

CENTRAL ISLIP SENIOR HIGH SCHOOL - 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	135.9	134.9	148.3
	Math	86.1	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	130	140.5	152.9
	Math	80	114.8	129
Black or African American	ELA	142.1	95	115
	Math	89.9	37.8	64.8
Hispanic or Latino	ELA	135.2	99.6	118.8
	Math	86.4	43.4	69.5
Multiracial	ELA	110	144.6	156.4
	Math	60	63.5	86.2
White	ELA	131.3	170.2	177.6
	Math	50	74.7	95.6
English Language Learner	ELA	57.4	49.7	77.2
	Math	56.7	36.7	63.9
Students with Disabilities	ELA	80.8	75.4	98.7
	Math	44.2	29.3	57.8
Economically Disadvantaged	ELA	135.4	103.2	121.8
	Math	83.1	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	595	77.6%	87.5%	88.8%
	5-Year	584	81%	89.4%	90.5%
	6-Year	570	82.3%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	—	—	—
	5-Year	—	—	—	—
	6-Year	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	9	—	—	—
	5-Year	13	—	—	—
	6-Year	11	—	—	—
Black or African American	4-Year	96	85.4%	82.6%	84.7%
	5-Year	87	89.7%	84.9%	86.7%
	6-Year	95	92.6%	84.6%	86.7%
Hispanic or Latino	4-Year	471	75.8%	81.6%	83.8%
	5-Year	470	78.5%	84.4%	86.3%
	6-Year	438	79.7%	83.3%	85.6%
Multiracial	4-Year	6	—	—	—
	5-Year	6	—	—	—
	6-Year	4	—	—	—
White	4-Year	12	—	—	—
	5-Year	8	—	—	—
	6-Year	22	86.4%	93.1%	93.7%
English Language Learner	4-Year	180	55%	71.5%	75.4%
	5-Year	186	60.2%	76.1%	79.4%
	6-Year	187	64.7%	72.3%	76.4%
Students with Disabilities	4-Year	56	75%	70.4%	74.5%
	5-Year	40	90%	73%	76.8%
	6-Year	45	80%	73.1%	77.1%
Economically Disadvantaged	4-Year	374	78.1%	83.1%	85.1%
	5-Year	408	79.2%	85.6%	87.4%
	6-Year	379	81%	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	357	41%	40%	0.98	34.5%	44.5%

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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Black or African American	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
English Language Learner	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	2	2	2	2	2	2
Asian or Native Hawaiian/Other Pacific Islander	3	2	–	–	2	–
Black or African American	3	2	2	4	2	2
Hispanic or Latino	2	2	2	2	2	2
Multiracial	2	2	–	–	2	–
White	2	2	2	–	2	–
English Language Learner	4	3	2	2	2	2
Students with Disabilities	3	2	2	3	2	2
Economically Disadvantaged	3	2	2	2	2	2

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	551	140.6	132.4	2
	Math	555	88.4		
	Science	533	163.3		
	Social Studies	552	155.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	144.4	137.6	3
	Math	10	80		
	Science	8	181.3		
	Social Studies	10	170		
Black or African American	ELA	89	142.1	135.2	3
	Math	86	93		
	Science	83	157.2		
	Social Studies	84	166.1		
Hispanic or Latino	ELA	440	140.7	132.4	2
	Math	446	88.7		
	Science	429	165		
	Social Studies	445	153		
Multiracial	ELA	5	110	103	2
	Math	5	60		
	Science	5	140		
	Social Studies	5	120		
White	ELA	8	131.3	113.2	2
	Math	8	50		
	Science	8	131.3		
	Social Studies	8	162.5		
English Language Learner	ELA	143	62.6	84.7	4
	Math	147	60.2		
	Science	127	125.2		
	Social Studies	145	114.1		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	51	82.4	81.7	3
	Math	49	46.9		
	Science	48	87.5		
	Social Studies	46	127.2		
Economically Disadvantaged	ELA	291	140	128	3
	Math	294	85		
	Science	289	153.1		
	Social Studies	292	149.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	570	135.9	127.2	2
	Math	570	86.1		
	Science	570	152.7		
	Social Studies	570	150.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	130	126	2
	Math	10	80		
	Science	10	145		
	Social Studies	10	170		
Black or African American	ELA	89	142.1	130.3	2
	Math	89	89.9		
	Science	89	146.6		
	Social Studies	89	156.7		
Hispanic or Latino	ELA	458	135.2	127.1	2
	Math	458	86.4		
	Science	458	154.6		
	Social Studies	458	148.7		
Multiracial	ELA	5	110	103	2
	Math	5	60		
	Science	5	140		
	Social Studies	5	120		
White	ELA	8	131.3	113.2	2
	Math	8	50		
	Science	8	131.3		
	Social Studies	8	162.5		
English Language Learner	ELA	156	57.4	75.8	3
	Math	156	56.7		
	Science	156	101.9		
	Social Studies	156	106.1		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	52	80.8	76.2	2
	Math	52	44.2		
	Science	52	80.8		
	Social Studies	52	112.5		
Economically Disadvantaged	ELA	301	135.4	124	2
	Math	301	83.1		
	Science	301	147		
	Social Studies	301	145		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	595	462	77.6%	80.3%	2
	5-year	584	473	81%		
	6-year	570	469	82.3%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	9	–	–	–	–
	5-year	13	–	–		
	6-year	11	–	–		
Black or African American	4-year	96	82	85.4%	89.2%	2
	5-year	87	78	89.7%		
	6-year	95	88	92.6%		
Hispanic or Latino	4-year	471	357	75.8%	78%	2
	5-year	470	369	78.5%		
	6-year	438	349	79.7%		
Multiracial	4-year	6	–	–	–	–
	5-year	6	–	–		
	6-year	4	–	–		
White	4-year	12	–	–	86.4%	2
	5-year	8	–	–		
	6-year	22	19	86.4%		
English Language Learner	4-year	180	99	55%	60%	2
	5-year	186	112	60.2%		
	6-year	187	121	64.7%		
Students with Disabilities	4-year	56	42	75%	81.7%	2
	5-year	40	36	90%		
	6-year	45	36	80%		
Economically Disadvantaged	4-year	374	292	78.1%	79.4%	2
	5-year	408	323	79.2%		
	6-year	379	307	81%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	357	41%	40%	0.98	2
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	20	51%	76%	1.49	4
Hispanic or Latino	332	41%	37%	0.90	2
Multiracial	2	–	–	–	–
White	1	–	–	–	–
English Language Learner	357	41%	40%	0.98	2
Students with Disabilities	59	30%	32%	1.07	3
Economically Disadvantaged	175	38%	35%	0.92	2

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	2,696	1,091	326	577	702	120	2
American Indian or Alaska Native	5	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	40	13	7	5	15	136.3	2
Black or African American	398	121	44	88	145	146.4	2
Hispanic or Latino	2,190	934	271	464	521	114.2	2
Multiracial	22	10	1	4	7	120.5	2
White	41	11	3	14	13	154.9	2
English Language Learner	1,087	515	134	201	237	103.8	2
Students with Disabilities	333	141	37	73	82	116.5	2
Economically Disadvantaged	1,464	635	188	291	350	112.4	2

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	607	1	209	20	234	0	145	112.2	2
Asian or Native Hawaiian/Other Pacific Islander	10	0	–	–	–	–	–	–	–
Black or African American	94	0	36	6	38	0	14	126.6	2
Hispanic or Latino	488	1	169	14	183	0	123	110.8	2
Multiracial	5	0	–	–	–	–	–	–	–
White	10	0	–	–	–	–	–	–	–
English Language Learner	172	1	25	2	69	0	77	70.5	2
Students with Disabilities	57	0	6	0	31	0	20	75.4	2
Economically Disadvantaged	320	0	92	11	124	0	93	101.4	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	724	98.1%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	13	–
Black or African American	✓	112	100%
Hispanic or Latino	✓	581	97.9%
Multiracial	–	8	–
White	–	8	–
English Language Learner	✓	160	96.3%
Students with Disabilities	✓	56	100%
Economically Disadvantaged	✓	396	97.7%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	721	94.2%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	13	–
Black or African American	X	111	92.8%
Hispanic or Latino	✓	579	94.7%
Multiracial	–	8	–
White	–	8	–
English Language Learner	X	160	90.6%
Students with Disabilities	X	56	89.3%
Economically Disadvantaged	X	394	93.7%

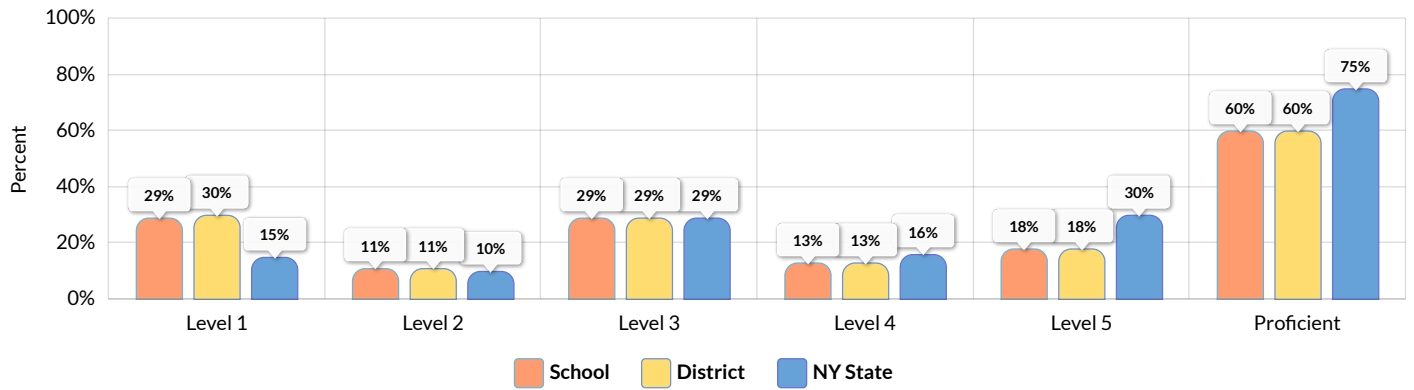
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

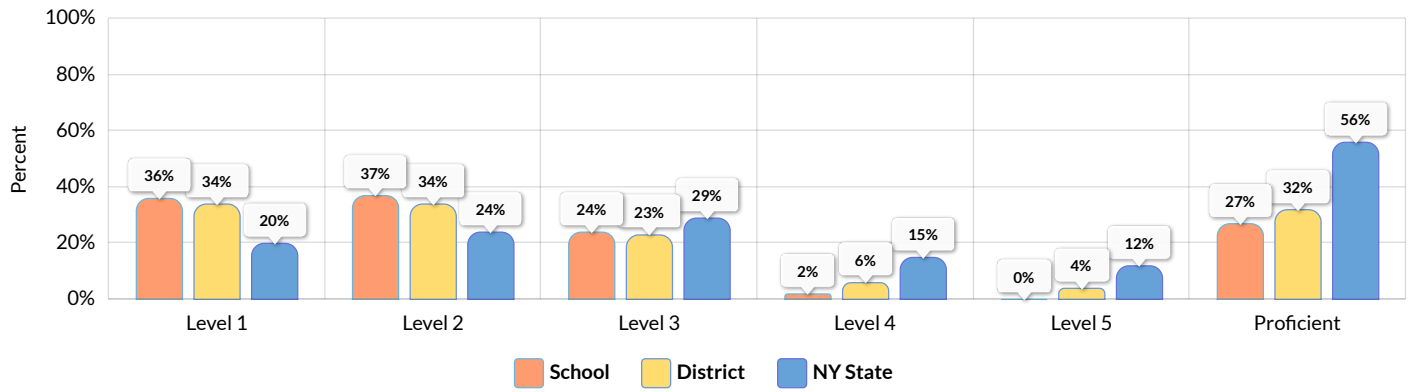


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	736	215	29%	79	11%	214	29%	95	13%	133	18%	442	60%
Female	360	85	24%	36	10%	113	31%	49	14%	77	21%	239	66%
Male	376	130	35%	43	11%	101	27%	46	12%	56	15%	203	54%
General Education Students	661	190	29%	63	10%	189	29%	88	13%	131	20%	408	62%
Students with Disabilities	75	25	33%	16	21%	25	33%	7	9%	2	3%	34	45%
Asian or Native Hawaiian/Other Pacific Islander	18	4	22%	2	11%	3	17%	4	22%	5	28%	12	67%
Black or African American	107	29	27%	11	10%	37	35%	13	12%	17	16%	67	63%
Hispanic or Latino	595	180	30%	62	10%	170	29%	76	13%	107	18%	353	59%
White	12	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	2	13%	4	25%	4	25%	2	13%	4	25%	10	63%
Economically Disadvantaged	394	107	27%	49	12%	122	31%	56	14%	60	15%	238	60%
Not Economically Disadvantaged	342	108	32%	30	9%	92	27%	39	11%	73	21%	204	60%
English Language Learner	264	162	61%	49	19%	47	18%	5	2%	1	0%	53	20%
Non-English Language Learner	472	53	11%	30	6%	167	35%	90	19%	132	28%	389	82%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	735	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	17	11	65%	0	0%	5	29%	1	6%	0	0%	6	35%
Not Homeless	719	204	28%	79	11%	209	29%	94	13%	133	18%	436	61%
Not Migrant	736	215	29%	79	11%	214	29%	95	13%	133	18%	442	60%
Parent Not in Armed Forces	736	215	29%	79	11%	214	29%	95	13%	133	18%	442	60%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

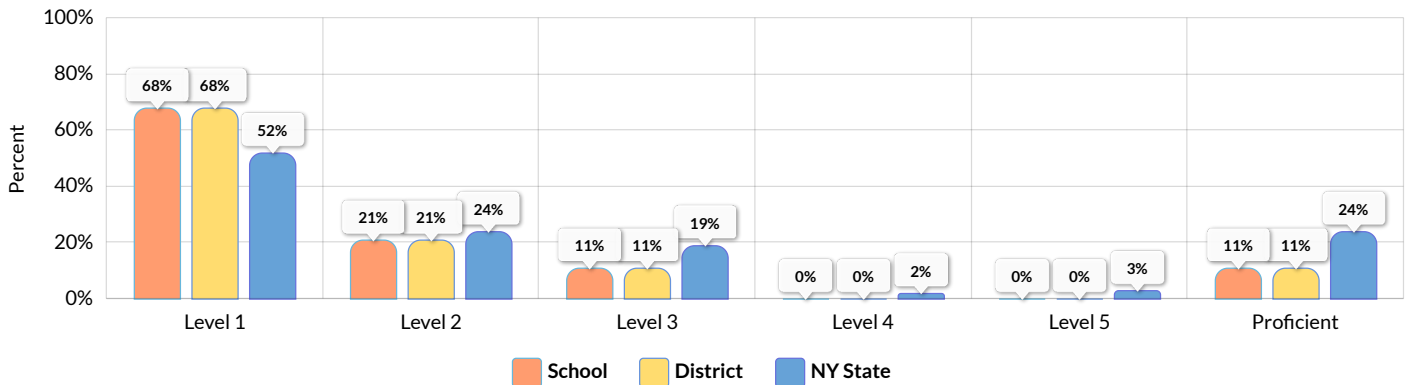


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	924	333	36%	344	37%	221	24%	23	2%	3	0%	247	27%
Female	428	142	33%	165	39%	106	25%	13	3%	2	0%	121	28%
Male	496	191	39%	179	36%	115	23%	10	2%	1	0%	126	25%
General Education Students	799	266	33%	297	37%	210	26%	23	3%	3	0%	236	30%
Students with Disabilities	125	67	54%	47	38%	11	9%	0	0%	0	0%	11	9%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	5	56%	2	22%	1	11%	0	0%	3	33%
Black or African American	133	48	36%	47	35%	32	24%	5	4%	1	1%	38	29%
Hispanic or Latino	767	278	36%	288	38%	182	24%	17	2%	2	0%	201	26%
White	10	4	40%	2	20%	4	40%	0	0%	0	0%	4	40%
Multiracial	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Economically Disadvantaged	489	191	39%	181	37%	102	21%	14	3%	1	0%	117	24%
Not Economically Disadvantaged	435	142	33%	163	37%	119	27%	9	2%	2	0%	130	30%
English Language Learner	351	164	47%	126	36%	53	15%	7	2%	1	0%	61	17%
Non-English Language Learner	573	169	29%	218	38%	168	29%	16	3%	2	0%	186	32%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	923	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	22	13	59%	5	23%	3	14%	1	5%	0	0%	4	18%
Not Homeless	902	320	35%	339	38%	218	24%	22	2%	3	0%	243	27%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	923	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	924	333	36%	344	37%	221	24%	23	2%	3	0%	247	27%

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



Percent Scoring at Levels for All Students

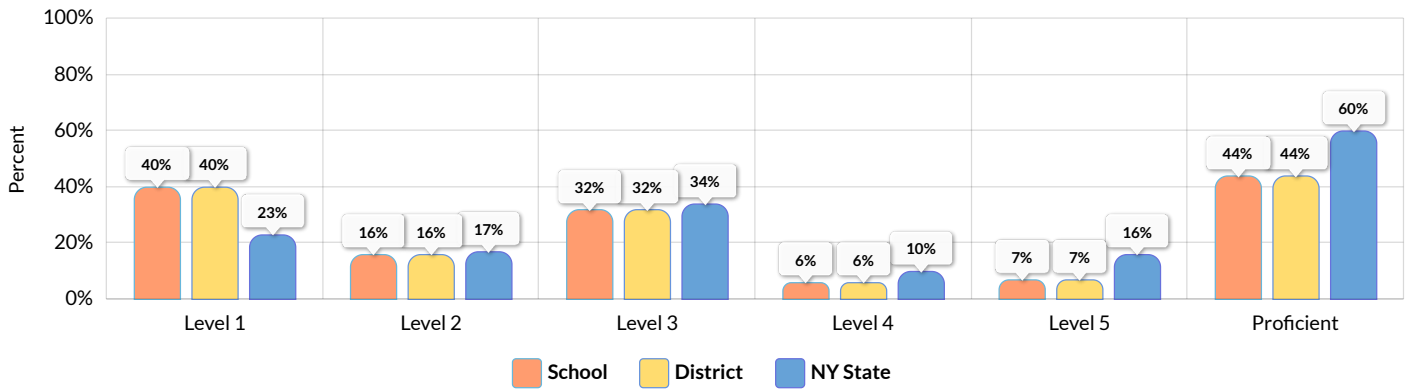


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	38	68%	12	21%	6	11%	0	0%	0	0%	6	11%
Female	34	25	74%	5	15%	4	12%	0	0%	0	0%	4	12%
Male	22	13	59%	7	32%	2	9%	0	0%	0	0%	2	9%
General Education Students	56	38	68%	12	21%	6	11%	0	0%	0	0%	6	11%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	14	10	71%	2	14%	2	14%	0	0%	0	0%	2	14%
Hispanic or Latino	37	24	65%	10	27%	3	8%	0	0%	0	0%	3	8%
White	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	4	80%	0	0%	1	20%	0	0%	0	0%	1	20%
Economically Disadvantaged	32	22	69%	7	22%	3	9%	0	0%	0	0%	3	9%
Not Economically Disadvantaged	24	16	67%	5	21%	3	13%	0	0%	0	0%	3	13%
English Language Learner	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	52	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	56	38	68%	12	21%	6	11%	0	0%	0	0%	6	11%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	55	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	56	38	68%	12	21%	6	11%	0	0%	0	0%	6	11%
Parent Not in Armed Forces	56	38	68%	12	21%	6	11%	0	0%	0	0%	6	11%

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



Percent Scoring at Levels for All Students

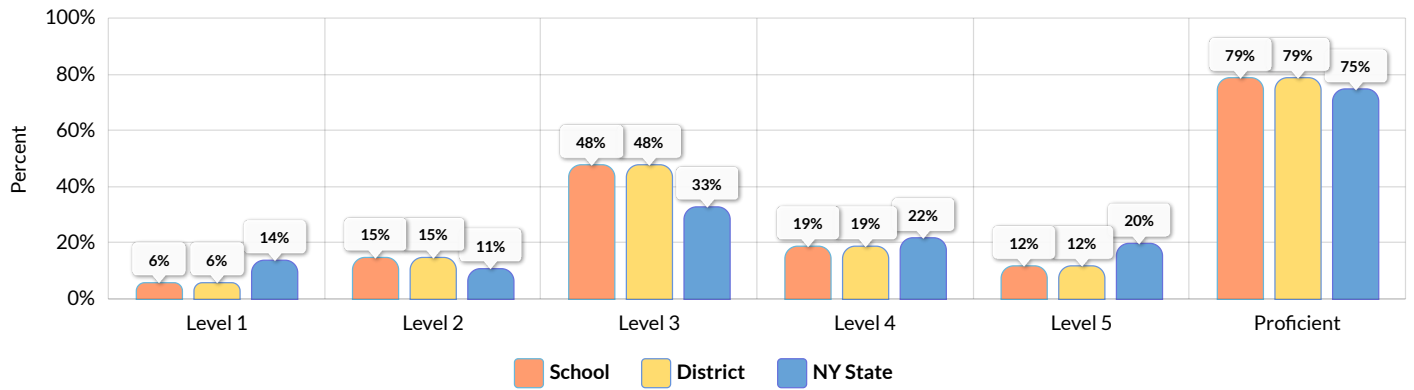


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	345	138	40%	55	16%	109	32%	20	6%	23	7%	152	44%
Female	174	61	35%	27	16%	67	39%	8	5%	11	6%	86	49%
Male	171	77	45%	28	16%	42	25%	12	7%	12	7%	66	39%
General Education Students	344	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	44	18	41%	6	14%	15	34%	3	7%	2	5%	20	45%
Hispanic or Latino	287	117	41%	49	17%	87	30%	15	5%	19	7%	121	42%
White	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	0	0%	5	63%	0	0%	0	0%	5	63%
Economically Disadvantaged	188	77	41%	34	18%	56	30%	11	6%	10	5%	77	41%
Not Economically Disadvantaged	157	61	39%	21	13%	53	34%	9	6%	13	8%	75	48%
English Language Learner	66	42	64%	10	15%	12	18%	1	2%	1	2%	14	21%
Non-English Language Learner	279	96	34%	45	16%	97	35%	19	7%	22	8%	138	49%
Not in Foster Care	345	138	40%	55	16%	109	32%	20	6%	23	7%	152	44%
Homeless	7	5	71%	1	14%	0	0%	0	0%	1	14%	1	14%
Not Homeless	338	133	39%	54	16%	109	32%	20	6%	22	7%	151	45%
Not Migrant	345	138	40%	55	16%	109	32%	20	6%	23	7%	152	44%
Parent Not in Armed Forces	345	138	40%	55	16%	109	32%	20	6%	23	7%	152	44%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

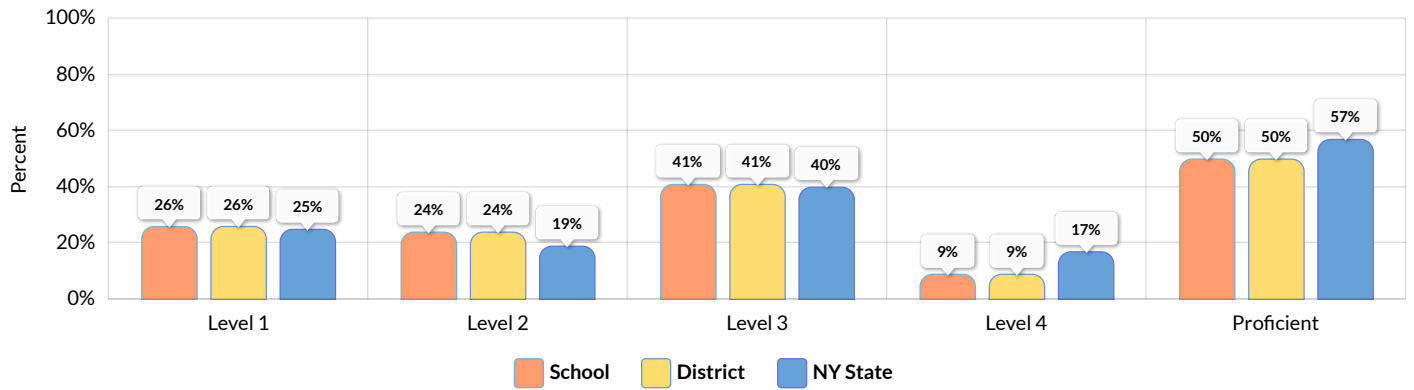


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	190	11	6%	29	15%	91	48%	37	19%	22	12%	150	79%
Female	98	8	8%	16	16%	48	49%	17	17%	9	9%	74	76%
Male	92	3	3%	13	14%	43	47%	20	22%	13	14%	76	83%
General Education Students	189	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	2	29%	3	43%	1	14%	1	14%	5	71%
Black or African American	35	3	9%	6	17%	15	43%	7	20%	4	11%	26	74%
Hispanic or Latino	143	8	6%	21	15%	71	50%	27	19%	16	11%	114	80%
White	3	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Economically Disadvantaged	95	8	8%	11	12%	50	53%	15	16%	11	12%	76	80%
Not Economically Disadvantaged	95	3	3%	18	19%	41	43%	22	23%	11	12%	74	78%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	187	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	190	11	6%	29	15%	91	48%	37	19%	22	12%	150	79%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	189	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	190	11	6%	29	15%	91	48%	37	19%	22	12%	150	79%
Parent Not in Armed Forces	190	11	6%	29	15%	91	48%	37	19%	22	12%	150	79%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

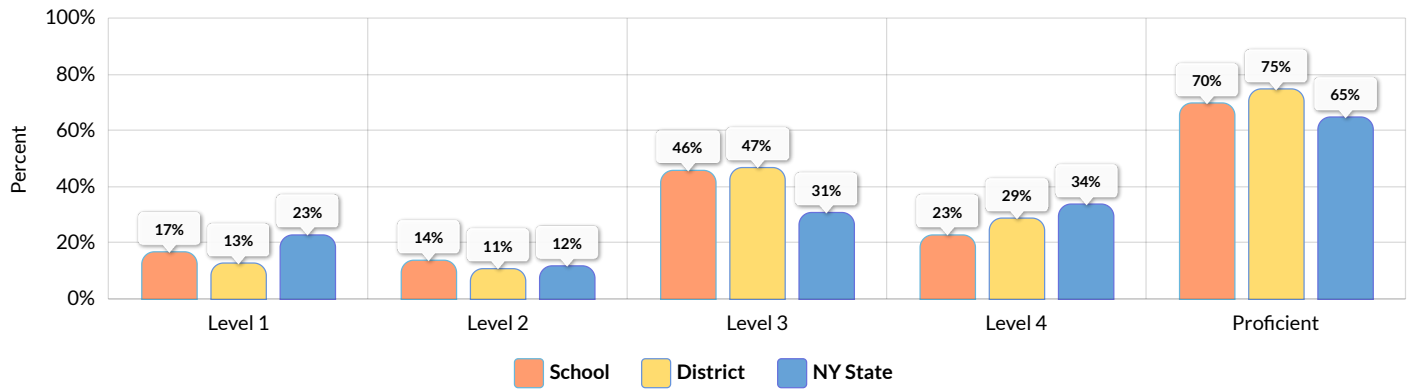


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	836	214	26%	200	24%	344	41%	78	9%	422	50%
Female	405	107	26%	100	25%	171	42%	27	7%	198	49%
Male	431	107	25%	100	23%	173	40%	51	12%	224	52%
General Education Students	684	144	21%	156	23%	307	45%	77	11%	384	56%
Students with Disabilities	152	70	46%	44	29%	37	24%	1	1%	38	25%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	1	13%	6	75%	0	0%	6	75%
Black or African American	130	38	29%	25	19%	56	43%	11	8%	67	52%
Hispanic or Latino	677	169	25%	172	25%	274	40%	62	9%	336	50%
White	13	3	23%	1	8%	5	38%	4	31%	9	69%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	1	13%	3	38%	1	13%	4	50%
Economically Disadvantaged	483	132	27%	109	23%	204	42%	38	8%	242	50%
Not Economically Disadvantaged	353	82	23%	91	26%	140	40%	40	11%	180	51%
English Language Learner	248	126	51%	62	25%	54	22%	6	2%	60	24%
Non-English Language Learner	588	88	15%	138	23%	290	49%	72	12%	362	62%
Not in Foster Care	836	214	26%	200	24%	344	41%	78	9%	422	50%
Homeless	15	9	60%	2	13%	2	13%	2	13%	4	27%
Not Homeless	821	205	25%	198	24%	342	42%	76	9%	418	51%
Not Migrant	836	214	26%	200	24%	344	41%	78	9%	422	50%
Parent Not in Armed Forces	836	214	26%	200	24%	344	41%	78	9%	422	50%

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



Percent Scoring at Levels for All Students

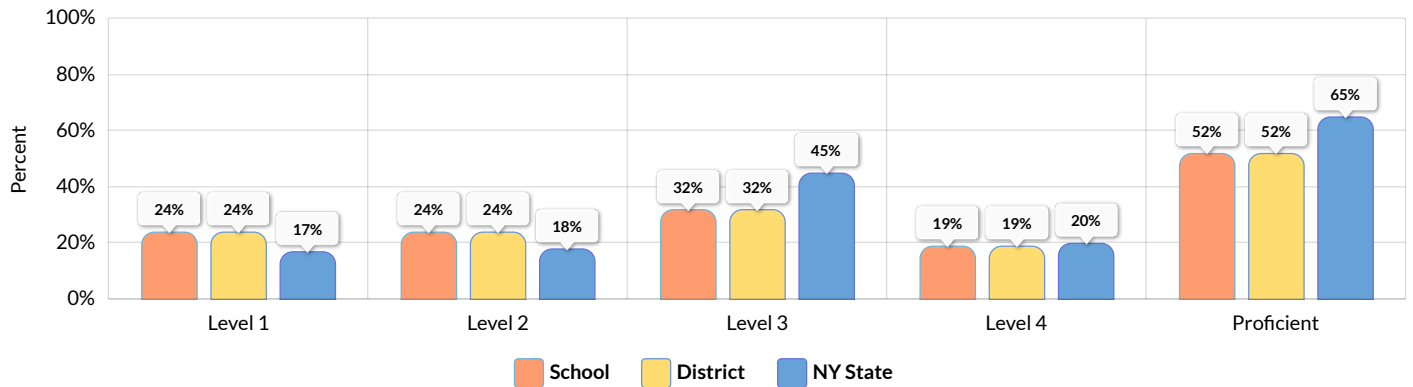


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	265	44	17%	36	14%	123	46%	62	23%	185	70%
Female	145	27	19%	19	13%	69	48%	30	21%	99	68%
Male	120	17	14%	17	14%	54	45%	32	27%	86	72%
General Education Students	264	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	31	6	19%	6	19%	15	48%	4	13%	19	61%
Hispanic or Latino	227	38	17%	30	13%	106	47%	53	23%	159	70%
White	2	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	144	31	22%	17	12%	65	45%	31	22%	96	67%
Not Economically Disadvantaged	121	13	11%	19	16%	58	48%	31	26%	89	74%
English Language Learner	54	10	19%	10	19%	24	44%	10	19%	34	63%
Non-English Language Learner	211	34	16%	26	12%	99	47%	52	25%	151	72%
Not in Foster Care	265	44	17%	36	14%	123	46%	62	23%	185	70%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	262	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	264	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	265	44	17%	36	14%	123	46%	62	23%	185	70%

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



Percent Scoring at Levels for All Students

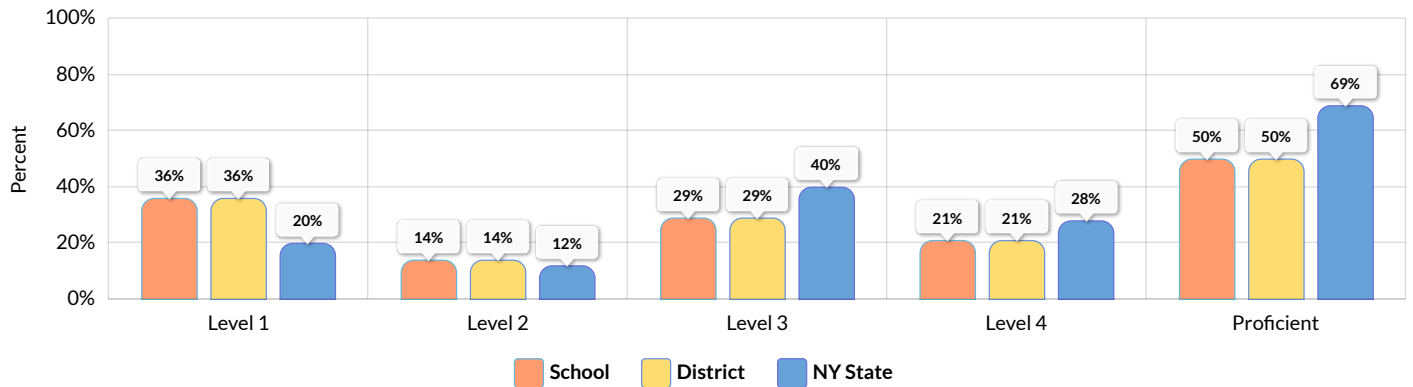


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	176	43	24%	42	24%	57	32%	34	19%	91	52%
Female	86	20	23%	23	27%	31	36%	12	14%	43	50%
Male	90	23	26%	19	21%	26	29%	22	24%	48	53%
General Education Students	176	43	24%	42	24%	57	32%	34	19%	91	52%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	31	7	23%	9	29%	10	32%	5	16%	15	48%
Hispanic or Latino	133	34	26%	33	25%	42	32%	24	18%	66	50%
White	5	2	40%	0	0%	2	40%	1	20%	3	60%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	91	24	26%	22	24%	26	29%	19	21%	45	49%
Not Economically Disadvantaged	85	19	22%	20	24%	31	36%	15	18%	46	54%
English Language Learner	6	5	83%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	170	38	22%	42	25%	56	33%	34	20%	90	53%
Not in Foster Care	176	43	24%	42	24%	57	32%	34	19%	91	52%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	174	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	43	24%	42	24%	57	32%	34	19%	91	52%
Parent Not in Armed Forces	176	43	24%	42	24%	57	32%	34	19%	91	52%

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



Percent Scoring at Levels for All Students

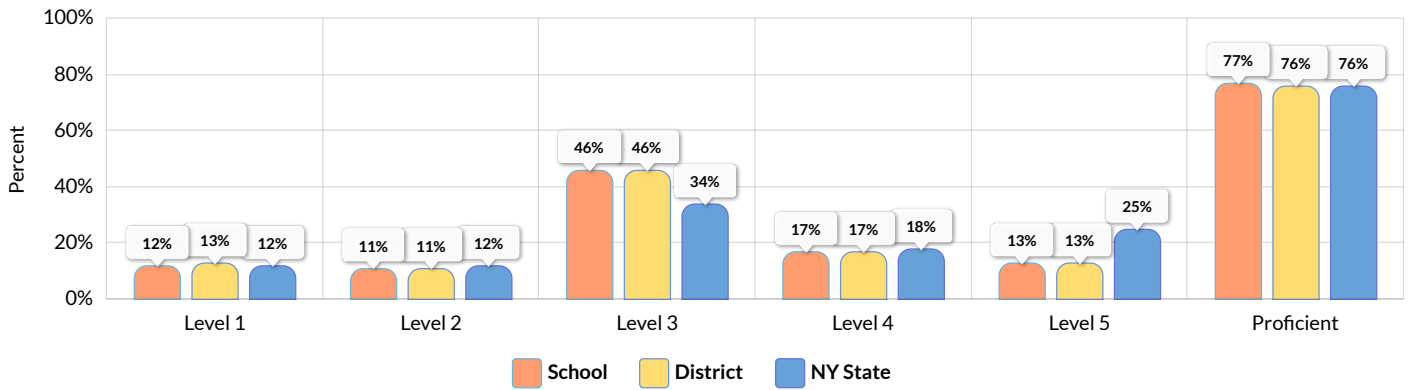


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	5	36%	2	14%	4	29%	3	21%	7	50%
Female	6	2	33%	0	0%	2	33%	2	33%	4	67%
Male	8	3	38%	2	25%	2	25%	1	13%	3	38%
General Education Students	14	5	36%	2	14%	4	29%	3	21%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	12	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	14	5	36%	2	14%	4	29%	3	21%	7	50%
Economically Disadvantaged	10	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-
English Language Learner	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	13	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	14	5	36%	2	14%	4	29%	3	21%	7	50%
Not Homeless	14	5	36%	2	14%	4	29%	3	21%	7	50%
Not Migrant	14	5	36%	2	14%	4	29%	3	21%	7	50%
Parent Not in Armed Forces	14	5	36%	2	14%	4	29%	3	21%	7	50%

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



Percent Scoring at Levels for All Students

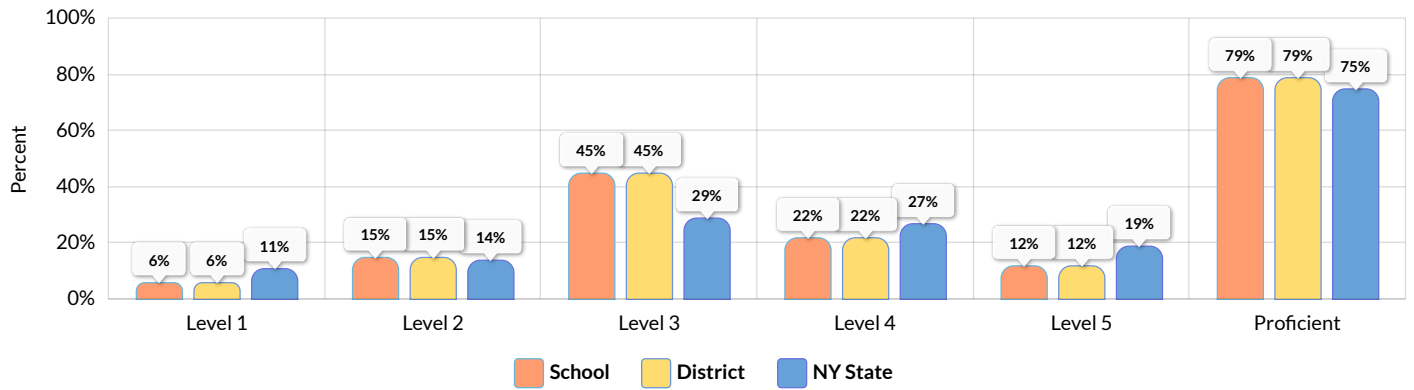


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	694	84	12%	77	11%	321	46%	119	17%	93	13%	533	77%
Female	333	33	10%	37	11%	154	46%	57	17%	52	16%	263	79%
Male	361	51	14%	40	11%	167	46%	62	17%	41	11%	270	75%
General Education Students	603	61	10%	55	9%	288	48%	107	18%	92	15%	487	81%
Students with Disabilities	91	23	25%	22	24%	33	36%	12	13%	1	1%	46	51%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	1	11%	1	11%	1	11%	5	56%	7	78%
Black or African American	89	19	21%	10	11%	34	38%	17	19%	9	10%	60	67%
Hispanic or Latino	577	61	11%	63	11%	280	49%	98	17%	75	13%	453	79%
White	10	2	20%	0	0%	5	50%	0	0%	3	30%	8	80%
Multiracial	8	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	3	33%	1	11%	3	33%	1	11%	5	56%
Economically Disadvantaged	366	43	12%	48	13%	155	42%	66	18%	54	15%	275	75%
Not Economically Disadvantaged	328	41	13%	29	9%	166	51%	53	16%	39	12%	258	79%
English Language Learner	205	48	23%	35	17%	103	50%	17	8%	2	1%	122	60%
Non-English Language Learner	489	36	7%	42	9%	218	45%	102	21%	91	19%	411	84%
Not in Foster Care	694	84	12%	77	11%	321	46%	119	17%	93	13%	533	77%
Homeless	8	3	38%	1	13%	3	38%	0	0%	1	13%	4	50%
Not Homeless	686	81	12%	76	11%	318	46%	119	17%	92	13%	529	77%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	693	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	694	84	12%	77	11%	321	46%	119	17%	93	13%	533	77%

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	621	40	6%	91	15%	277	45%	137	22%	76	12%	490	79%
Female	314	13	4%	46	15%	150	48%	62	20%	43	14%	255	81%
Male	307	27	9%	45	15%	127	41%	75	24%	33	11%	235	77%
General Education Students	555	32	6%	75	14%	246	44%	127	23%	75	14%	448	81%
Students with Disabilities	66	8	12%	16	24%	31	47%	10	15%	1	2%	42	64%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	1	8%	5	38%	4	31%	2	15%	11	85%
Black or African American	95	8	8%	18	19%	41	43%	18	19%	10	11%	69	73%
Hispanic or Latino	498	29	6%	72	14%	224	45%	111	22%	62	12%	397	80%
White	11	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	15	2	13%	0	0%	7	47%	4	27%	2	13%	13	87%
Economically Disadvantaged	327	25	8%	54	17%	147	45%	71	22%	30	9%	248	76%
Not Economically Disadvantaged	294	15	5%	37	13%	130	44%	66	22%	46	16%	242	82%
English Language Learner	157	23	15%	38	24%	76	48%	18	11%	2	1%	96	61%
Non-English Language Learner	464	17	4%	53	11%	201	43%	119	26%	74	16%	394	85%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	620	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	13	4	31%	3	23%	5	38%	1	8%	0	0%	6	46%
Not Homeless	608	36	6%	88	14%	272	45%	136	22%	76	13%	484	80%
Not Migrant	621	40	6%	91	15%	277	45%	137	22%	76	12%	490	79%
Parent Not in Armed Forces	621	40	6%	91	15%	277	45%	137	22%	76	12%	490	79%

TOTAL COHORT REGENTS EXAMINATION RESULTS

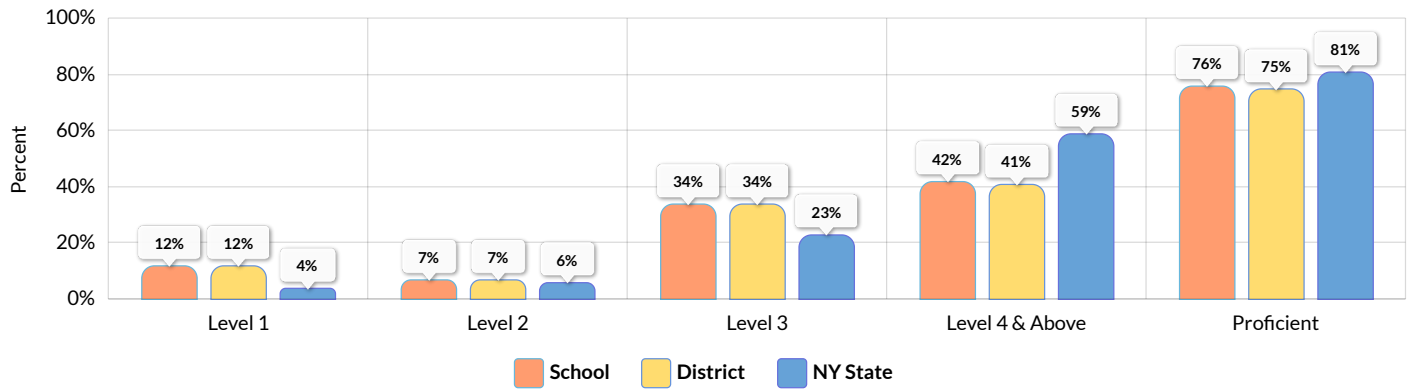
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

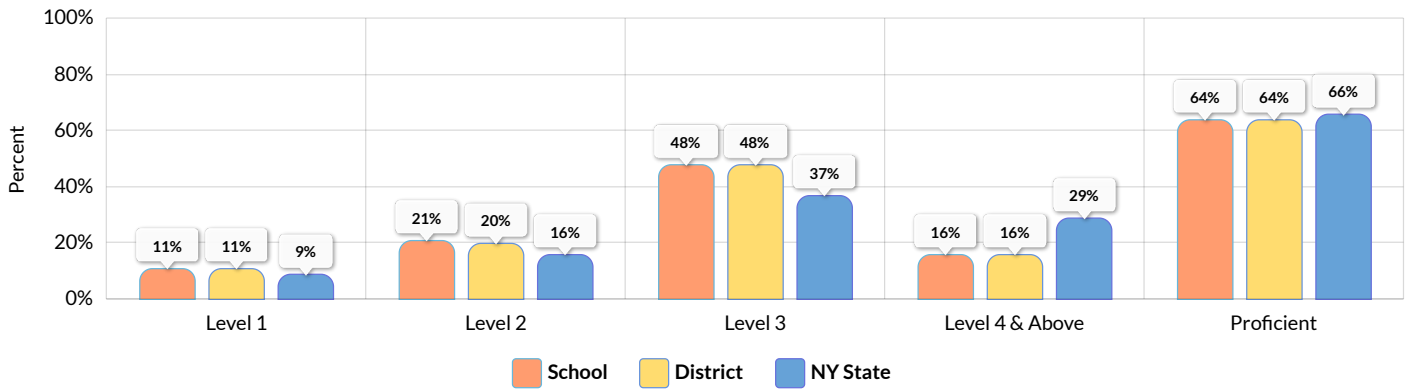


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	607	36	6%	571	94%	70	12%	40	7%	209	34%	252	42%	461	76%
Female	283	10	4%	273	96%	26	9%	20	7%	94	33%	133	47%	227	80%
Male	324	26	8%	298	92%	44	14%	20	6%	115	35%	119	37%	234	72%
General Education Students	552	31	6%	521	94%	57	10%	31	6%	187	34%	246	45%	433	78%
Students with Disabilities	55	5	9%	50	91%	13	24%	9	16%	22	40%	6	11%	28	51%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	2	20%	1	10%	1	10%	5	50%	6	60%
Black or African American	94	2	2%	92	98%	12	13%	7	7%	31	33%	42	45%	73	78%
Hispanic or Latino	488	32	7%	456	93%	55	11%	30	6%	172	35%	199	41%	371	76%
White	10	1	10%	9	90%	0	0%	1	10%	4	40%	4	40%	8	80%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	320	19	6%	301	94%	34	11%	25	8%	113	35%	129	40%	242	76%
Not Economically Disadvantaged	287	17	6%	270	94%	36	13%	15	5%	96	33%	123	43%	219	76%
English Language Learner	116	23	20%	93	80%	49	42%	22	19%	19	16%	3	3%	22	19%
Non-English Language Learner	491	13	3%	478	97%	21	4%	18	4%	190	39%	249	51%	439	89%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	36	—	570	—	—	—	—	—	—	—	—	—	—	—
Homeless	15	1	7%	14	93%	2	13%	0	0%	7	47%	5	33%	12	80%
Not Homeless	592	35	6%	557	94%	68	11%	40	7%	202	34%	247	42%	449	76%
Not Migrant	607	36	6%	571	94%	70	12%	40	7%	209	34%	252	42%	461	76%
Parent Not in Armed Forces	607	36	6%	571	94%	70	12%	40	7%	209	34%	252	42%	461	76%

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	607	27	4%	580	96%	65	11%	125	21%	294	48%	96	16%	390	64%
Female	283	6	2%	277	98%	26	9%	54	19%	144	51%	53	19%	197	70%
Male	324	21	6%	303	94%	39	12%	71	22%	150	46%	43	13%	193	60%
General Education Students	552	20	4%	532	96%	51	9%	103	19%	284	51%	94	17%	378	68%
Students with Disabilities	55	7	13%	48	87%	14	25%	22	40%	10	18%	2	4%	12	22%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	2	20%	7	70%	1	10%	8	80%
Black or African American	94	4	4%	90	96%	10	11%	20	21%	43	46%	17	18%	60	64%
Hispanic or Latino	488	22	5%	466	95%	52	11%	99	20%	237	49%	78	16%	315	65%
White	10	1	10%	9	90%	2	20%	3	30%	4	40%	0	0%	4	40%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	320	12	4%	308	96%	42	13%	66	21%	154	48%	46	14%	200	63%
Not Economically Disadvantaged	287	15	5%	272	95%	23	8%	59	21%	140	49%	50	17%	190	66%
English Language Learner	116	15	13%	101	87%	30	26%	29	25%	38	33%	4	3%	42	36%
Non-English Language Learner	491	12	2%	479	98%	35	7%	96	20%	256	52%	92	19%	348	71%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	27	—	579	—	—	—	—	—	—	—	—	—	—	—
Homeless	15	0	0%	15	100%	2	13%	4	27%	8	53%	1	7%	9	60%
Not Homeless	592	27	5%	565	95%	63	11%	121	20%	286	48%	95	16%	381	64%
Not Migrant	607	27	4%	580	96%	65	11%	125	21%	294	48%	96	16%	390	64%
Parent Not in Armed Forces	607	27	4%	580	96%	65	11%	125	21%	294	48%	96	16%	390	64%

2021 TOTAL COHORT EXEMPTIONS IN MATH

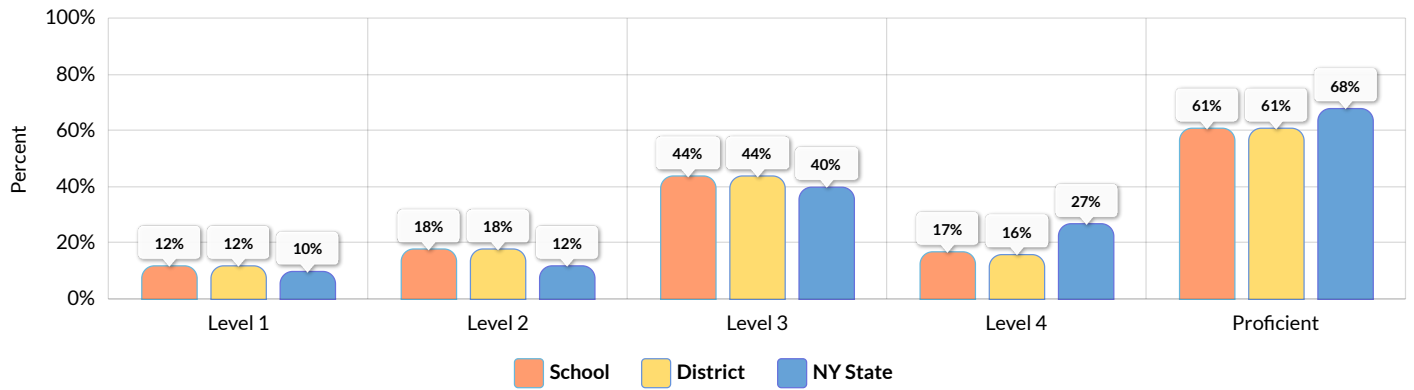
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	0	0	12	100
Female	8	0	0	8	100
Male	4	0	0	4	100
General Education Students	12	0	0	12	100
Black or African American	2	0	0	2	100
Hispanic or Latino	9	0	0	9	100
Multiracial	1	0	0	1	100
Economically Disadvantaged	7	0	0	7	100
Not Economically Disadvantaged	5	0	0	5	100
Non-English Language Learner	12	0	0	12	100
Not in Foster Care	12	0	0	12	100
Homeless	1	0	0	1	100
Not Homeless	11	0	0	11	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 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	607	52	9%	555	91%	73	12%	111	18%	270	44%	101	17%	371	61%
Female	283	12	4%	271	96%	38	13%	58	20%	126	45%	49	17%	175	62%
Male	324	40	12%	284	88%	35	11%	53	16%	144	44%	52	16%	196	60%
General Education Students	552	44	8%	508	92%	51	9%	95	17%	262	47%	100	18%	362	66%
Students with Disabilities	55	8	15%	47	85%	22	40%	16	29%	8	15%	1	2%	9	16%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	1	10%	1	10%	3	30%	3	30%	6	60%
Black or African American	94	8	9%	86	91%	13	14%	19	20%	38	40%	16	17%	54	57%
Hispanic or Latino	488	41	8%	447	92%	56	11%	88	18%	222	45%	81	17%	303	62%
White	10	1	10%	9	90%	2	20%	2	20%	4	40%	1	10%	5	50%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	320	19	6%	301	94%	54	17%	60	19%	143	45%	44	14%	187	58%
Not Economically Disadvantaged	287	33	11%	254	89%	19	7%	51	18%	127	44%	57	20%	184	64%
English Language Learner	116	37	32%	79	68%	26	22%	22	19%	28	24%	3	3%	31	27%
Non-English Language Learner	491	15	3%	476	97%	47	10%	89	18%	242	49%	98	20%	340	69%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	52	—	554	—	—	—	—	—	—	—	—	—	—	—
Homeless	15	0	0%	15	100%	3	20%	4	27%	5	33%	3	20%	8	53%
Not Homeless	592	52	9%	540	91%	70	12%	107	18%	265	45%	98	17%	363	61%
Not Migrant	607	52	9%	555	91%	73	12%	111	18%	270	44%	101	17%	371	61%
Parent Not in Armed Forces	607	52	9%	555	91%	73	12%	111	18%	270	44%	101	17%	371	61%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

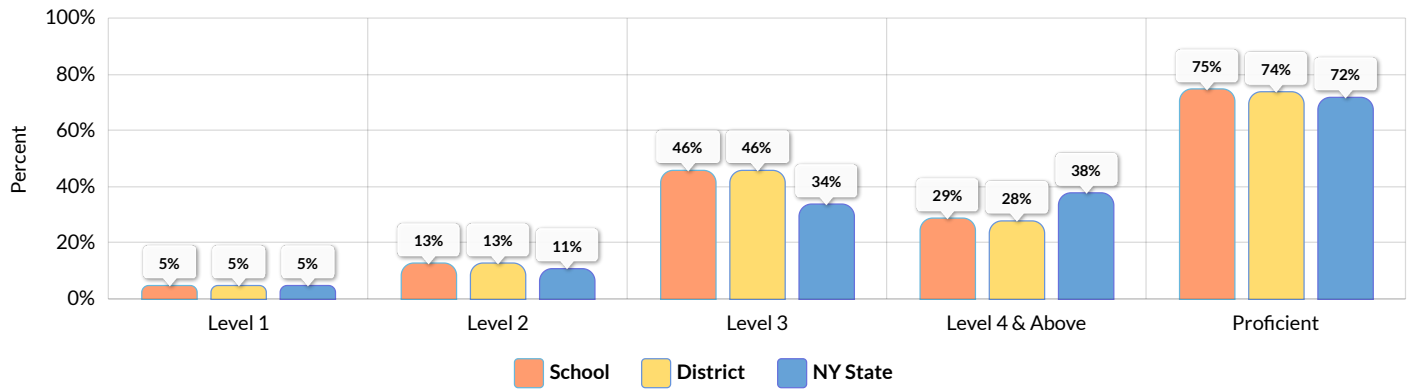
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	15	0	0	15	100
Female	9	0	0	9	100
Male	6	0	0	6	100
General Education Students	14	0	0	14	100
Students with Disabilities	1	0	0	1	100
Black or African American	3	0	0	3	100
Hispanic or Latino	11	0	0	11	100
Multiracial	1	0	0	1	100
Economically Disadvantaged	10	0	0	10	100
Not Economically Disadvantaged	5	0	0	5	100
English Language Learner	1	0	0	1	100
Non-English Language Learner	14	0	0	14	100
Not in Foster Care	15	0	0	15	100
Homeless	1	0	0	1	100
Not Homeless	14	0	0	14	100
Not Migrant	15	0	0	15	100
Parent Not in Armed Forces	15	0	0	15	100

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

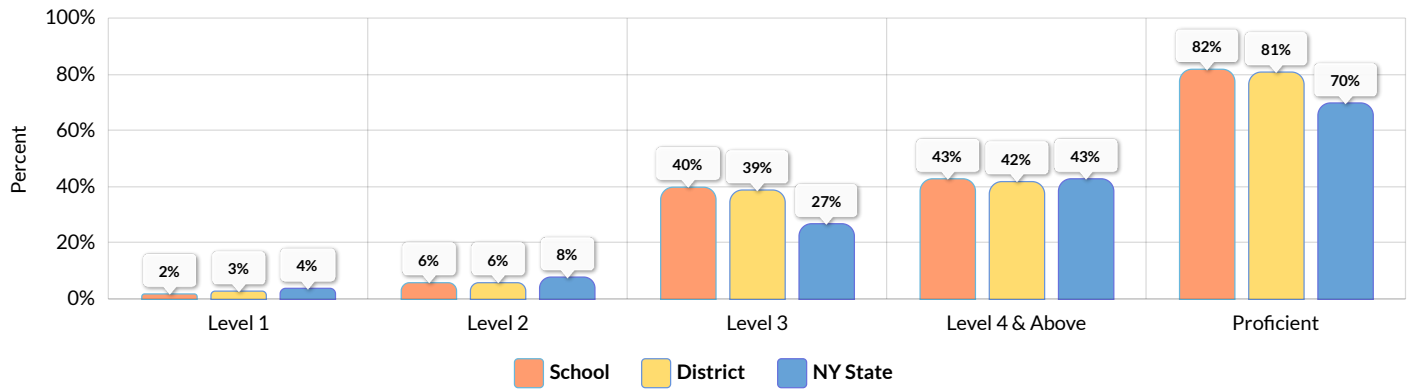


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	607	46	8%	561	92%	28	5%	79	13%	281	46%	173	29%	454	75%
Female	283	15	5%	268	95%	11	4%	43	15%	132	47%	82	29%	214	76%
Male	324	31	10%	293	90%	17	5%	36	11%	149	46%	91	28%	240	74%
General Education Students	552	40	7%	512	93%	21	4%	64	12%	261	47%	166	30%	427	77%
Students with Disabilities	55	6	11%	49	89%	7	13%	15	27%	20	36%	7	13%	27	49%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	2	20%	4	40%	3	30%	7	70%
Black or African American	94	9	10%	85	90%	5	5%	10	11%	36	38%	34	36%	70	74%
Hispanic or Latino	488	35	7%	453	93%	22	5%	64	13%	234	48%	133	27%	367	75%
White	10	1	10%	9	90%	1	10%	0	0%	5	50%	3	30%	8	80%
Multiracial	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Economically Disadvantaged	320	18	6%	302	94%	19	6%	46	14%	154	48%	83	26%	237	74%
Not Economically Disadvantaged	287	28	10%	259	90%	9	3%	33	11%	127	44%	90	31%	217	76%
English Language Learner	116	32	28%	84	72%	18	16%	18	16%	47	41%	1	1%	48	41%
Non-English Language Learner	491	14	3%	477	97%	10	2%	61	12%	234	48%	172	35%	406	83%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	46	—	560	—	—	—	—	—	—	—	—	—	—	—
Homeless	15	2	13%	13	87%	2	13%	1	7%	7	47%	3	20%	10	67%
Not Homeless	592	44	7%	548	93%	26	4%	78	13%	274	46%	170	29%	444	75%
Not Migrant	607	46	8%	561	92%	28	5%	79	13%	281	46%	173	29%	454	75%
Parent Not in Armed Forces	607	46	8%	561	92%	28	5%	79	13%	281	46%	173	29%	454	75%

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	607	58	10%	549	90%	15	2%	36	6%	240	40%	258	43%	498	82%
Female	283	20	7%	263	93%	5	2%	19	7%	115	41%	124	44%	239	84%
Male	324	38	12%	286	88%	10	3%	17	5%	125	39%	134	41%	259	80%
General Education Students	552	49	9%	503	91%	13	2%	28	5%	219	40%	243	44%	462	84%
Students with Disabilities	55	9	16%	46	84%	2	4%	8	15%	21	38%	15	27%	36	65%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	1	10%	4	40%	4	40%	8	80%
Black or African American	94	9	10%	85	90%	1	1%	6	6%	33	35%	45	48%	78	83%
Hispanic or Latino	488	47	10%	441	90%	13	3%	29	6%	194	40%	205	42%	399	82%
White	10	1	10%	9	90%	1	10%	0	0%	5	50%	3	30%	8	80%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	320	31	10%	289	90%	10	3%	26	8%	126	39%	127	40%	253	79%
Not Economically Disadvantaged	287	27	9%	260	91%	5	2%	10	3%	114	40%	131	46%	245	85%
English Language Learner	116	36	31%	80	69%	9	8%	10	9%	43	37%	18	16%	61	53%
Non-English Language Learner	491	22	4%	469	96%	6	1%	26	5%	197	40%	240	49%	437	89%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	58	—	548	—	—	—	—	—	—	—	—	—	—	—
Homeless	15	2	13%	13	87%	1	7%	2	13%	4	27%	6	40%	10	67%
Not Homeless	592	56	9%	536	91%	14	2%	34	6%	236	40%	252	43%	488	82%
Not Migrant	607	58	10%	549	90%	15	2%	36	6%	240	40%	258	43%	498	82%
Parent Not in Armed Forces	607	58	10%	549	90%	15	2%	36	6%	240	40%	258	43%	498	82%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	4	80	1	20
Female	3	3	100	0	0
Male	2	1	50	1	50
General Education Students	5	4	80	1	20
Black or African American	2	2	100	0	0
Hispanic or Latino	3	2	67	1	33
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	4	3	75	1	25
Non-English Language Learner	5	4	80	1	20
Not in Foster Care	5	4	80	1	20
Not Homeless	5	4	80	1	20
Not Migrant	5	4	80	1	20
Parent Not in Armed Forces	5	4	80	1	20

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 (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	168	45	27%	123	73%	7	6%	32	26%	21	17%	54	44%	9	7%
Grade 10	199	64	32%	135	68%	3	2%	37	27%	25	19%	54	40%	16	12%
Grade 11	173	57	33%	116	67%	7	6%	23	20%	20	17%	49	42%	17	15%
Grade 12	157	100	64%	57	36%	1	2%	11	19%	20	35%	22	39%	3	5%

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	22	19	86%	3	14%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	22	19	86%	3	14%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	22	19	86%	3	14%	–	–	–	–	–	–	–	–	–	–

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%

*There are not sufficient data for this subgroup.

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

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%

*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

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%

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

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%

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	2,724	1,435	52.7%
American Indian or Alaska Native	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	41	20	48.8%
Black or African American	401	168	41.9%
Hispanic or Latino	2,213	1,220	55.1%
Multiracial	23	11	47.8%
White	41	14	34.1%
English Language Learner	1,098	657	59.8%
Students with Disabilities	338	181	53.6%
Economically Disadvantaged	1,477	831	56.3%

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	2,613	\$3,062,473	\$1,172	\$48,165,008	\$18,433	\$51,227,481	\$19,605
This District	7,769	\$7,191,505	\$926	\$256,751,390	\$33,048	\$263,942,895	\$33,974
Statewide	2,491,686	\$4,873,207,251	\$1,956	\$74,339,056,095	\$29,835	\$79,212,263,346	\$31,791

**STAFF QUALIFICATIONS (2024-25)
INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	155	22	14%	1	0	0%
THIS DISTRICT	543	77	14%	8	1	13%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	155	1	1%
THIS DISTRICT	543	1	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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	607	504	83%	95	16%	399	66%	10	2%	0	0%	78	13%	0	0%	24	4%
Female	283	253	89%	56	20%	195	69%	2	1%	0	0%	22	8%	0	0%	8	3%
Male	324	251	77%	39	12%	204	63%	8	2%	0	0%	56	17%	0	0%	16	5%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	552	460	83%	94	17%	365	66%	1	0%	0	0%	70	13%	0	0%	22	4%
Students with Disabilities	55	44	80%	1	2%	34	62%	9	16%	0	0%	8	15%	0	0%	2	4%
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	10	8	80%	2	20%	5	50%	1	10%	0	0%	2	20%	0	0%	0	0%
Black or African American	94	87	93%	14	15%	70	74%	3	3%	0	0%	6	6%	0	0%	1	1%
Hispanic or Latino	488	397	81%	79	16%	312	64%	6	1%	0	0%	68	14%	0	0%	22	5%
White	10	9	90%	0	0%	9	90%	0	0%	0	0%	0	0%	0	0%	1	10%
Multiracial	5	3	60%	0	0%	3	60%	0	0%	0	0%	2	40%	0	0%	0	0%
Economically Disadvantaged	320	257	80%	43	13%	208	65%	6	2%	0	0%	48	15%	0	0%	15	5%
Not Economically Disadvantaged	287	247	86%	52	18%	191	67%	4	1%	0	0%	30	10%	0	0%	9	3%
English Language Learner	116	56	48%	1	1%	53	46%	2	2%	0	0%	43	37%	0	0%	17	15%
Non-English Language Learner	491	448	91%	94	19%	346	70%	8	2%	0	0%	35	7%	0	0%	7	1%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	606	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	15	13	87%	1	7%	12	80%	0	0%	0	0%	2	13%	0	0%	0	0%
Not Homeless	592	491	83%	94	16%	387	65%	10	2%	0	0%	76	13%	0	0%	24	4%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	607	504	83%	95	16%	399	66%	10	2%	0	0%	78	13%	0	0%	24	4%
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	607	504	83%	95	16%	399	66%	10	2%	0	0%	78	13%	0	0%	24	4%

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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 30, 2026, 2:45 PM EST