

LANCASTER 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
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	4	4	4	–	4
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	4
Hispanic or Latino	4	4	2	–	3
Multiracial	3	3	–	–	4
White	4	4	4	–	4
Students with Disabilities	4	4	4	–	4
Economically Disadvantaged	4	4	4	–	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	409	228	186.7	4
	Math	407	139.9		
	Science	346	194.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	231.3	—	—
	Math	8	200		
	Science	8	212.5		
Black or African American	ELA	4	—	—	—
	Math	5	60		
	Science	5	90		
Hispanic or Latino	ELA	19	221.1	170.8	4
	Math	17	102.9		
	Science	17	197.1		
Multiracial	ELA	11	200	146	3
	Math	11	72.7		
	Science	8	175		
White	ELA	366	230.1	189.4	4
	Math	365	143.8		
	Science	308	196.6		
Students with Disabilities	ELA	87	183.9	133.4	4
	Math	85	72.9		
	Science	60	148.3		
Economically Disadvantaged	ELA	96	206.8	164.5	4
	Math	96	107.8		
	Science	71	185.9		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	411	226.9	178.1	4
	Math	411	138.6		
	Science	411	164.1		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	231.3	—	—
	Math	8	200		
	Science	8	212.5		
Black or African American	ELA	5	120	—	—
	Math	5	60		
	Science	5	90		
Hispanic or Latino	ELA	19	221.1	161.5	4
	Math	19	92.1		
	Science	19	176.3		
Multiracial	ELA	11	200	134.1	3
	Math	11	72.7		
	Science	11	127.3		
White	ELA	367	229.4	180.9	4
	Math	367	143.1		
	Science	367	165		
Students with Disabilities	ELA	88	181.8	119.9	4
	Math	88	70.5		
	Science	88	101.1		
Economically Disadvantaged	ELA	98	202.6	149.3	4
	Math	98	105.6		
	Science	98	134.7		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	438	427	97.5%	97.5%	4
	5-year	438	430	98.2%		
	6-year	480	465	96.9%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	11	—	—		
	6-year	10	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	8	—	—		
	6-year	7	—	—		
Hispanic or Latino	4-year	20	18	90%	90%	2
	5-year	8	—	—		
	6-year	14	—	—		
Multiracial	4-year	9	—	—	—	—
	5-year	3	—	—		
	6-year	10	—	—		
White	4-year	397	389	98%	97.8%	4
	5-year	407	401	98.5%		
	6-year	436	423	97%		
English Language Learner	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	88	83	94.3%	93.5%	4
	5-year	58	54	93.1%		
	6-year	74	69	93.2%		
Economically Disadvantaged	4-year	102	97	95.1%	94.7%	4
	5-year	111	107	96.4%		
	6-year	120	111	92.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
White	4	–	–	–	–
English Language Learner	5	–	–	–	–
Economically Disadvantaged	4	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,672	239	14.3%	4
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	39	3	7.7%	4
Black or African American	14	–	–	–
Hispanic or Latino	80	16	20%	3
Multiracial	53	9	17%	4
White	1,484	207	13.9%	4
English Language Learner	20	–	–	–
Students with Disabilities	371	91	24.5%	4
Economically Disadvantaged	460	127	27.6%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	412	100%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	13	–
White	✓	364	100%
Students with Disabilities	✓	82	100%
Economically Disadvantaged	✓	99	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	412	98.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	13	–
White	✓	364	99.5%
Students with Disabilities	✓	82	95.1%
Economically Disadvantaged	✓	99	97%

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)



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	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
Female	4	–	–	–	–	–	–	–	–	–	–	–	–
Male	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
General Education Students	8	1	13%	1	13%	4	50%	1	13%	1	13%	6	75%
Students with Disabilities	11	7	64%	2	18%	2	18%	0	0%	0	0%	2	18%
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	16	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
Economically Disadvantaged	14	8	57%	2	14%	3	21%	0	0%	1	7%	4	29%
Not Economically Disadvantaged	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	18	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
Not Homeless	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
Not Migrant	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%
Parent Not in Armed Forces	19	8	42%	3	16%	6	32%	1	5%	1	5%	8	42%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



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	367	37	10%	43	12%	134	37%	45	12%	108	29%	287	78%
Female	184	18	10%	19	10%	66	36%	22	12%	59	32%	147	80%
Male	182	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	183	19	10%	24	13%	68	37%	23	13%	49	27%	140	77%
General Education Students	314	21	7%	28	9%	117	37%	43	14%	105	33%	265	84%
Students with Disabilities	53	16	30%	15	28%	17	32%	2	4%	3	6%	22	42%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	3	16%	4	21%	5	26%	5	26%	14	74%
White	333	31	9%	39	12%	127	38%	38	11%	98	29%	263	79%
Multiracial	8	2	25%	0	0%	2	25%	2	25%	2	25%	6	75%
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	1	14%	0	0%	3	43%	4	57%
Economically Disadvantaged	80	13	16%	14	18%	27	34%	9	11%	17	21%	53	66%
Not Economically Disadvantaged	287	24	8%	29	10%	107	37%	36	13%	91	32%	234	82%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	365	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	366	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	365	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	367	37	10%	43	12%	134	37%	45	12%	108	29%	287	78%
Parent Not in Armed Forces	367	37	10%	43	12%	134	37%	45	12%	108	29%	287	78%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)





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	271	7	3%	25	9%	135	50%	104	38%	239	88%
Female	145	3	2%	10	7%	65	45%	67	46%	132	91%
Male	126	4	3%	15	12%	70	56%	37	29%	107	85%
General Education Students	262	7	3%	24	9%	129	49%	102	39%	231	88%
Students with Disabilities	9	0	0%	1	11%	6	67%	2	22%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	0	0%	4	50%	4	50%	8	100%
White	250	6	2%	25	10%	125	50%	94	38%	219	88%
Multiracial	7	1	14%	0	0%	3	43%	3	43%	6	86%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	54	4	7%	6	11%	30	56%	14	26%	44	81%
Not Economically Disadvantaged	217	3	1%	19	9%	105	48%	90	41%	195	90%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	270	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	271	7	3%	25	9%	135	50%	104	38%	239	88%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	270	–	–	–	–	–	–	–	–	–	–
Not Migrant	271	7	3%	25	9%	135	50%	104	38%	239	88%
Parent Not in Armed Forces	271	7	3%	25	9%	135	50%	104	38%	239	88%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	107	6	6%	9	8%	47	44%	45	42%	92	86%
Female	39	4	10%	3	8%	15	38%	17	44%	32	82%
Male	68	2	3%	6	9%	32	47%	28	41%	60	88%
General Education Students	102	6	6%	9	9%	44	43%	43	42%	87	85%
Students with Disabilities	5	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	99	5	5%	9	9%	46	46%	39	39%	85	86%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	1	13%	6	75%	7	88%
Economically Disadvantaged	15	0	0%	0	0%	4	27%	11	73%	15	100%
Not Economically Disadvantaged	92	6	7%	9	10%	43	47%	34	37%	77	84%
Non-English Language Learner	107	6	6%	9	8%	47	44%	45	42%	92	86%
Not in Foster Care	107	6	6%	9	8%	47	44%	45	42%	92	86%
Not Homeless	107	6	6%	9	8%	47	44%	45	42%	92	86%
Not Migrant	107	6	6%	9	8%	47	44%	45	42%	92	86%
Parent Not in Armed Forces	107	6	6%	9	8%	47	44%	45	42%	92	86%

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





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



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	425	12	3%	413	97%	31	7%	47	11%	147	35%	188	44%	335	79%
Female	203	7	3%	196	97%	16	8%	18	9%	69	34%	93	46%	162	80%
Male	222	5	2%	217	98%	15	7%	29	13%	78	35%	95	43%	173	78%
General Education Students	335	1	0%	334	100%	15	4%	26	8%	113	34%	180	54%	293	87%
Students with Disabilities	90	11	12%	79	88%	16	18%	21	23%	34	38%	8	9%	42	47%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	3	15%	17	85%	2	10%	2	10%	9	45%	4	20%	13	65%
White	376	7	2%	369	98%	24	6%	40	11%	131	35%	174	46%	305	81%
Multiracial	14	2	14%	12	86%	3	21%	3	21%	4	29%	2	14%	6	43%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	2	33%	1	17%	1	17%	2	33%
Economically Disadvantaged	103	7	7%	96	93%	16	16%	9	9%	47	46%	24	23%	71	69%
Not Economically Disadvantaged	322	5	2%	317	98%	15	5%	38	12%	100	31%	164	51%	264	82%
Non-English Language Learner	425	12	3%	413	97%	31	7%	47	11%	147	35%	188	44%	335	79%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	424	12	—	412	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	423	12	—	411	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	425	12	3%	413	97%	31	7%	47	11%	147	35%	188	44%	335	79%
Parent in Armed Forces	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	422	12	—	410	—	—	—	—	—	—	—	—	—	—	—

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	380	5	1	375	99
Female	184	3	2	181	98
Male	196	2	1	194	99
General Education Students	321	1	0	320	100
Students with Disabilities	59	4	7	55	93
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	7	100
Black or African American	3	0	0	3	100
Hispanic or Latino	16	2	13	14	88
White	344	3	1	341	99
Multiracial	10	0	0	10	100
Economically Disadvantaged	79	2	3	77	97
Not Economically Disadvantaged	301	3	1	298	99
Non-English Language Learner	380	5	1	375	99
Not in Foster Care	380	5	1	375	99
Homeless	2	0	0	2	100
Not Homeless	378	5	1	373	99
Not Migrant	380	5	1	375	99
Parent in Armed Forces	2	0	0	2	100
Parent Not in Armed Forces	378	5	1	373	99

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	425	73	17%	352	83%	27	6%	33	8%	159	37%	133	31%	292	69%
Female	203	36	18%	167	82%	13	6%	15	7%	80	39%	59	29%	139	68%
Male	222	37	17%	185	83%	14	6%	18	8%	79	36%	74	33%	153	69%
General Education Students	335	37	11%	298	89%	16	5%	23	7%	133	40%	126	38%	259	77%
Students with Disabilities	90	36	40%	54	60%	11	12%	10	11%	26	29%	7	8%	33	37%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	3	15%	17	85%	0	0%	2	10%	12	60%	3	15%	15	75%
White	376	64	17%	312	83%	23	6%	27	7%	140	37%	122	32%	262	70%
Multiracial	14	5	36%	9	64%	1	7%	3	21%	3	21%	2	14%	5	36%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	3	50%	0	0%	1	17%	1	17%	2	33%
Economically Disadvantaged	103	33	32%	70	68%	6	6%	7	7%	39	38%	18	17%	57	55%
Not Economically Disadvantaged	322	40	12%	282	88%	21	7%	26	8%	120	37%	115	36%	235	73%
Non-English Language Learner	425	73	17%	352	83%	27	6%	33	8%	159	37%	133	31%	292	69%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	424	73	—	351	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	423	73	—	350	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	425	73	17%	352	83%	27	6%	33	8%	159	37%	133	31%	292	69%
Parent in Armed Forces	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	422	71	—	351	—	—	—	—	—	—	—	—	—	—	—

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	405	65	16	340	84
Female	194	31	16	163	84
Male	211	34	16	177	84
General Education Students	327	35	11	292	89
Students with Disabilities	78	30	38	48	62
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	7	100
Black or African American	3	0	0	3	100
Hispanic or Latino	16	1	6	15	94
White	366	60	16	306	84
Multiracial	12	3	25	9	75
Economically Disadvantaged	89	28	31	61	69
Not Economically Disadvantaged	316	37	12	279	88
Non-English Language Learner	405	65	16	340	84
Not in Foster Care	405	65	16	340	84
Homeless	2	0	0	2	100
Not Homeless	403	65	16	338	84
Not Migrant	405	65	16	340	84
Parent in Armed Forces	3	2	67	1	33
Parent Not in Armed Forces	402	63	16	339	84

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



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



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	7	0	0%	7	100%	0	0%	1	14%	1	14%	4	57%	1	14%
Grade 10	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–

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	20	19	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	20	19	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	20	19	95%	1	5%	–	–	–	–	–	–	–	–	–	–

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

STAFF QUALIFICATIONS (2023-24) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	138	7	5%	1	1	100%
THIS DISTRICT	437	31	7%	7	1	14%
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	137	16	12%
THIS DISTRICT	429	26	6%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	423	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	425	406	96%	271	64%	134	32%	1	0%	2	0%	13	3%	0	0%	4	1%
Parent in Armed Forces	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	422	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

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

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