
Not Homeless	192	12	6%	22	11%	110	57%	48	25%	158	82%
Not Migrant	192	12	6%	22	11%	110	57%	48	25%	158	82%
Parent Not in Armed Forces	192	12	6%	22	11%	110	57%	48	25%	158	82%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	0	0%	2	1%	30	14%	55	26%	124	59%	209	99%
Female	96	0	0%	2	2%	20	21%	22	23%	52	54%	94	98%
Male	115	0	0%	0	0%	10	9%	33	29%	72	63%	115	100%
General Education Students	192	0	0%	0	0%	24	13%	51	27%	117	61%	192	100%
Students with Disabilities	19	0	0%	2	11%	6	32%	4	21%	7	37%	17	89%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	0	0%	3	25%	9	75%	12	100%
Black or African American	12	0	0%	0	0%	4	33%	5	42%	3	25%	12	100%
Hispanic or Latino	42	0	0%	1	2%	12	29%	8	19%	21	50%	41	98%
White	136	0	0%	0	0%	13	10%	39	29%	84	62%	136	100%
Multiracial	9	0	0%	1	11%	1	11%	0	0%	7	78%	8	89%
Economically Disadvantaged	41	0	0%	2	5%	15	37%	9	22%	15	37%	39	95%
Not Economically Disadvantaged	170	0	0%	0	0%	15	9%	46	27%	109	64%	170	100%
English Language Learner	10	0	0%	1	10%	5	50%	3	30%	1	10%	9	90%
Non-English Language Learner	201	0	0%	1	0%	25	12%	52	26%	123	61%	200	100%
Not in Foster Care	211	0	0%	2	1%	30	14%	55	26%	124	59%	209	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	211	0	0%	2	1%	30	14%	55	26%	124	59%	209	99%
Parent Not in Armed Forces	211	0	0%	2	1%	30	14%	55	26%	124	59%	209	99%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	1	0%	2	1%	27	12%	79	36%	110	50%	216	99%
Female	109	1	1%	0	0%	15	14%	38	35%	55	50%	108	99%
Male	110	0	0%	2	2%	12	11%	41	37%	55	50%	108	98%
General Education Students	194	0	0%	1	1%	17	9%	67	35%	109	56%	193	99%
Students with Disabilities	25	1	4%	1	4%	10	40%	12	48%	1	4%	23	92%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	0	0%	4	33%	8	67%	12	100%
Black or African American	15	1	7%	0	0%	7	47%	4	27%	3	20%	14	93%
Hispanic or Latino	35	0	0%	1	3%	10	29%	13	37%	11	31%	34	97%
White	145	0	0%	1	1%	10	7%	55	38%	79	54%	144	99%
Multiracial	12	0	0%	0	0%	0	0%	3	25%	9	75%	12	100%
Economically Disadvantaged	27	1	4%	0	0%	10	37%	12	44%	4	15%	26	96%
Not Economically Disadvantaged	192	0	0%	2	1%	17	9%	67	35%	106	55%	190	99%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	218	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	219	1	0%	2	1%	27	12%	79	36%	110	50%	216	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	218	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	219	1	0%	2	1%	27	12%	79	36%	110	50%	216	99%
Parent Not in Armed Forces	219	1	0%	2	1%	27	12%	79	36%	110	50%	216	99%

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.

2020 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	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%
Female	109	1	1%	108	99%	0	0%	0	0%	8	7%	100	92%	108	99%
Male	121	1	1%	120	99%	0	0%	4	3%	21	17%	95	79%	116	96%
General Education Students	210	2	1%	208	99%	0	0%	2	1%	21	10%	185	88%	206	98%
Students with Disabilities	20	0	0%	20	100%	0	0%	2	10%	8	40%	10	50%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Black or African American	23	1	4%	22	96%	0	0%	0	0%	8	35%	14	61%	22	96%
Hispanic or Latino	37	1	3%	36	97%	0	0%	0	0%	6	16%	30	81%	36	97%
White	142	0	0%	142	100%	0	0%	4	3%	14	10%	124	87%	138	97%
Multiracial	15	0	0%	15	100%	0	0%	0	0%	0	0%	15	100%	15	100%
Economically Disadvantaged	33	1	3%	32	97%	0	0%	1	3%	9	27%	22	67%	31	94%
Not Economically Disadvantaged	197	1	1%	196	99%	0	0%	3	2%	20	10%	173	88%	193	98%
Non-English Language Learner	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%
Not in Foster Care	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%
Not Homeless	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%
Not Migrant	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%
Parent Not in Armed Forces	230	2	1%	228	99%	0	0%	4	2%	29	13%	195	85%	224	97%

2020 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	1	0	0	1	100
Multiracial	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

2020 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	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%
Female	109	58	53%	51	47%	11	10%	12	11%	25	23%	3	3%	28	26%
Male	121	50	41%	71	59%	16	13%	15	12%	39	32%	1	1%	40	33%
General Education Students	210	104	50%	106	50%	21	10%	22	10%	59	28%	4	2%	63	30%
Students with Disabilities	20	4	20%	16	80%	6	30%	5	25%	5	25%	0	0%	5	25%
Asian or Native Hawaiian/Other Pacific Islander	13	6	46%	7	54%	0	0%	1	8%	6	46%	0	0%	6	46%
Black or African American	23	10	43%	13	57%	8	35%	5	22%	0	0%	0	0%	0	0%
Hispanic or Latino	37	14	38%	23	62%	1	3%	7	19%	13	35%	2	5%	15	41%
White	142	72	51%	70	49%	16	11%	14	10%	38	27%	2	1%	40	28%
Multiracial	15	6	40%	9	60%	2	13%	0	0%	7	47%	0	0%	7	47%
Economically Disadvantaged	33	16	48%	17	52%	4	12%	6	18%	6	18%	1	3%	7	21%
Not Economically Disadvantaged	197	92	47%	105	53%	23	12%	21	11%	58	29%	3	2%	61	31%
Non-English Language Learner	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%
Not in Foster Care	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%
Not Homeless	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%
Not Migrant	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%
Parent Not in Armed Forces	230	108	47%	122	53%	27	12%	27	12%	64	28%	4	2%	68	30%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	217	108	50	109	50
Female	103	58	56	45	44
Male	114	50	44	64	56
General Education Students	205	104	51	101	49
Students with Disabilities	12	4	33	8	67
Asian or Native Hawaiian/Other Pacific Islander	12	6	50	6	50
Black or African American	20	10	50	10	50
Hispanic or Latino	32	14	44	18	56
White	138	72	52	66	48
Multiracial	15	6	40	9	60
Economically Disadvantaged	27	16	59	11	41
Not Economically Disadvantaged	190	92	48	98	52
Non-English Language Learner	217	108	50	109	50
Not in Foster Care	217	108	50	109	50
Not Homeless	217	108	50	109	50
Not Migrant	217	108	50	109	50
Parent Not in Armed Forces	217	108	50	109	50

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

2020 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%
Female	109	10	9%	99	91%	16	15%	12	11%	35	32%	36	33%	71	65%
Male	121	9	7%	112	93%	16	13%	23	19%	44	36%	29	24%	73	60%
General Education Students	210	8	4%	202	96%	26	12%	34	16%	77	37%	65	31%	142	68%
Students with Disabilities	20	11	55%	9	45%	6	30%	1	5%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	2	15%	6	46%	4	31%	10	77%
Black or African American	23	5	22%	18	78%	9	39%	4	17%	5	22%	0	0%	5	22%
Hispanic or Latino	37	4	11%	33	89%	6	16%	5	14%	13	35%	9	24%	22	59%
White	142	7	5%	135	95%	17	12%	24	17%	53	37%	41	29%	94	66%
Multiracial	15	2	13%	13	87%	0	0%	0	0%	2	13%	11	73%	13	87%
Economically Disadvantaged	33	9	27%	24	73%	8	24%	4	12%	9	27%	3	9%	12	36%
Not Economically Disadvantaged	197	10	5%	187	95%	24	12%	31	16%	70	36%	62	31%	132	67%
Non-English Language Learner	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%
Not in Foster Care	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%
Not Homeless	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%
Not Migrant	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%
Parent Not in Armed Forces	230	19	8%	211	92%	32	14%	35	15%	79	34%	65	28%	144	63%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	227	18	8	209	92
Female	108	9	8	99	92
Male	119	9	8	110	92
General Education Students	207	7	3	200	97
Students with Disabilities	20	11	55	9	45
Asian or Native Hawaiian/Other Pacific Islander	12	1	8	11	92
Black or African American	22	4	18	18	82
Hispanic or Latino	36	4	11	32	89
White	142	7	5	135	95
Multiracial	15	2	13	13	87
Economically Disadvantaged	33	9	27	24	73
Not Economically Disadvantaged	194	9	5	185	95
Non-English Language Learner	227	18	8	209	92
Not in Foster Care	227	18	8	209	92
Not Homeless	227	18	8	209	92
Not Migrant	227	18	8	209	92
Parent Not in Armed Forces	227	18	8	209	92

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

2020 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	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%
Female	109	1	1%	108	99%	0	0%	1	1%	30	28%	77	71%	107	98%
Male	121	3	2%	118	98%	1	1%	1	1%	27	22%	89	74%	116	96%
General Education Students	210	4	2%	206	98%	0	0%	0	0%	46	22%	160	76%	206	98%
Students with Disabilities	20	0	0%	20	100%	1	5%	2	10%	11	55%	6	30%	17	85%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	2	15%	10	77%	12	92%
Black or African American	23	2	9%	21	91%	0	0%	0	0%	11	48%	10	43%	21	91%
Hispanic or Latino	37	0	0%	37	100%	0	0%	0	0%	14	38%	23	62%	37	100%
White	142	1	1%	141	99%	1	1%	2	1%	28	20%	110	77%	138	97%
Multiracial	15	0	0%	15	100%	0	0%	0	0%	2	13%	13	87%	15	100%
Economically Disadvantaged	33	2	6%	31	94%	0	0%	0	0%	17	52%	14	42%	31	94%
Not Economically Disadvantaged	197	2	1%	195	99%	1	1%	2	1%	40	20%	152	77%	192	97%
Non-English Language Learner	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%
Not in Foster Care	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%
Not Homeless	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%
Not Migrant	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%
Parent Not in Armed Forces	230	4	2%	226	98%	1	0%	2	1%	57	25%	166	72%	223	97%

2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

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

2020 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	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%
Female	109	3	3%	106	97%	0	0%	0	0%	21	19%	85	78%	106	97%
Male	121	1	1%	120	99%	0	0%	2	2%	29	24%	89	74%	118	98%
General Education Students	210	4	2%	206	98%	0	0%	2	1%	39	19%	165	79%	204	97%
Students with Disabilities	20	0	0%	20	100%	0	0%	0	0%	11	55%	9	45%	20	100%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	0	0%	4	31%	9	69%	13	100%
Black or African American	23	2	9%	21	91%	0	0%	0	0%	13	57%	8	35%	21	91%
Hispanic or Latino	37	1	3%	36	97%	0	0%	1	3%	6	16%	29	78%	35	95%
White	142	1	1%	141	99%	0	0%	1	1%	24	17%	116	82%	140	99%
Multiracial	15	0	0%	15	100%	0	0%	0	0%	3	20%	12	80%	15	100%
Economically Disadvantaged	33	2	6%	31	94%	0	0%	0	0%	15	45%	16	48%	31	94%
Not Economically Disadvantaged	197	2	1%	195	99%	0	0%	2	1%	35	18%	158	80%	193	98%
Non-English Language Learner	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%
Not in Foster Care	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%
Not Homeless	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%
Not Migrant	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%
Parent Not in Armed Forces	230	4	2%	226	98%	0	0%	2	1%	50	22%	174	76%	224	97%

2020 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	1	0	0	1	100
White	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	8	0	0%	8	100%	0	0%	1	13%	2	25%	4	50%	1	13%
Grade 10	7	0	0%	7	100%	0	0%	1	14%	0	0%	2	29%	4	57%
Grade 11	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	84	5	6%	1	0	0%
THIS DISTRICT	237	10	4%	6	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	82	0	0%
THIS DISTRICT	232	2	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

TOTAL COHORT GRADUATION RATE (2023-24)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%
Female	109	108	99%	0	0%	106	97%	2	2%	0	0%	0	0%	0	0%	1	1%
Male	121	119	98%	0	0%	119	98%	0	0%	0	0%	1	1%	1	1%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	210	208	99%	0	0%	208	99%	0	0%	0	0%	0	0%	1	0%	1	0%
Students with Disabilities	20	19	95%	0	0%	17	85%	2	10%	0	0%	1	5%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	13	100%	0	0%	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	23	22	96%	0	0%	21	91%	1	4%	0	0%	0	0%	0	0%	1	4%
Hispanic or Latino	37	35	95%	0	0%	35	95%	0	0%	0	0%	1	3%	1	3%	0	0%
White	142	142	100%	0	0%	141	99%	1	1%	0	0%	0	0%	0	0%	0	0%
Multiracial	15	15	100%	0	0%	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	33	32	97%	0	0%	31	94%	1	3%	0	0%	0	0%	1	3%	0	0%
Not Economically Disadvantaged	197	195	99%	0	0%	194	98%	1	1%	0	0%	1	1%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	230	227	99%	0	0%	225	98%	2	1%	0	0%	1	0%	1	0%	1	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide