

FRANKFORT-SCHUYLER CENTRAL HS - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA

For information about how 2025-26 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025-26 Accountability Statuses Based on 2024-25 Results.

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	173.7	134.9	148.3
	MATH	142.1	64.6	87.2
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	174.1	170.2	177.6
	MATH	140.7	74.7	95.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	20	75.4	98.7
	MATH	40	29.3	57.8
Economically Disadvantaged	ELA	143.2	103.2	121.8
	MATH	109.1	51.2	76

SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	62	93.5%	87.5%	88.8%
	5-Year	54	90.7%	89.4%	90.5%
	6-Year	74	91.9%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	2	—	—	—
Hispanic or Latino	4-Year	2	—	—	—
	5-Year	—	—	—	—
	6-Year	3	—	—	—
Multiracial	4-Year	2	—	—	—
	5-Year	1	—	—	—
	6-Year	1	—	—	—
White	4-Year	58	93.1%	91.7%	92.3%
	5-Year	53	90.6%	92.9%	93.4%
	6-Year	68	91.2%	93.1%	93.7%
English Language Learner	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
Students with Disabilities	4-Year	10	—	—	—
	5-Year	7	—	—	—
	6-Year	13	—	—	—
Economically Disadvantaged	4-Year	31	90.3%	83.1%	85.1%
	5-Year	24	79.2%	85.6%	87.4%
	6-Year	33	87.9%	85.1%	87.1%

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	6	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	4	3	2	—	3	4
White	3	3	2	—	3	4
Students with Disabilities	2	2	—	—	4	—
Economically Disadvantaged	3	3	2	—	3	4

SECONDARY CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	57	173.7	167.9	4
	Math	57	142.1		
	Science	57	195.6		
	Social Studies	57	170.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
White	ELA	54	174.1	166.8	3
	Math	54	140.7		
	Science	54	194.4		
	Social Studies	54	167.6		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Students with Disabilities	ELA	5	20	54	2
	Math	5	40		
	Science	5	120		
	Social Studies	5	60		
Economically Disadvantaged	ELA	22	143.2	138	3
	Math	22	109.1		
	Science	22	168.2		
	Social Studies	22	143.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	57	173.7	167.9	3
	Math	57	142.1		
	Science	57	195.6		
	Social Studies	57	170.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
White	ELA	54	174.1	166.8	3
	Math	54	140.7		
	Science	54	194.4		
	Social Studies	54	167.6		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Students with Disabilities	ELA	5	20	54	2
	Math	5	40		
	Science	5	120		
	Social Studies	5	60		
Economically Disadvantaged	ELA	22	143.2	138	3
	Math	22	109.1		
	Science	22	168.2		
	Social Studies	22	143.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	62	58	93.5%	92%	2
	5-year	54	49	90.7%		
	6-year	74	68	91.9%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	3	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	58	54	93.1%	91.6%	2
	5-year	53	48	90.6%		
	6-year	68	62	91.2%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	10	—	—	—	—
	5-year	7	—	—		
	6-year	13	—	—		
Economically Disadvantaged	4-year	31	28	90.3%	85.8%	2
	5-year	24	19	79.2%		
	6-year	33	29	87.9%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	6	—	—	—	—
White	6	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	281	33	29	96	123	188.1	3
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—
Hispanic or Latino	10	—	—	—	—	—	—
Multiracial	15	—	—	—	—	—	—
White	249	29	26	86	108	188	3
English Language Learner	6	—	—	—	—	—	—
Students with Disabilities	43	6	4	12	21	187.2	4
Economically Disadvantaged	136	23	17	50	46	170.6	3

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index	Accountability Level
All Students	60	0	56	0	2	0	2	190	4
American Indian or Alaska Native	1	0	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	—	—	—	—	—	—
Multiracial	2	0	—	—	—	—	—	—	—
White	56	0	53	0	2	0	1	192.9	4
English Language Learner	1	0	—	—	—	—	—	—	—
Students with Disabilities	5	0	—	—	—	—	—	—	—
Economically Disadvantaged	25	0	21	0	2	0	2	176	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	59	100%
American Indian or Alaska Native	—	1	—
Multiracial	—	2	—
White	✓	56	100%
English Language Learner	—	2	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	23	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	59	100%
American Indian or Alaska Native	—	1	—
Multiracial	—	2	—
White	✓	56	100%
English Language Learner	—	2	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	23	—

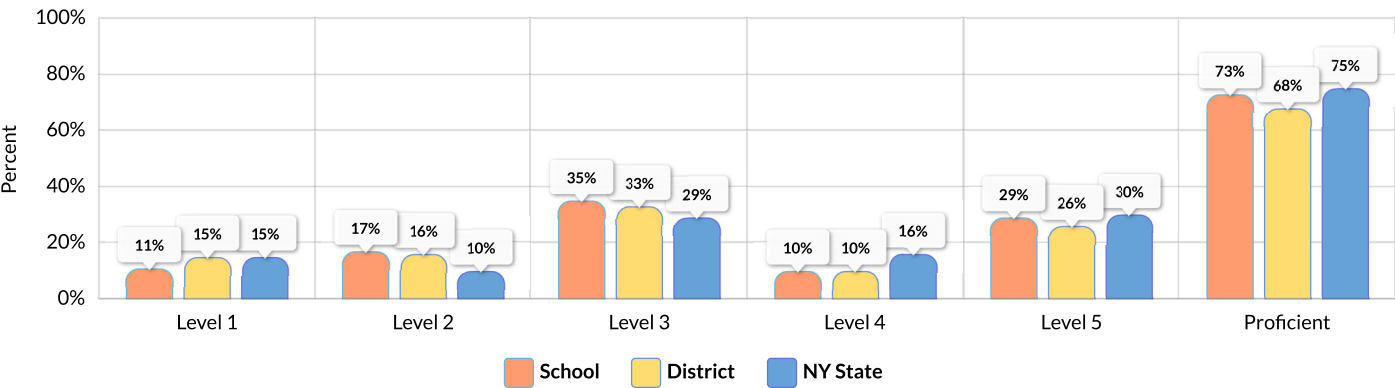
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

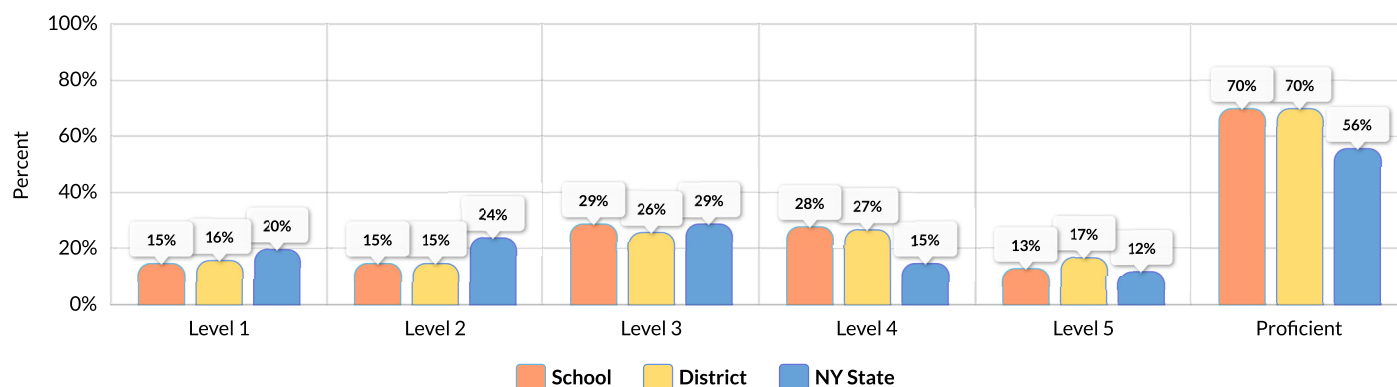


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	9	11%	14	17%	29	35%	8	10%	24	29%	61	73%
Female	30	4	13%	4	13%	8	27%	4	13%	10	33%	22	73%
Male	54	5	9%	10	19%	21	39%	4	7%	14	26%	39	72%
General Education Students	70	5	7%	9	13%	24	34%	8	11%	24	34%	56	80%
Students with Disabilities	14	4	29%	5	36%	5	36%	0	0%	0	0%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
White	75	7	9%	13	17%	26	35%	8	11%	21	28%	55	73%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	3	33%	0	0%	3	33%	6	67%
Economically Disadvantaged	38	7	18%	3	8%	16	42%	5	13%	7	18%	28	74%
Not Economically Disadvantaged	46	2	4%	11	24%	13	28%	3	7%	17	37%	33	72%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	84	9	11%	14	17%	29	35%	8	10%	24	29%	61	73%
Not Homeless	84	9	11%	14	17%	29	35%	8	10%	24	29%	61	73%
Not Migrant	84	9	11%	14	17%	29	35%	8	10%	24	29%	61	73%
Parent Not in Armed Forces	84	9	11%	14	17%	29	35%	8	10%	24	29%	61	73%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

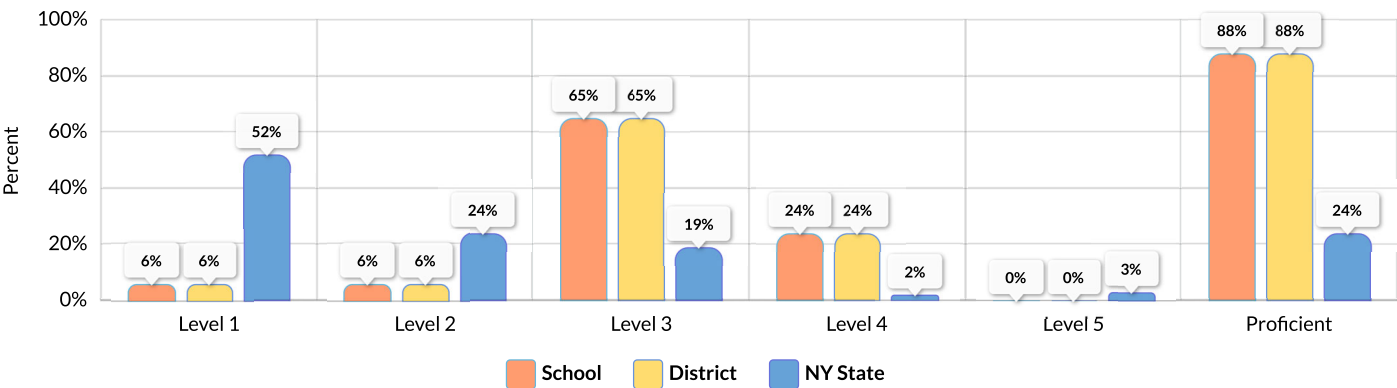


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	14	15%	14	15%	27	29%	26	28%	12	13%	65	70%
Female	39	4	10%	8	21%	10	26%	13	33%	4	10%	27	69%
Male	54	10	19%	6	11%	17	31%	13	24%	8	15%	38	70%
General Education Students	83	10	12%	13	16%	25	30%	23	28%	12	14%	60	72%
Students with Disabilities	10	4	40%	1	10%	2	20%	3	30%	0	0%	5	50%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	81	12	15%	11	14%	21	26%	26	32%	11	14%	58	72%
Multiracial	6	1	17%	1	17%	4	67%	0	0%	0	0%	4	67%
Small Group Total: Race & Ethnicity	6	1	17%	2	33%	2	33%	0	0%	1	17%	3	50%
Economically Disadvantaged	53	10	19%	9	17%	14	26%	12	23%	8	15%	34	64%
Not Economically Disadvantaged	40	4	10%	5	13%	13	33%	14	35%	4	10%	31	78%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	14	15%	14	15%	27	29%	26	28%	12	13%	65	70%
Not Homeless	93	14	15%	14	15%	27	29%	26	28%	12	13%	65	70%
Not Migrant	93	14	15%	14	15%	27	29%	26	28%	12	13%	65	70%
Parent Not in Armed Forces	93	14	15%	14	15%	27	29%	26	28%	12	13%	65	70%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



Percent Scoring at Levels for All Students

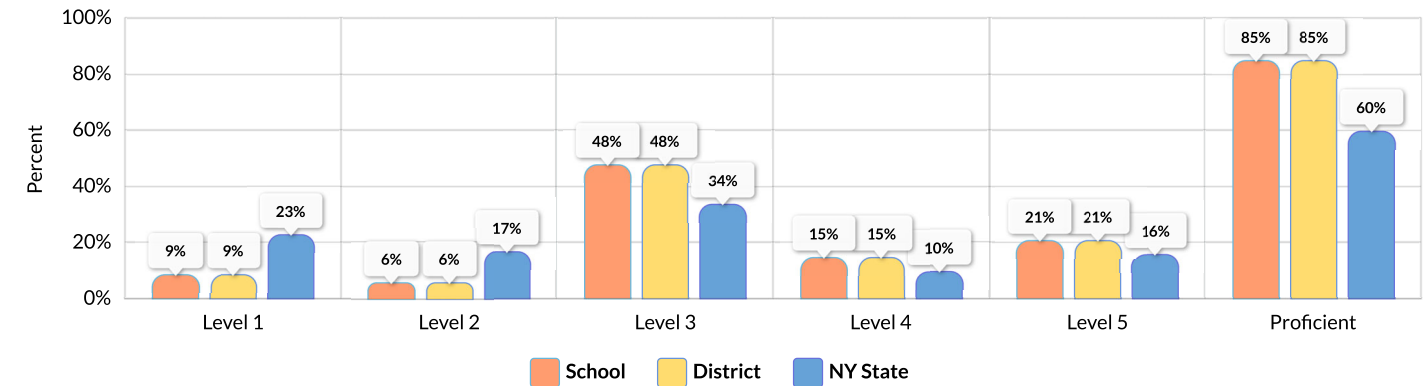


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Female	10	1	10%	0	0%	6	60%	3	30%	0	0%	9	90%
Male	7	0	0%	1	14%	5	71%	1	14%	0	0%	6	86%
General Education Students	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	16	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Economically Disadvantaged	8	1	13%	1	13%	5	63%	1	13%	0	0%	6	75%
Not Economically Disadvantaged	9	0	0%	0	0%	6	67%	3	33%	0	0%	9	100%
Non-English Language Learner	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Not in Foster Care	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Not Homeless	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Not Migrant	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%
Parent Not in Armed Forces	17	1	6%	1	6%	11	65%	4	24%	0	0%	15	88%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)



Percent Scoring at Levels for All Students

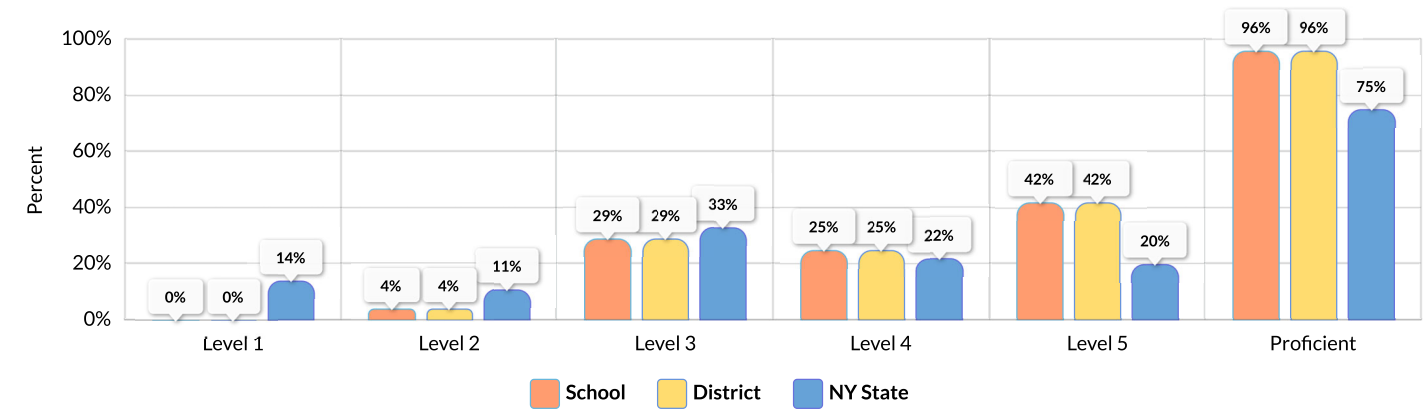


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%
Female	19	2	11%	0	0%	7	37%	4	21%	6	32%	17	89%
Male	14	1	7%	2	14%	9	64%	1	7%	1	7%	11	79%
General Education Students	31	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	29	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%
Economically Disadvantaged	14	2	14%	1	7%	7	50%	2	14%	2	14%	11	79%
Not Economically Disadvantaged	19	1	5%	1	5%	9	47%	3	16%	5	26%	17	89%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	32	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%
Not Homeless	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%
Not Migrant	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%
Parent Not in Armed Forces	33	3	9%	2	6%	16	48%	5	15%	7	21%	28	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

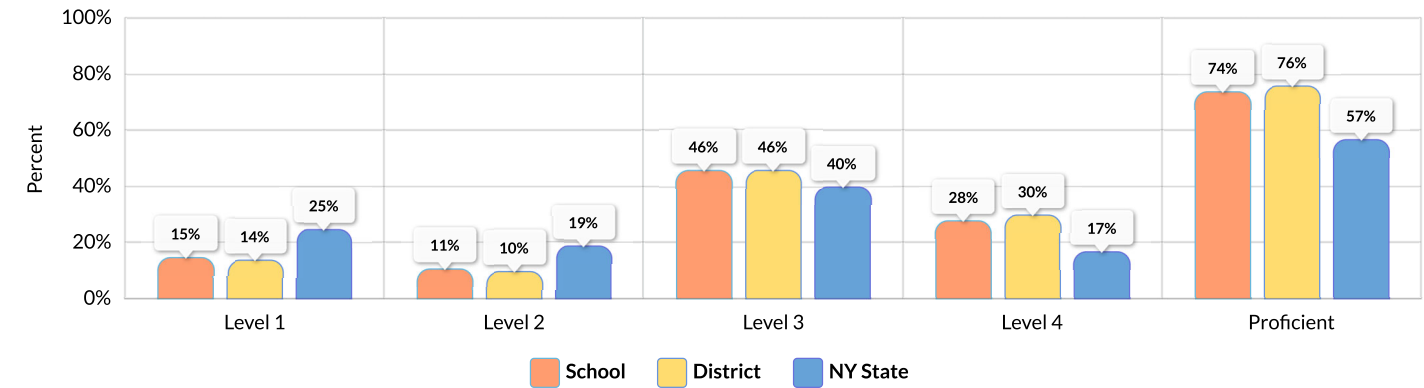


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Female	10	0	0%	1	10%	3	30%	2	20%	4	40%	9	90%
Male	14	0	0%	0	0%	4	29%	4	29%	6	43%	14	100%
General Education Students	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
White	22	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Economically Disadvantaged	7	0	0%	0	0%	3	43%	2	29%	2	29%	7	100%
Not Economically Disadvantaged	17	0	0%	1	6%	4	24%	4	24%	8	47%	16	94%
Non-English Language Learner	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Not in Foster Care	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Not Homeless	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Not Migrant	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%
Parent Not in Armed Forces	24	0	0%	1	4%	7	29%	6	25%	10	42%	23	96%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

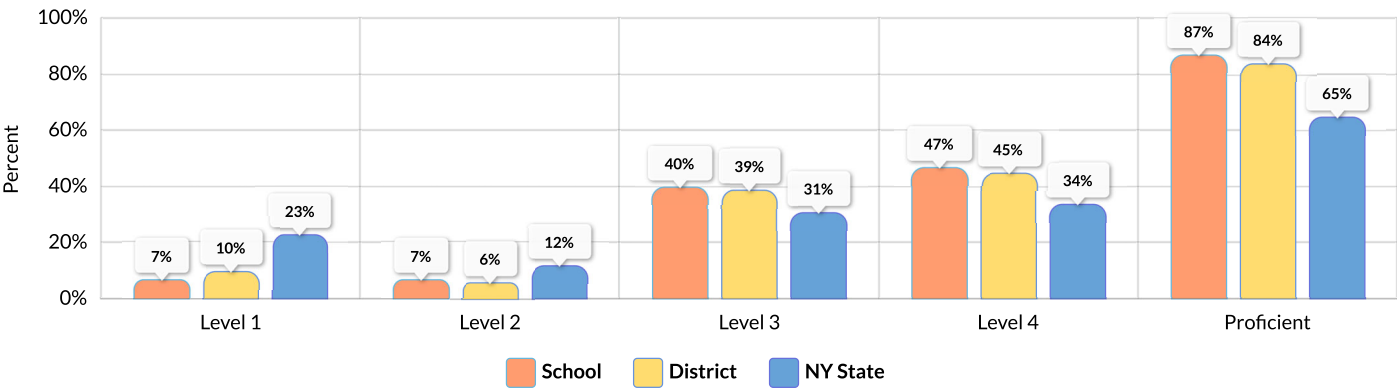


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	92	14	15%	10	11%	42	46%	26	28%	68	74%
Female	42	5	12%	7	17%	17	40%	13	31%	30	71%
Male	50	9	18%	3	6%	25	50%	13	26%	38	76%
General Education Students	74	5	7%	8	11%	35	47%	26	35%	61	82%
Students with Disabilities	18	9	50%	2	11%	7	39%	0	0%	7	39%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	83	13	16%	9	11%	38	46%	23	28%	61	73%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	4	44%	3	33%	7	78%
Economically Disadvantaged	53	10	19%	6	11%	25	47%	12	23%	37	70%
Not Economically Disadvantaged	39	4	10%	4	10%	17	44%	14	36%	31	79%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	90	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	92	14	15%	10	11%	42	46%	26	28%	68	74%
Not Homeless	92	14	15%	10	11%	42	46%	26	28%	68	74%
Not Migrant	92	14	15%	10	11%	42	46%	26	28%	68	74%
Parent Not in Armed Forces	92	14	15%	10	11%	42	46%	26	28%	68	74%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



Percent Scoring at Levels for All Students

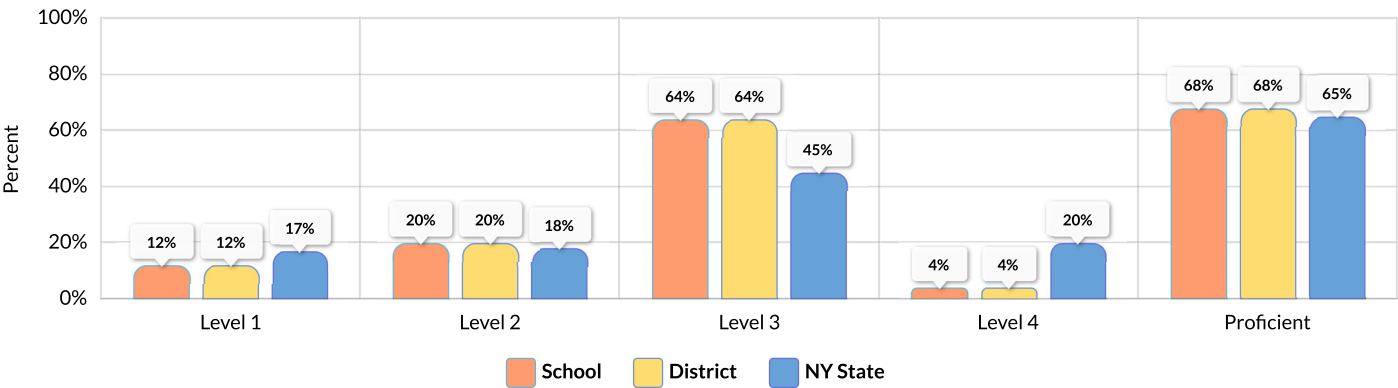


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	30	2	7%	2	7%	12	40%	14	47%	26	87%
Female	16	0	0%	2	13%	8	50%	6	38%	14	88%
Male	14	2	14%	0	0%	4	29%	8	57%	12	86%
General Education Students	30	2	7%	2	7%	12	40%	14	47%	26	87%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	24	1	4%	2	8%	9	38%	12	50%	21	88%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	3	50%	2	33%	5	83%
Economically Disadvantaged	16	1	6%	2	13%	6	38%	7	44%	13	81%
Not Economically Disadvantaged	14	1	7%	0	0%	6	43%	7	50%	13	93%
Non-English Language Learner	30	2	7%	2	7%	12	40%	14	47%	26	87%
Not in Foster Care	30	2	7%	2	7%	12	40%	14	47%	26	87%
Not Homeless	30	2	7%	2	7%	12	40%	14	47%	26	87%
Not Migrant	30	2	7%	2	7%	12	40%	14	47%	26	87%
Parent Not in Armed Forces	30	2	7%	2	7%	12	40%	14	47%	26	87%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



Percent Scoring at Levels for All Students

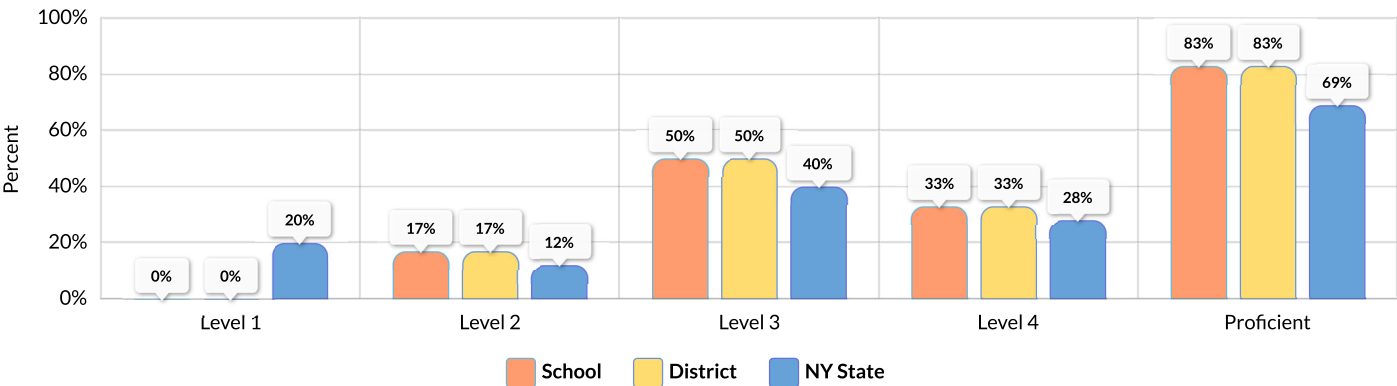


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	3	12%	5	20%	16	64%	1	4%	17	68%
Female	11	0	0%	4	36%	6	55%	1	9%	7	64%
Male	14	3	21%	1	7%	10	71%	0	0%	10	71%
General Education Students	25	3	12%	5	20%	16	64%	1	4%	17	68%
White	25	3	12%	5	20%	16	64%	1	4%	17	68%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	21	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	25	3	12%	5	20%	16	64%	1	4%	17	68%
Not in Foster Care	25	3	12%	5	20%	16	64%	1	4%	17	68%
Not Homeless	25	3	12%	5	20%	16	64%	1	4%	17	68%
Not Migrant	25	3	12%	5	20%	16	64%	1	4%	17	68%
Parent Not in Armed Forces	25	3	12%	5	20%	16	64%	1	4%	17	68%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2024-25)



Percent Scoring at Levels for All Students

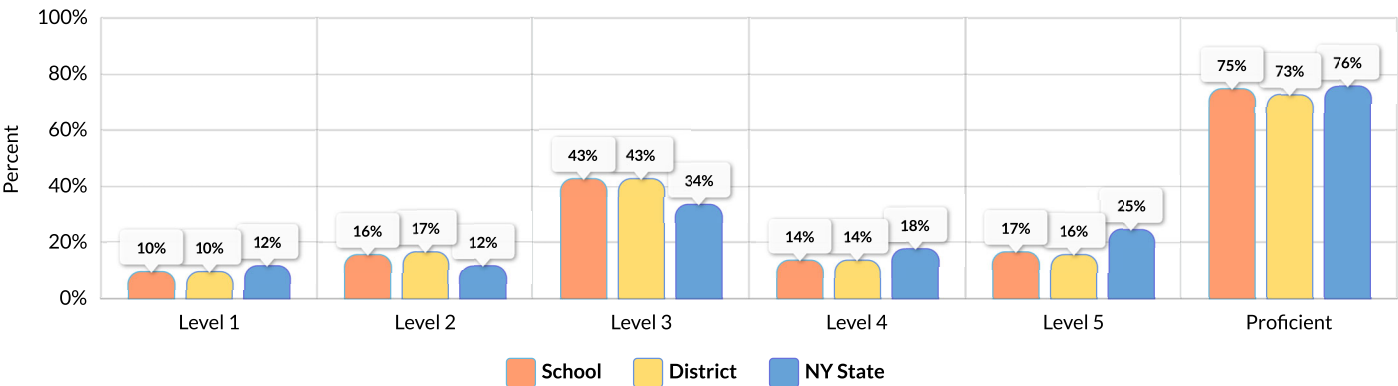


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	6	0	0%	1	17%	3	50%	2	33%	5	83%
Female	1	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	0	0%	1	17%	3	50%	2	33%	5	83%
General Education Students	6	0	0%	1	17%	3	50%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

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Percent Scoring at Levels for All Students

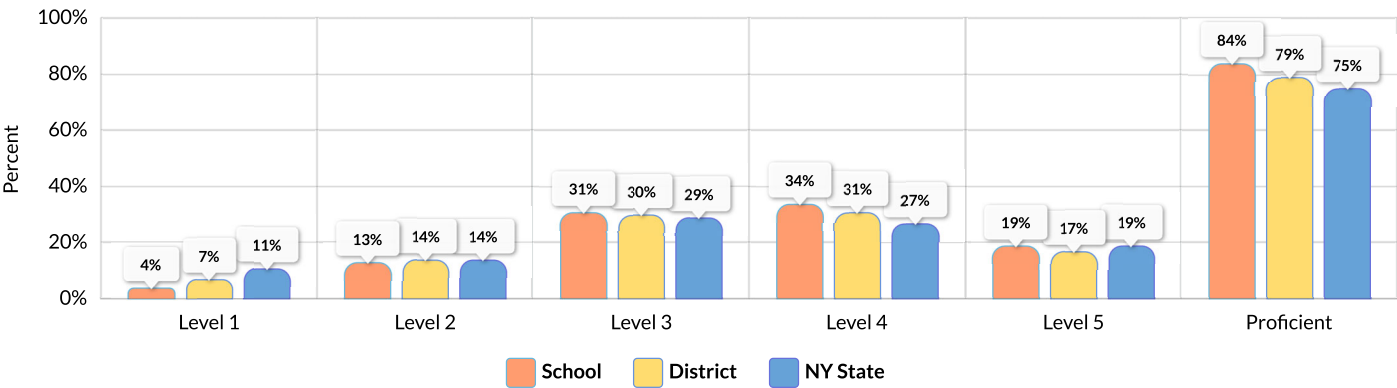


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	6	10%	10	16%	27	43%	9	14%	11	17%	47	75%
Female	35	4	11%	5	14%	17	49%	4	11%	5	14%	26	74%
Male	28	2	7%	5	18%	10	36%	5	18%	6	21%	21	75%
General Education Students	56	4	7%	7	13%	25	45%	9	16%	11	20%	45	80%
Students with Disabilities	7	2	29%	3	43%	2	29%	0	0%	0	0%	2	29%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—	—	—
White	52	5	10%	8	15%	20	38%	9	17%	10	19%	39	75%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	7	64%	0	0%	1	9%	8	73%
Economically Disadvantaged	32	4	13%	6	19%	15	47%	4	13%	3	9%	22	69%
Not Economically Disadvantaged	31	2	6%	4	13%	12	39%	5	16%	8	26%	25	81%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	61	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	6	10%	10	16%	27	43%	9	14%	11	17%	47	75%
Not Homeless	63	6	10%	10	16%	27	43%	9	14%	11	17%	47	75%
Not Migrant	63	6	10%	10	16%	27	43%	9	14%	11	17%	47	75%
Parent Not in Armed Forces	63	6	10%	10	16%	27	43%	9	14%	11	17%	47	75%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	3	4%	10	13%	25	31%	27	34%	15	19%	67	84%
Female	29	0	0%	7	24%	9	31%	8	28%	5	17%	22	76%
Male	51	3	6%	3	6%	16	31%	19	37%	10	20%	45	88%
General Education Students	70	2	3%	8	11%	20	29%	25	36%	15	21%	60	86%
Students with Disabilities	10	1	10%	2	20%	5	50%	2	20%	0	0%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
White	70	3	4%	9	13%	21	30%	24	34%	13	19%	58	83%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	4	40%	3	30%	2	20%	9	90%
Economically Disadvantaged	38	0	0%	6	16%	19	50%	8	21%	5	13%	32	84%
Not Economically Disadvantaged	42	3	7%	4	10%	6	14%	19	45%	10	24%	35	83%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	78	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	3	4%	10	13%	25	31%	27	34%	15	19%	67	84%
Not Homeless	80	3	4%	10	13%	25	31%	27	34%	15	19%	67	84%
Not Migrant	80	3	4%	10	13%	25	31%	27	34%	15	19%	67	84%
Parent Not in Armed Forces	80	3	4%	10	13%	25	31%	27	34%	15	19%	67	84%

TOTAL COHORT REGENTS EXAMINATION RESULTS

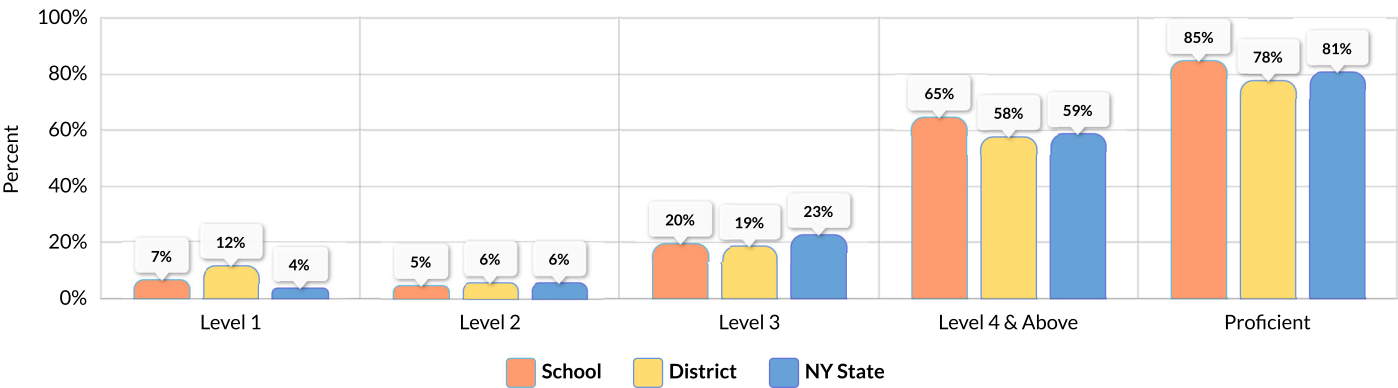
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

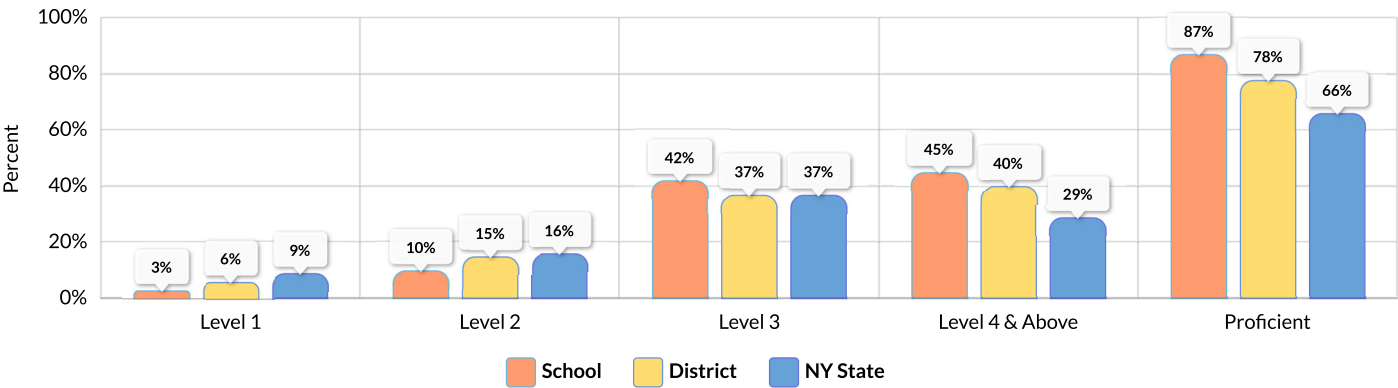


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	2	3%	58	97%	4	7%	3	5%	12	20%	39	65%	51	85%
Female	28	1	4%	27	96%	2	7%	0	0%	5	18%	20	71%	25	89%
Male	32	1	3%	31	97%	2	6%	3	9%	7	22%	19	59%	26	81%
General Education Students	55	2	4%	53	96%	1	2%	2	4%	11	20%	39	71%	50	91%
Students with Disabilities	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	56	1	—	55	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	2	3%	58	97%	4	7%	3	5%	12	20%	39	65%	51	85%
Economically Disadvantaged	25	2	8%	23	92%	3	12%	1	4%	7	28%	12	48%	19	76%
Not Economically Disadvantaged	35	0	0%	35	100%	1	3%	2	6%	5	14%	27	77%	32	91%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	2	3%	58	97%	4	7%	3	5%	12	20%	39	65%	51	85%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	2	3%	58	97%	4	7%	3	5%	12	20%	39	65%	51	85%
Parent Not in Armed Forces	60	2	3%	58	97%	4	7%	3	5%	12	20%	39	65%	51	85%

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	0	0%	60	100%	2	3%	6	10%	25	42%	27	45%	52	87%
Female	28	0	0%	28	100%	1	4%	1	4%	14	50%	12	43%	26	93%
Male	32	0	0%	32	100%	1	3%	5	16%	11	34%	15	47%	26	81%
General Education Students	55	0	0%	55	100%	0	0%	5	9%	23	42%	27	49%	50	91%
Students with Disabilities	5	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	0	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	0	0%	60	100%	2	3%	6	10%	25	42%	27	45%	52	87%
Economically Disadvantaged	25	0	0%	25	100%	1	4%	3	12%	15	60%	6	24%	21	84%
Not Economically Disadvantaged	35	0	0%	35	100%	1	3%	3	9%	10	29%	21	60%	31	89%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	0	0%	60	100%	2	3%	6	10%	25	42%	27	45%	52	87%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	0	0%	60	100%	2	3%	6	10%	25	42%	27	45%	52	87%
Parent Not in Armed Forces	60	0	0%	60	100%	2	3%	6	10%	25	42%	27	45%	52	87%

2021 TOTAL COHORT EXEMPTIONS IN MATH

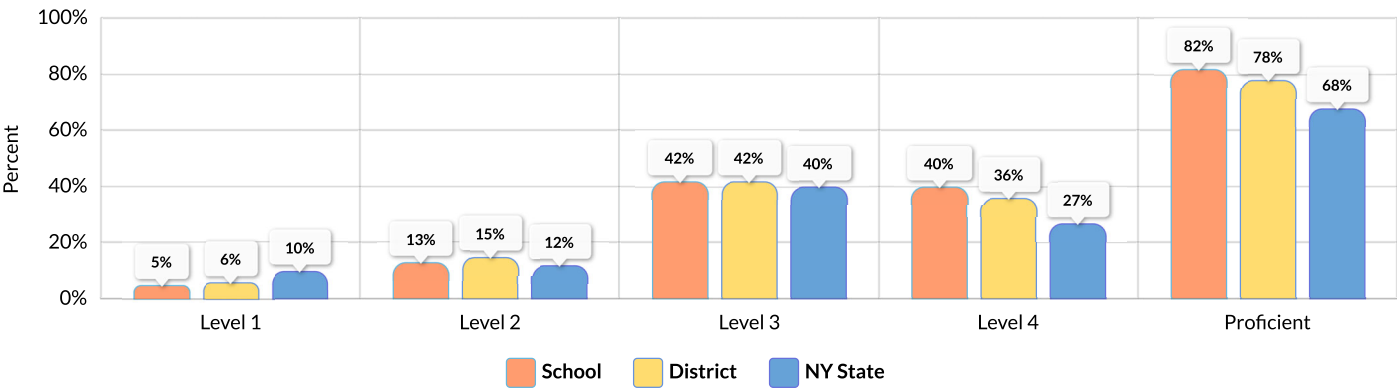
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	0	0	11	100
Female	5	0	0	5	100
Male	6	0	0	6	100
General Education Students	11	0	0	11	100
Hispanic or Latino	1	0	0	1	100
White	10	0	0	10	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	10	0	0	10	100
Non-English Language Learner	11	0	0	11	100
Not in Foster Care	11	0	0	11	100
Not Homeless	11	0	0	11	100
Not Migrant	11	0	0	11	100
Parent Not in Armed Forces	11	0	0	11	100

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



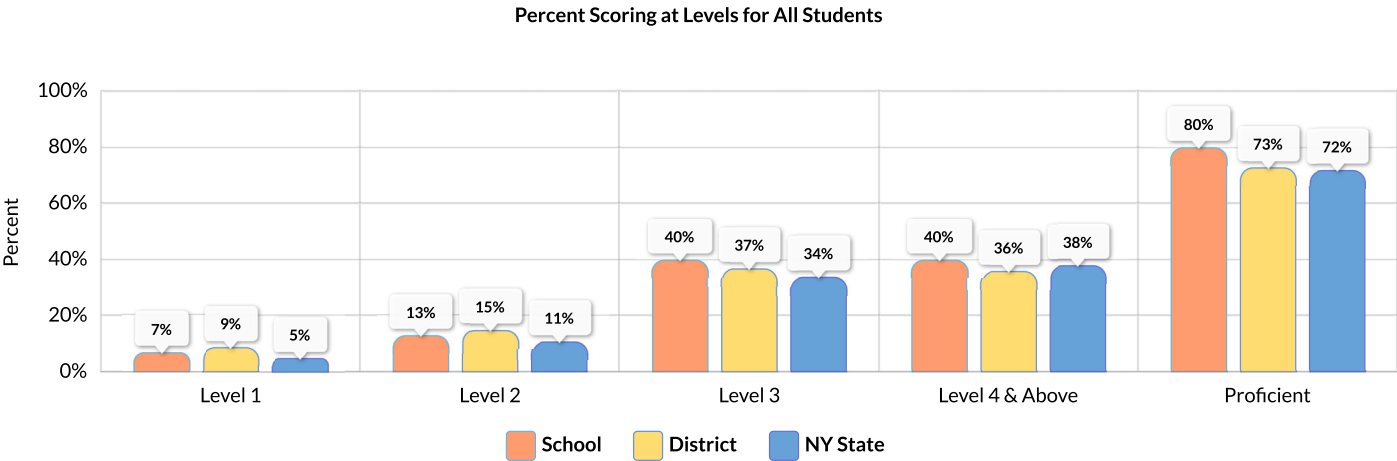
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	0	0%	60	100%	3	5%	8	13%	25	42%	24	40%	49	82%
Female	28	0	0%	28	100%	1	4%	4	14%	11	39%	12	43%	23	82%
Male	32	0	0%	32	100%	2	6%	4	13%	14	44%	12	38%	26	81%
General Education Students	55	0	0%	55	100%	2	4%	6	11%	23	42%	24	44%	47	85%
Students with Disabilities	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	0	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	0	0%	60	100%	3	5%	8	13%	25	42%	24	40%	49	82%
Economically Disadvantaged	25	0	0%	25	100%	3	12%	4	16%	11	44%	7	28%	18	72%
Not Economically Disadvantaged	35	0	0%	35	100%	0	0%	4	11%	14	40%	17	49%	31	89%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	0	0%	60	100%	3	5%	8	13%	25	42%	24	40%	49	82%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	0	0%	60	100%	3	5%	8	13%	25	42%	24	40%	49	82%
Parent Not in Armed Forces	60	0	0%	60	100%	3	5%	8	13%	25	42%	24	40%	49	82%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	0	0	12	100
Female	6	0	0	6	100
Male	6	0	0	6	100
General Education Students	12	0	0	12	100
Hispanic or Latino	1	0	0	1	100
White	11	0	0	11	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	11	0	0	11	100
Non-English Language Learner	12	0	0	12	100
Not in Foster Care	12	0	0	12	100
Not Homeless	12	0	0	12	100
Not Migrant	12	0	0	12	100
Parent Not in Armed Forces	12	0	0	12	100

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

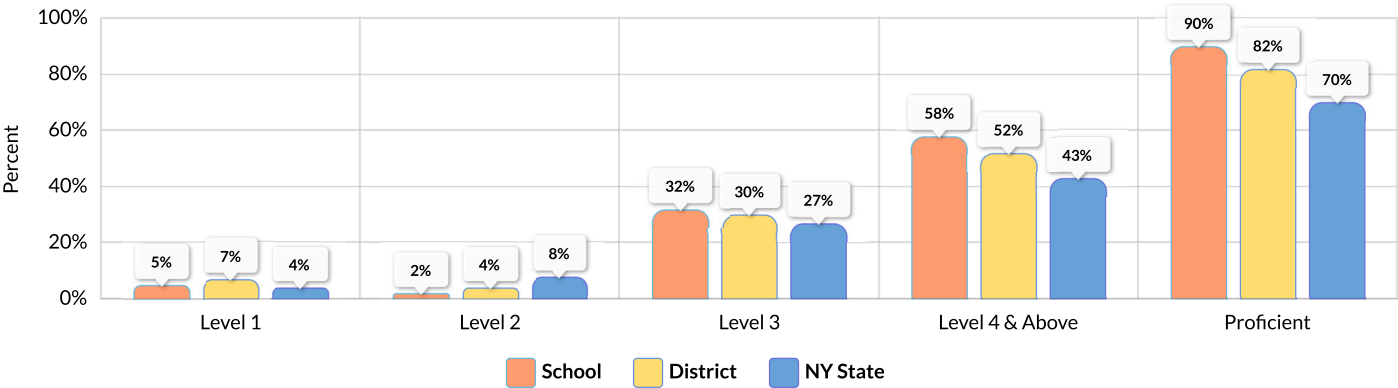


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	0	0%	60	100%	4	7%	8	13%	24	40%	24	40%	48	80%
Female	28	0	0%	28	100%	3	11%	2	7%	11	39%	12	43%	23	82%
Male	32	0	0%	32	100%	1	3%	6	19%	13	41%	12	38%	25	78%
General Education Students	55	0	0%	55	100%	2	4%	6	11%	23	42%	24	44%	47	85%
Students with Disabilities	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	0	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	0	0%	60	100%	4	7%	8	13%	24	40%	24	40%	48	80%
Economically Disadvantaged	25	0	0%	25	100%	2	8%	6	24%	10	40%	7	28%	17	68%
Not Economically Disadvantaged	35	0	0%	35	100%	2	6%	2	6%	14	40%	17	49%	31	89%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	0	0%	60	100%	4	7%	8	13%	24	40%	24	40%	48	80%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	0	0%	60	100%	4	7%	8	13%	24	40%	24	40%	48	80%
Parent Not in Armed Forces	60	0	0%	60	100%	4	7%	8	13%	24	40%	24	40%	48	80%

2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	2	3%	58	97%	3	5%	1	2%	19	32%	35	58%	54	90%
Female	28	1	4%	27	96%	1	4%	0	0%	11	39%	15	54%	26	93%
Male	32	1	3%	31	97%	2	6%	1	3%	8	25%	20	63%	28	88%
General Education Students	55	2	4%	53	96%	1	2%	1	2%	16	29%	35	64%	51	93%
Students with Disabilities	5	0	0%	5	100%	2	40%	0	0%	3	60%	0	0%	3	60%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	56	1	—	55	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	2	3%	58	97%	3	5%	1	2%	19	32%	35	58%	54	90%
Economically Disadvantaged	25	2	8%	23	92%	0	0%	1	4%	13	52%	9	36%	22	88%
Not Economically Disadvantaged	35	0	0%	35	100%	3	9%	0	0%	6	17%	26	74%	32	91%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	2	3%	58	97%	3	5%	1	2%	19	32%	35	58%	54	90%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	2	3%	58	97%	3	5%	1	2%	19	32%	35	58%	54	90%
Parent Not in Armed Forces	60	2	3%	58	97%	3	5%	1	2%	19	32%	35	58%	54	90%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

NEW YORK STATE NAEP GRADE 4

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

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	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%

*There are not sufficient data for this subgroup.

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

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%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	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%

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

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	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%

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

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%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	283	62	21.9%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	5	—	—
Hispanic or Latino	11	—	—
Multiracial	15	—	—
White	250	55	22%
English Language Learner	6	—	—
Students with Disabilities	43	10	23.3%
Economically Disadvantaged	136	40	29.4%

TOTAL COHORT GRADUATION RATE (2024-25)

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	60	58	97%	19	32%	31	52%	8	13%	0	0%	0	0%	0	0%	2	3%
Female	28	27	96%	9	32%	16	57%	2	7%	0	0%	0	0%	0	0%	1	4%
Male	32	31	97%	10	31%	15	47%	6	19%	0	0%	0	0%	0	0%	1	3%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	55	53	96%	19	35%	30	55%	4	7%	0	0%	0	0%	0	0%	2	4%
Students with Disabilities	5	5	100%	0	0%	1	20%	4	80%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	56	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	23	92%	4	16%	13	52%	6	24%	0	0%	0	0%	0	0%	2	8%
Not Economically Disadvantaged	35	35	100%	15	43%	18	51%	2	6%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	60	58	97%	19	32%	31	52%	8	13%	0	0%	0	0%	0	0%	2	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	60	58	97%	19	32%	31	52%	8	13%	0	0%	0	0%	0	0%	2	3%
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	60	58	97%	19	32%	31	52%	8	13%	0	0%	0	0%	0	0%	2	3%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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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