

PELHAM MEMORIAL 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	229.6	134.9	148.3
	Math	152.4	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	242.3	140.5	152.9
	Math	196.2	114.8	129
Black or African American	ELA	186.4	95	115
	Math	140.9	37.8	64.8
Hispanic or Latino	ELA	207.7	99.6	118.8
	Math	121.8	43.4	69.5
Multiracial	ELA	250	144.6	156.4
	Math	161.5	63.5	86.2
White	ELA	235.6	170.2	177.6
	Math	156.7	74.7	95.6
English Language Learner	ELA	–	–	–
	Math	–	–	–
Students with Disabilities	ELA	171.7	75.4	98.7
	Math	93.3	29.3	57.8
Economically Disadvantaged	ELA	189.7	103.2	121.8
	Math	107.4	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	230	98.7%	87.5%	88.8%
	5-Year	212	99.5%	89.4%	90.5%
	6-Year	234	100%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	13	–	–	–
	5-Year	13	–	–	–
	6-Year	15	–	–	–
Black or African American	4-Year	23	95.7%	82.6%	84.7%
	5-Year	10	–	–	–
	6-Year	11	–	–	–
Hispanic or Latino	4-Year	37	94.6%	81.6%	83.8%
	5-Year	36	100%	84.4%	86.3%
	6-Year	44	100%	83.3%	85.6%
Multiracial	4-Year	15	–	–	–
	5-Year	8	–	–	–
	6-Year	17	–	–	–
White	4-Year	142	100%	91.7%	92.3%
	5-Year	145	100%	92.9%	93.4%
	6-Year	147	100%	93.1%	93.7%
Students with Disabilities	4-Year	26	96.2%	70.4%	74.5%
	5-Year	17	–	–	–
	6-Year	26	100%	73.1%	77.1%
Economically Disadvantaged	4-Year	33	97%	83.1%	85.1%
	5-Year	29	100%	85.6%	87.4%
	6-Year	26	100%	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	14	–	–	–	–	–

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
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	4	4	—	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	—	4	—
Black or African American	4	3	3	—	3	—
Hispanic or Latino	4	3	4	—	4	3
Multiracial	4	4	—	—	4	—
White	4	4	4	—	4	4
Students with Disabilities	4	4	4	—	4	3
Economically Disadvantaged	4	4	4	—	4	3

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	225	229.6	203.6	4
	Math	224	153.1		
	Science	225	223.3		
	Social Studies	223	220.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	242.3	224.6	4
	Math	13	196.2		
	Science	13	226.9		
	Social Studies	13	238.5		
Black or African American	ELA	11	186.4	174.6	4
	Math	11	140.9		
	Science	11	190.9		
	Social Studies	11	190.9		
Hispanic or Latino	ELA	39	207.7	175.4	4
	Math	39	121.8		
	Science	39	201.3		
	Social Studies	38	181.6		
Multiracial	ELA	13	250	220.4	4
	Math	13	161.5		
	Science	13	242.3		
	Social Studies	13	242.3		
White	ELA	149	235.6	209.7	4
	Math	148	157.8		
	Science	149	229.5		
	Social Studies	148	229.1		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	30	171.7	148.4	4
	Math	30	93.3		
	Science	30	180		
	Social Studies	28	164.3		
Economically Disadvantaged	ELA	34	189.7	161.7	4
	Math	34	107.4		
	Science	34	185.3		
	Social Studies	33	177.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	225	229.6	202.9	4
	Math	225	152.4		
	Science	225	223.3		
	Social Studies	225	218.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	242.3	224.6	4
	Math	13	196.2		
	Science	13	226.9		
	Social Studies	13	238.5		
Black or African American	ELA	11	186.4	174.6	3
	Math	11	140.9		
	Science	11	190.9		
	Social Studies	11	190.9		
Hispanic or Latino	ELA	39	207.7	174.5	3
	Math	39	121.8		
	Science	39	201.3		
	Social Studies	39	176.9		
Multiracial	ELA	13	250	220.4	4
	Math	13	161.5		
	Science	13	242.3		
	Social Studies	13	242.3		
White	ELA	149	235.6	209.1	4
	Math	149	156.7		
	Science	149	229.5		
	Social Studies	149	227.5		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	30	171.7	146.2	4
	Math	30	93.3		
	Science	30	180		
	Social Studies	30	153.3		
Economically Disadvantaged	ELA	34	189.7	160.6	4
	Math	34	107.4		
	Science	34	185.3		
	Social Studies	34	172.1		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	230	227	98.7%	99.4%	4
	5-year	212	211	99.5%		
	6-year	234	234	100%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	13	–	–	–	–
	5-year	13	–	–		
	6-year	15	–	–		
Black or African American	4-year	23	22	95.7%	95.7%	3
	5-year	10	–	–		
	6-year	11	–	–		
Hispanic or Latino	4-year	37	35	94.6%	98.2%	4
	5-year	36	36	100%		
	6-year	44	44	100%		
Multiracial	4-year	15	–	–	–	–
	5-year	8	–	–		
	6-year	17	–	–		
White	4-year	142	142	100%	100%	4
	5-year	145	145	100%		
	6-year	147	147	100%		
Students with Disabilities	4-year	26	25	96.2%	98.1%	4
	5-year	17	–	–		
	6-year	26	26	100%		
Economically Disadvantaged	4-year	33	32	97%	99%	4
	5-year	29	29	100%		
	6-year	26	26	100%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	14	–	–	–	–
Hispanic or Latino	11	–	–	–	–
White	3	–	–	–	–
English Language Learner	14	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	10	–	–	–	–

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	855	43	69	204	539	213.4	4
Asian or Native Hawaiian/Other Pacific Islander	51	3	4	11	33	212.7	4
Black or African American	49	4	6	16	23	194.9	3
Hispanic or Latino	169	10	13	48	98	209.5	4
Multiracial	59	3	7	6	43	214.4	4
White	527	23	39	123	342	216.3	4
English Language Learner	17	–	–	–	–	–	–
Students with Disabilities	117	8	10	22	77	210.7	4
Economically Disadvantaged	149	11	18	39	81	200.3	4

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	228	0	196	4	15	0	13	181.1	4
Asian or Native Hawaiian/Other Pacific Islander	14	0	–	–	–	–	–	–	–
Black or African American	11	0	–	–	–	–	–	–	–
Hispanic or Latino	39	0	28	1	8	0	2	167.9	3
Multiracial	13	0	–	–	–	–	–	–	–
White	151	0	136	1	7	0	7	185.8	4
English Language Learner	2	0	–	–	–	–	–	–	–
Students with Disabilities	31	0	18	0	7	0	6	138.7	3
Economically Disadvantaged	34	0	20	2	7	0	5	147.1	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	219	99.5%
Asian or Native Hawaiian/Other Pacific Islander	–	13	–
Black or African American	–	10	–
Hispanic or Latino	–	39	–
Multiracial	–	12	–
White	✓	145	100%
English Language Learner	–	2	–
Students with Disabilities	–	24	–
Economically Disadvantaged	–	31	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	219	99.5%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	10	—
Hispanic or Latino	—	39	—
Multiracial	—	12	—
White	✓	145	99.3%
English Language Learner	—	2	—
Students with Disabilities	—	24	—
Economically Disadvantaged	—	31	—

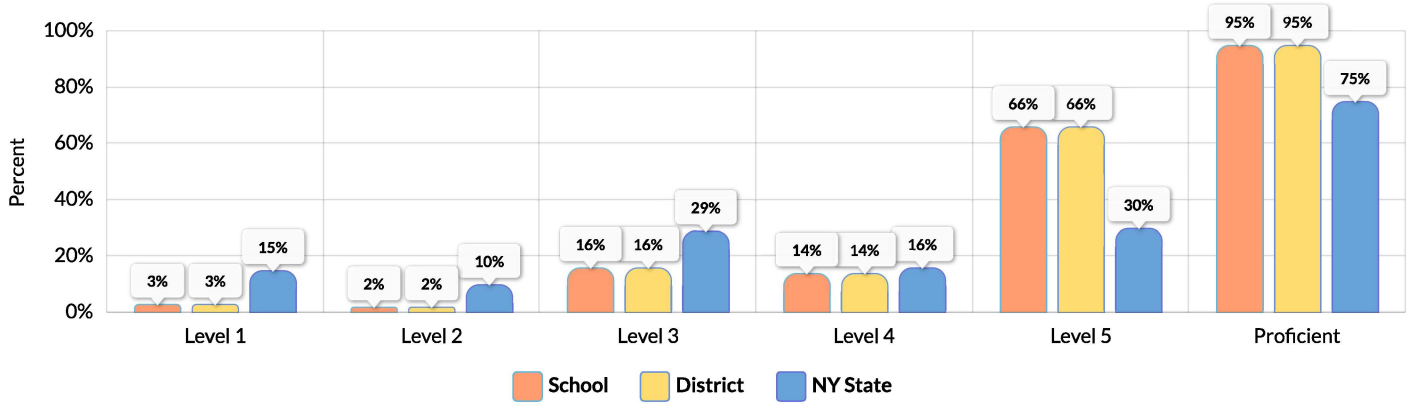
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

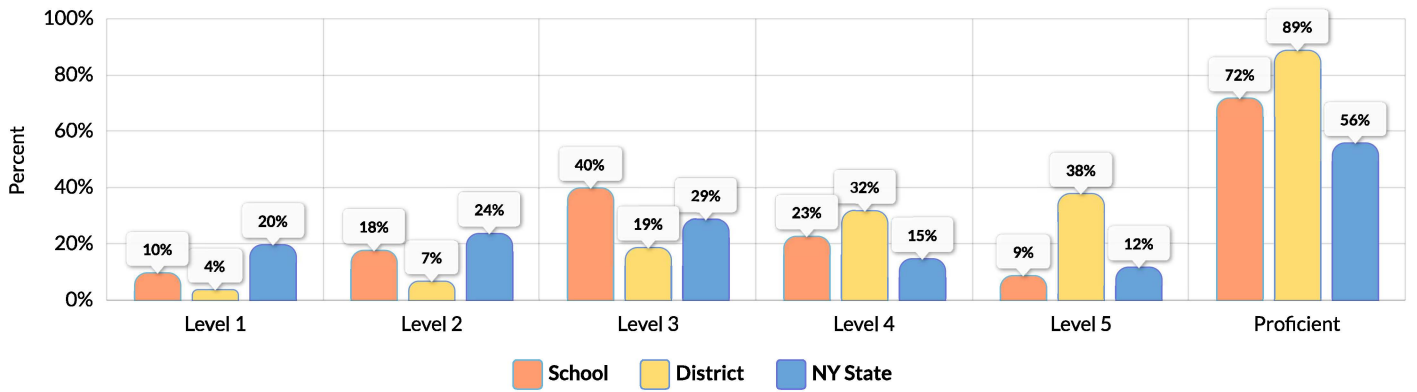


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	6	3%	5	2%	33	16%	29	14%	139	66%	201	95%
Female	96	3	3%	1	1%	13	14%	12	13%	67	70%	92	96%
Male	116	3	3%	4	3%	20	17%	17	15%	72	62%	109	94%
General Education Students	191	4	2%	3	2%	20	10%	27	14%	137	72%	184	96%
Students with Disabilities	21	2	10%	2	10%	13	62%	2	10%	2	10%	17	81%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Black or African American	9	0	0%	0	0%	4	44%	2	22%	3	33%	9	100%
Hispanic or Latino	46	3	7%	3	7%	10	22%	8	17%	22	48%	40	87%
White	134	3	2%	1	1%	16	12%	17	13%	97	72%	130	97%
Multiracial	9	0	0%	1	11%	1	11%	0	0%	7	78%	8	89%
Economically Disadvantaged	43	1	2%	5	12%	15	35%	9	21%	13	30%	37	86%
Not Economically Disadvantaged	169	5	3%	0	0%	18	11%	20	12%	126	75%	164	97%
English Language Learner	7	4	57%	1	14%	1	14%	0	0%	1	14%	2	29%
Non-English Language Learner	205	2	1%	4	2%	32	16%	29	14%	138	67%	199	97%
Not in Foster Care	212	6	3%	5	2%	33	16%	29	14%	139	66%	201	95%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	210	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	212	6	3%	5	2%	33	16%	29	14%	139	66%	201	95%
Parent Not in Armed Forces	212	6	3%	5	2%	33	16%	29	14%	139	66%	201	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

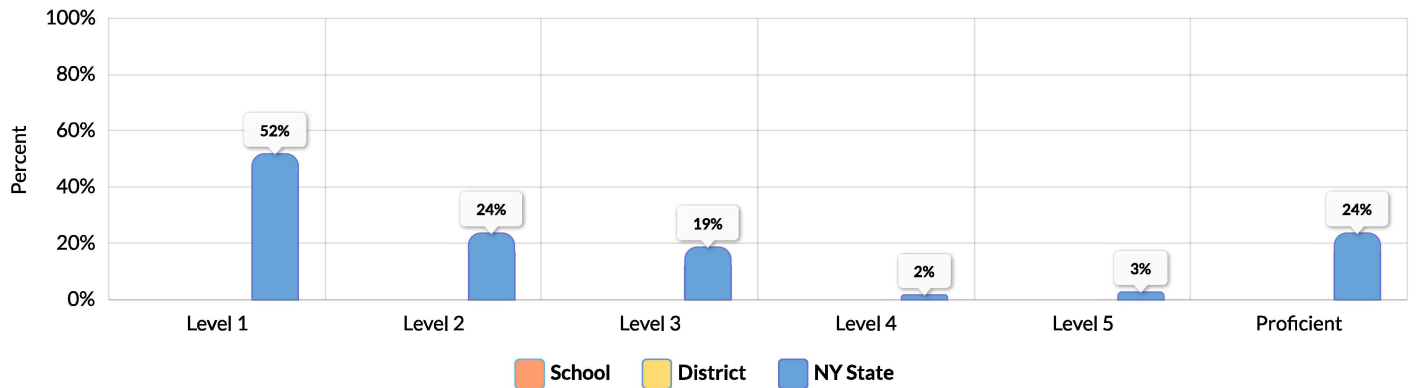


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	10	10%	19	18%	42	40%	24	23%	9	9%	75	72%
Female	57	7	12%	11	19%	23	40%	12	21%	4	7%	39	68%
Male	47	3	6%	8	17%	19	40%	12	26%	5	11%	36	77%
General Education Students	69	4	6%	9	13%	26	38%	22	32%	8	12%	56	81%
Students with Disabilities	35	6	17%	10	29%	16	46%	2	6%	1	3%	19	54%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	3	38%	4	50%	1	13%	8	100%
Black or African American	13	2	15%	3	23%	6	46%	2	15%	0	0%	8	62%
Hispanic or Latino	31	5	16%	8	26%	9	29%	6	19%	3	10%	18	58%
White	43	2	5%	6	14%	20	47%	10	23%	5	12%	35	81%
Multiracial	9	1	11%	2	22%	4	44%	2	22%	0	0%	6	67%
Economically Disadvantaged	40	4	10%	15	38%	13	33%	4	10%	4	10%	21	53%
Not Economically Disadvantaged	64	6	9%	4	6%	29	45%	20	31%	5	8%	54	84%
English Language Learner	6	1	17%	2	33%	1	17%	2	33%	0	0%	3	50%
Non-English Language Learner	98	9	9%	17	17%	41	42%	22	22%	9	9%	72	73%
Not in Foster Care	104	10	10%	19	18%	42	40%	24	23%	9	9%	75	72%
Homeless	7	1	14%	3	43%	2	29%	1	14%	0	0%	3	43%
Not Homeless	97	9	9%	16	16%	40	41%	23	24%	9	9%	72	74%
Not Migrant	104	10	10%	19	18%	42	40%	24	23%	9	9%	75	72%
Parent Not in Armed Forces	104	10	10%	19	18%	42	40%	24	23%	9	9%	75	72%

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



Percent Scoring at Levels for All Students

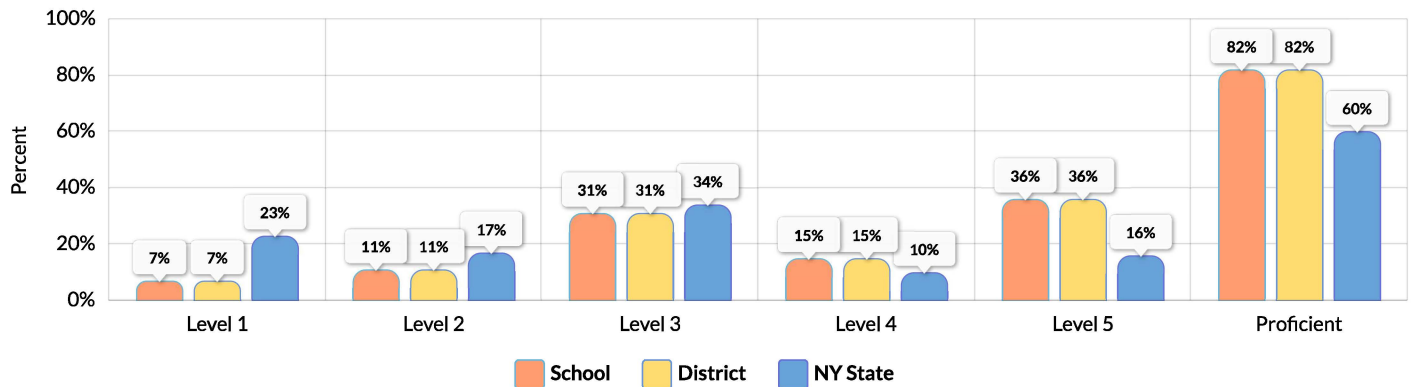


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	-	-	-	-	-	-	-	-	-	-	-	-
Male	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	4	-	-	-	-	-	-	-	-	-	-	-	-
General Education Students	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	4	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	4	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	4	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	4	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	4	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	4	-	-	-	-	-	-	-	-	-	-	-	-

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



Percent Scoring at Levels for All Students

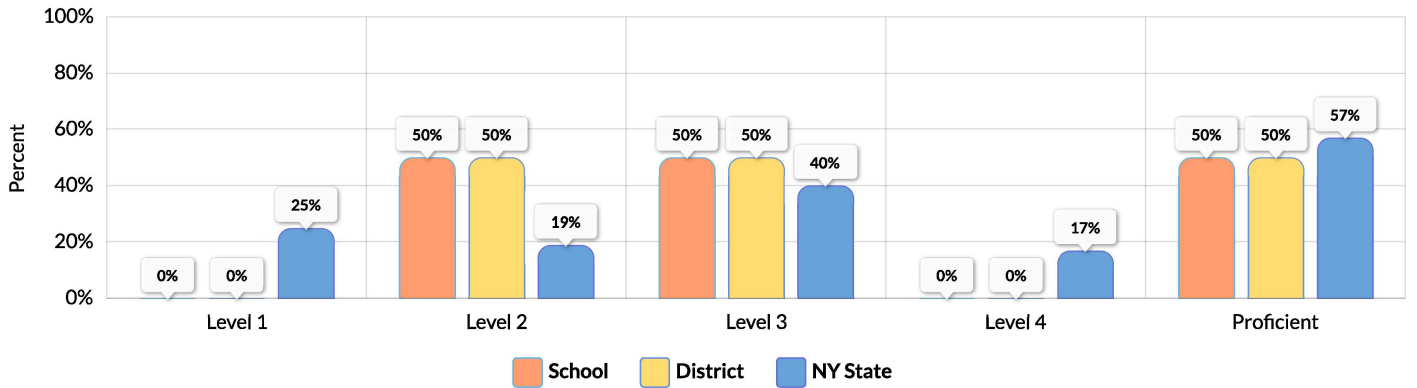


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	12	7%	21	11%	57	31%	27	15%	66	36%	150	82%
Female	86	7	8%	13	15%	21	24%	15	17%	30	35%	66	77%
Male	97	5	5%	8	8%	36	37%	12	12%	36	37%	84	87%
General Education Students	167	10	6%	15	9%	51	31%	27	16%	64	38%	142	85%
Students with Disabilities	16	2	13%	6	38%	6	38%	0	0%	2	13%	8	50%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	1	13%	4	50%	7	88%
Black or African American	8	0	0%	3	38%	2	25%	1	13%	2	25%	5	63%
Hispanic or Latino	36	6	17%	6	17%	12	33%	4	11%	8	22%	24	67%
White	114	4	4%	12	11%	37	32%	18	16%	43	38%	98	86%
Multiracial	17	1	6%	0	0%	4	24%	3	18%	9	53%	16	94%
Economically Disadvantaged	20	5	25%	2	10%	9	45%	2	10%	2	10%	13	65%
Not Economically Disadvantaged	163	7	4%	19	12%	48	29%	25	15%	64	39%	137	84%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	181	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	183	12	7%	21	11%	57	31%	27	15%	66	36%	150	82%
Not Homeless	183	12	7%	21	11%	57	31%	27	15%	66	36%	150	82%
Not Migrant	183	12	7%	21	11%	57	31%	27	15%	66	36%	150	82%
Parent Not in Armed Forces	183	12	7%	21	11%	57	31%	27	15%	66	36%	150	82%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

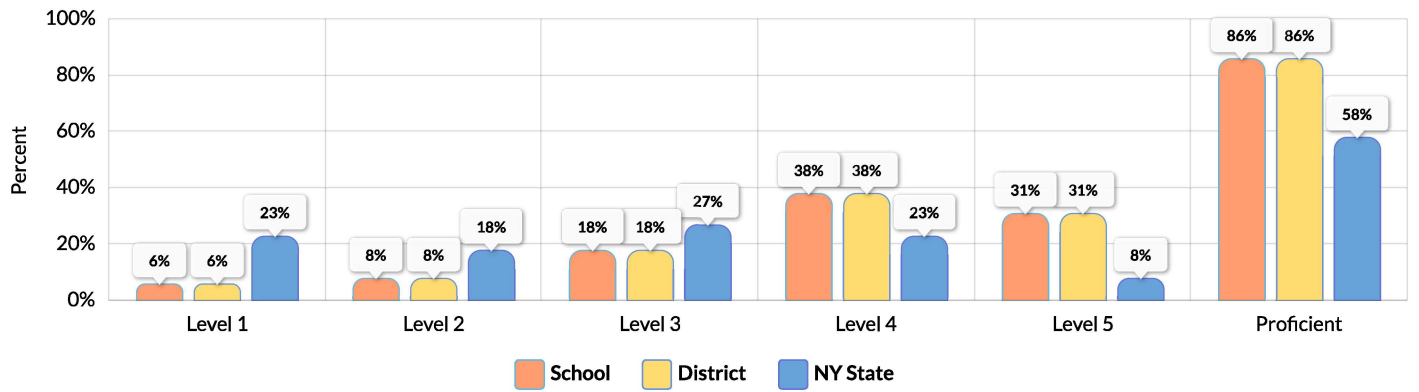


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	6	50%	6	50%	0	0%	6	50%
Female	6	0	0%	2	33%	4	67%	0	0%	4	67%
Male	6	0	0%	4	67%	2	33%	0	0%	2	33%
General Education Students	6	0	0%	2	33%	4	67%	0	0%	4	67%
Students with Disabilities	6	0	0%	4	67%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	0	0%	5	83%	1	17%	0	0%	1	17%
White	3	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	8	-	-	-	-	-	-	-	-	-	-
English Language Learner	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	8	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	12	0	0%	6	50%	6	50%	0	0%	6	50%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	11	-	-	-	-	-	-	-	-	-	-
Not Migrant	12	0	0%	6	50%	6	50%	0	0%	6	50%
Parent Not in Armed Forces	12	0	0%	6	50%	6	50%	0	0%	6	50%

ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



Percent Scoring at Levels for All Students

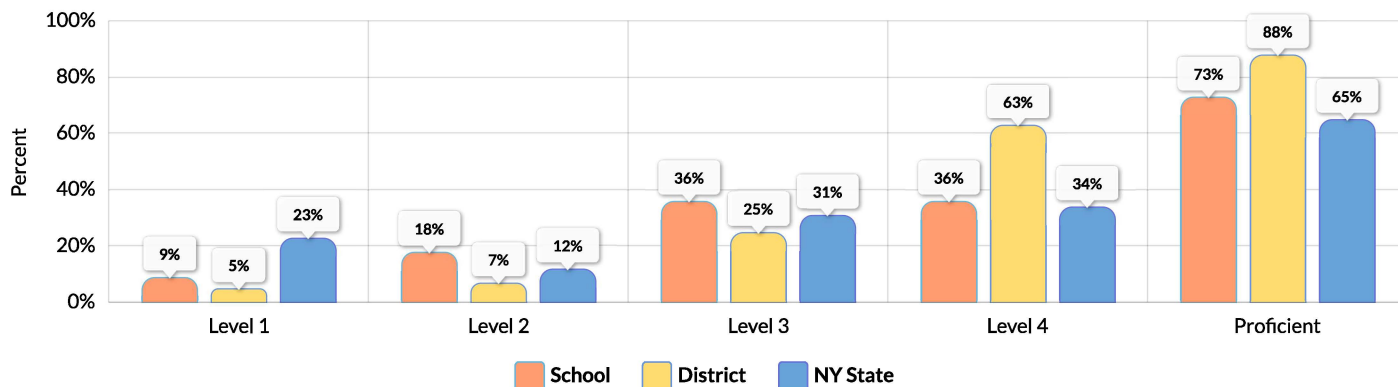


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	222	14	6%	17	8%	39	18%	84	38%	68	31%	191	86%
Female	108	5	5%	10	9%	21	19%	41	38%	31	29%	93	86%
Male	114	9	8%	7	6%	18	16%	43	38%	37	32%	98	86%
General Education Students	189	7	4%	10	5%	30	16%	78	41%	64	34%	172	91%
Students with Disabilities	33	7	21%	7	21%	9	27%	6	18%	4	12%	19	58%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	0	0%	4	36%	4	36%	2	18%	10	91%
Black or African American	11	2	18%	1	9%	2	18%	4	36%	2	18%	8	73%
Hispanic or Latino	52	8	15%	7	13%	8	15%	18	35%	11	21%	37	71%
White	125	2	2%	9	7%	20	16%	48	38%	46	37%	114	91%
Multiracial	23	1	4%	0	0%	5	22%	10	43%	7	30%	22	96%
Economically Disadvantaged	46	7	15%	9	20%	16	35%	9	20%	5	11%	30	65%
Not Economically Disadvantaged	176	7	4%	8	5%	23	13%	75	43%	63	36%	161	91%
English Language Learner	7	1	14%	2	29%	2	29%	2	29%	0	0%	4	57%
Non-English Language Learner	215	13	6%	15	7%	37	17%	82	38%	68	32%	187	87%
Not in Foster Care	222	14	6%	17	8%	39	18%	84	38%	68	31%	191	86%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	219	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	222	14	6%	17	8%	39	18%	84	38%	68	31%	191	86%
Parent Not in Armed Forces	222	14	6%	17	8%	39	18%	84	38%	68	31%	191	86%

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



Percent Scoring at Levels for All Students

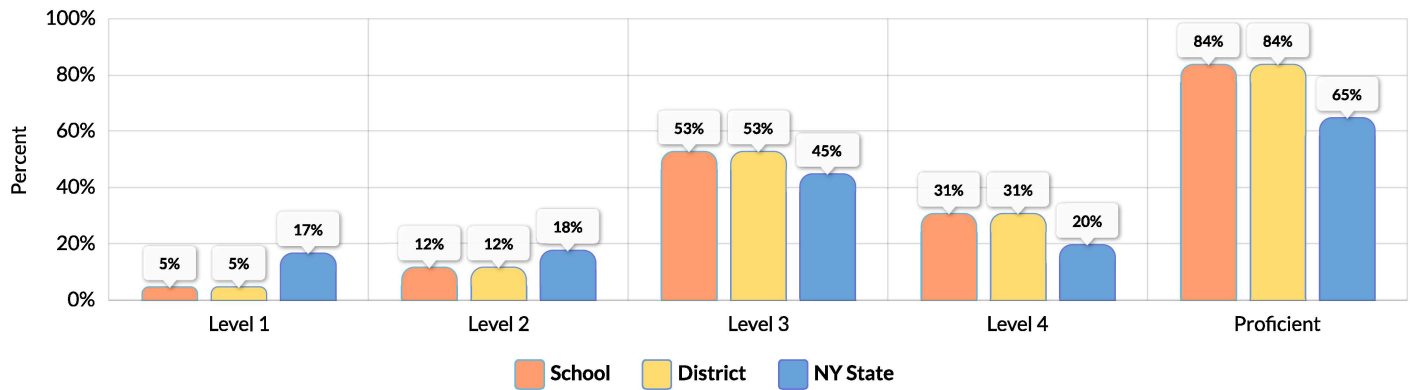


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	1	9%	2	18%	4	36%	4	36%	8	73%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	11	1	9%	2	18%	4	36%	4	36%	8	73%
General Education Students	6	0	0%	1	17%	3	50%	2	33%	5	83%
Students with Disabilities	5	1	20%	1	20%	1	20%	2	40%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	1	20%	2	40%	1	20%	3	60%
White	4	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	5	1	20%	2	40%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	6	0	0%	0	0%	3	50%	3	50%	6	100%
Non-English Language Learner	11	1	9%	2	18%	4	36%	4	36%	8	73%
Not in Foster Care	11	1	9%	2	18%	4	36%	4	36%	8	73%
Not Homeless	11	1	9%	2	18%	4	36%	4	36%	8	73%
Not Migrant	11	1	9%	2	18%	4	36%	4	36%	8	73%
Parent Not in Armed Forces	11	1	9%	2	18%	4	36%	4	36%	8	73%

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



Percent Scoring at Levels for All Students

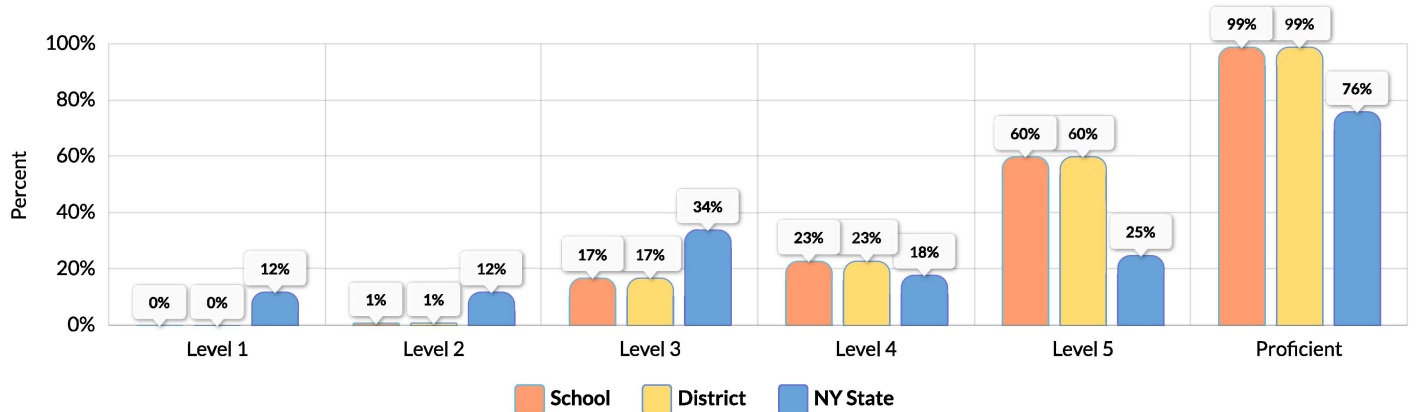


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	177	8	5%	21	12%	94	53%	54	31%	148	84%
Female	82	5	6%	13	16%	42	51%	22	27%	64	78%
Male	95	3	3%	8	8%	52	55%	32	34%	84	88%
General Education Students	165	6	4%	16	10%	89	54%	54	33%	143	87%
Students with Disabilities	12	2	17%	5	42%	5	42%	0	0%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	2	17%	3	25%	7	58%	10	83%
Black or African American	9	1	11%	2	22%	6	67%	0	0%	6	67%
Hispanic or Latino	29	2	7%	8	28%	14	48%	5	17%	19	66%
White	112	5	4%	8	7%	65	58%	34	30%	99	88%
Multiracial	15	0	0%	1	7%	6	40%	8	53%	14	93%
Economically Disadvantaged	20	3	15%	5	25%	9	45%	3	15%	12	60%
Not Economically Disadvantaged	157	5	3%	16	10%	85	54%	51	32%	136	87%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	8	5%	21	12%	94	53%	54	31%	148	84%
Not Homeless	177	8	5%	21	12%	94	53%	54	31%	148	84%
Not Migrant	177	8	5%	21	12%	94	53%	54	31%	148	84%
Parent Not in Armed Forces	177	8	5%	21	12%	94	53%	54	31%	148	84%

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



Percent Scoring at Levels for All Students

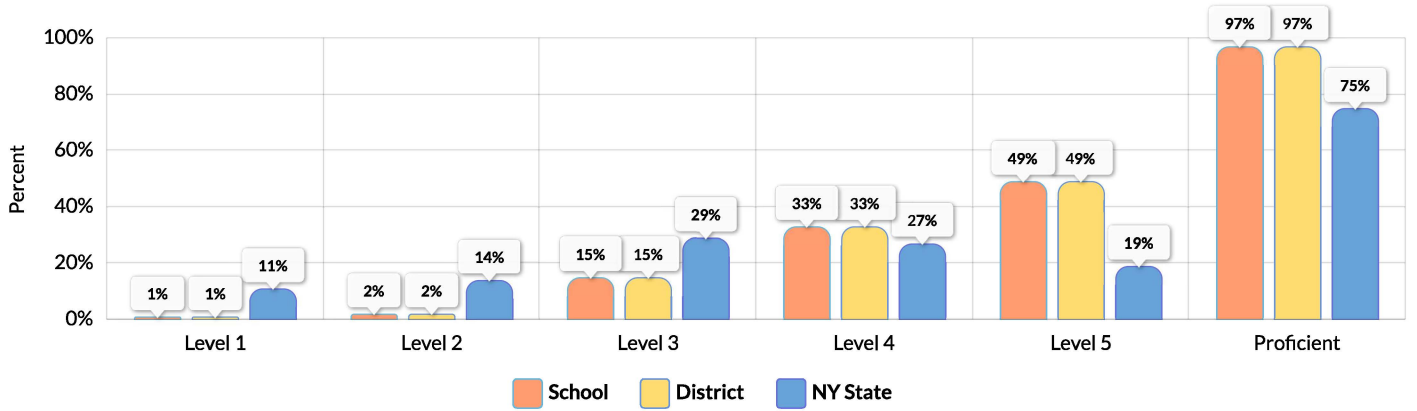


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	0	0%	1	1%	32	17%	43	23%	113	60%	188	99%
Female	89	0	0%	1	1%	18	20%	24	27%	46	52%	88	99%
Male	100	0	0%	0	0%	14	14%	19	19%	67	67%	100	100%
General Education Students	163	0	0%	0	0%	17	10%	38	23%	108	66%	163	100%
Students with Disabilities	26	0	0%	1	4%	15	58%	5	19%	5	19%	25	96%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	2	20%	7	70%	10	100%
Black or African American	16	0	0%	1	6%	8	50%	4	25%	3	19%	15	94%
Hispanic or Latino	35	0	0%	0	0%	14	40%	9	26%	12	34%	35	100%
White	113	0	0%	0	0%	9	8%	27	24%	77	68%	113	100%
Multiracial	15	0	0%	0	0%	0	0%	1	7%	14	93%	15	100%
Economically Disadvantaged	29	0	0%	1	3%	13	45%	6	21%	9	31%	28	97%
Not Economically Disadvantaged	160	0	0%	0	0%	19	12%	37	23%	104	65%	160	100%
English Language Learner	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	186	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	189	0	0%	1	1%	32	17%	43	23%	113	60%	188	99%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	186	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	189	0	0%	1	1%	32	17%	43	23%	113	60%	188	99%
Parent Not in Armed Forces	189	0	0%	1	1%	32	17%	43	23%	113	60%	188	99%

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	208	2	1%	4	2%	32	15%	68	33%	102	49%	202	97%
Female	95	1	1%	3	3%	17	18%	27	28%	47	49%	91	96%
Male	113	1	1%	1	1%	15	13%	41	36%	55	49%	111	98%
General Education Students	188	0	0%	3	2%	23	12%	63	34%	99	53%	185	98%
Students with Disabilities	20	2	10%	1	5%	9	45%	5	25%	3	15%	17	85%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	2	13%	5	33%	8	53%	15	100%
Black or African American	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Hispanic or Latino	43	1	2%	2	5%	11	26%	12	28%	17	40%	40	93%
White	133	1	1%	1	1%	13	10%	47	35%	71	53%	131	98%
Multiracial	8	0	0%	0	0%	2	25%	0	0%	6	75%	8	100%
Economically Disadvantaged	41	0	0%	2	5%	16	39%	15	37%	8	20%	39	95%
Not Economically Disadvantaged	167	2	1%	2	1%	16	10%	53	32%	94	56%	163	98%
English Language Learner	8	1	13%	3	38%	4	50%	0	0%	0	0%	4	50%
Non-English Language Learner	200	1	1%	1	1%	28	14%	68	34%	102	51%	198	99%
Not in Foster Care	208	2	1%	4	2%	32	15%	68	33%	102	49%	202	97%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	205	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	208	2	1%	4	2%	32	15%	68	33%	102	49%	202	97%
Parent Not in Armed Forces	208	2	1%	4	2%	32	15%	68	33%	102	49%	202	97%

TOTAL COHORT REGENTS EXAMINATION RESULTS

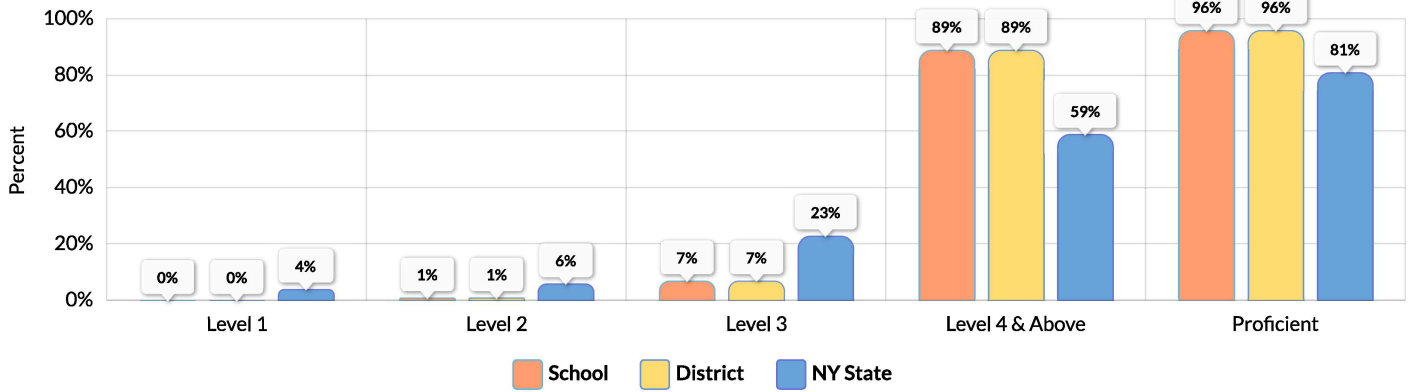
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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	228	5	2%	223	98%	1	0%	2	1%	16	7%	204	89%	220	96%
Female	113	3	3%	110	97%	0	0%	0	0%	5	4%	105	93%	110	97%
Male	115	2	2%	113	98%	1	1%	2	2%	11	10%	99	86%	110	96%
General Education Students	201	3	1%	198	99%	1	0%	0	0%	8	4%	189	94%	197	98%
Students with Disabilities	27	2	7%	25	93%	0	0%	2	7%	8	30%	15	56%	23	85%
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	13	93%	0	0%	0	0%	0	0%	13	93%	13	93%
Black or African American	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Hispanic or Latino	39	1	3%	38	97%	1	3%	1	3%	4	10%	32	82%	36	92%
White	151	3	2%	148	98%	0	0%	1	1%	9	6%	138	91%	147	97%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	0	0%	13	100%	13	100%
Economically Disadvantaged	34	1	3%	33	97%	0	0%	1	3%	7	21%	25	74%	32	94%
Not Economically Disadvantaged	194	4	2%	190	98%	1	1%	1	1%	9	5%	179	92%	188	97%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	5	—	221	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	5	2%	223	98%	1	0%	2	1%	16	7%	204	89%	220	96%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	5	—	221	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	5	2%	223	98%	1	0%	2	1%	16	7%	204	89%	220	96%
Parent Not in Armed Forces	228	5	2%	223	98%	1	0%	2	1%	16	7%	204	89%	220	96%

2021 TOTAL COHORT EXEMPTIONS IN ELA

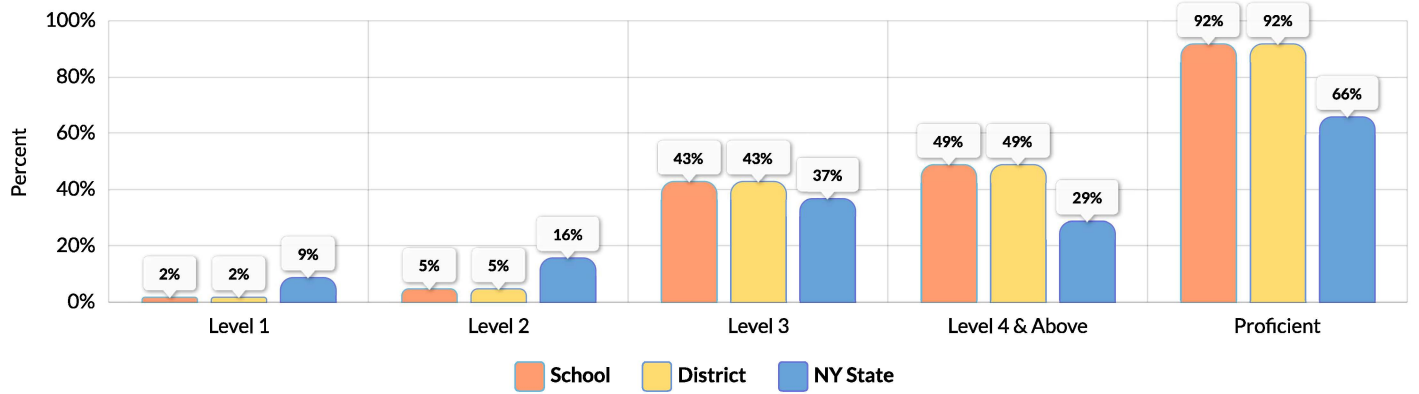
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Female	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	1	0	0	1	100
Students with Disabilities	1	0	0	1	100
Hispanic or Latino	2	0	0	2	100
Not Economically Disadvantaged	2	0	0	2	100
English Language Learner	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	2	0	0	2	100
Not Homeless	2	0	0	2	100
Not Migrant	2	0	0	2	100
Parent Not in Armed Forces	2	0	0	2	100

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

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	228	4	2%	224	98%	4	2%	11	5%	97	43%	112	49%	209	92%
Female	113	3	3%	110	97%	2	2%	3	3%	47	42%	58	51%	105	93%
Male	115	1	1%	114	99%	2	2%	8	7%	50	43%	54	47%	104	90%
General Education Students	201	2	1%	199	99%	3	1%	4	2%	83	41%	109	54%	192	96%
Students with Disabilities	27	2	7%	25	93%	1	4%	7	26%	14	52%	3	11%	17	63%
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	13	93%	1	7%	0	0%	2	14%	10	71%	12	86%
Black or African American	11	0	0%	11	100%	0	0%	1	9%	5	45%	5	45%	10	91%
Hispanic or Latino	39	1	3%	38	97%	2	5%	6	15%	17	44%	13	33%	30	77%
White	151	2	1%	149	99%	0	0%	4	3%	68	45%	77	51%	145	96%
Multiracial	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Economically Disadvantaged	34	1	3%	33	97%	2	6%	3	9%	22	65%	6	18%	28	82%
Not Economically Disadvantaged	194	3	2%	191	98%	2	1%	8	4%	75	39%	106	55%	181	93%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	4	—	222	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	4	2%	224	98%	4	2%	11	5%	97	43%	112	49%	209	92%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	4	—	222	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	4	2%	224	98%	4	2%	11	5%	97	43%	112	49%	209	92%
Parent Not in Armed Forces	228	4	2%	224	98%	4	2%	11	5%	97	43%	112	49%	209	92%

2021 TOTAL COHORT EXEMPTIONS IN MATH

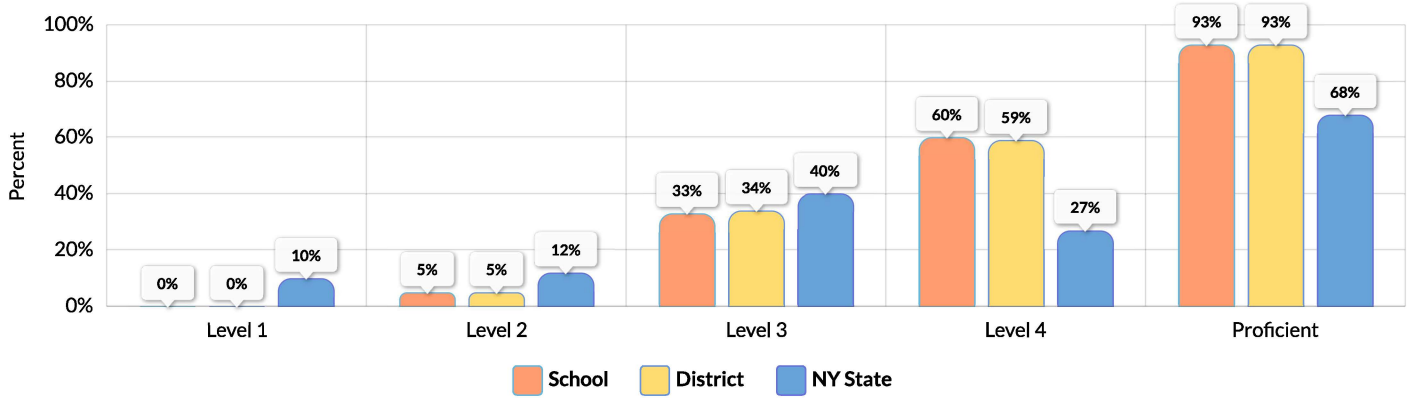
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	125	1	1	124	99
Female	66	0	0	66	100
Male	59	1	2	58	98
General Education Students	123	1	1	122	99
Students with Disabilities	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	9	0	0	9	100
Black or African American	2	0	0	2	100
Hispanic or Latino	13	0	0	13	100
White	92	1	1	91	99
Multiracial	9	0	0	9	100
Economically Disadvantaged	5	0	0	5	100
Not Economically Disadvantaged	120	1	1	119	99
English Language Learner	1	0	0	1	100
Non-English Language Learner	124	1	1	123	99
Not in Foster Care	125	1	1	124	99
Not Homeless	125	1	1	124	99
Not Migrant	125	1	1	124	99
Parent Not in Armed Forces	125	1	1	124	99

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	228	3	1%	225	99%	1	0%	12	5%	76	33%	136	60%	212	93%
Female	113	3	3%	110	97%	1	1%	4	4%	38	34%	67	59%	105	93%
Male	115	0	0%	115	100%	0	0%	8	7%	38	33%	69	60%	107	93%
General Education Students	201	1	0%	200	100%	0	0%	6	3%	62	31%	132	66%	194	97%
Students with Disabilities	27	2	7%	25	93%	1	4%	6	22%	14	52%	4	15%	18	67%
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	13	93%	0	0%	1	7%	3	21%	9	64%	12	86%
Black or African American	11	0	0%	11	100%	1	9%	1	9%	5	45%	4	36%	9	82%
Hispanic or Latino	39	1	3%	38	97%	0	0%	6	15%	19	49%	13	33%	32	82%
White	151	1	1%	150	99%	0	0%	4	3%	47	31%	99	66%	146	97%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	2	15%	11	85%	13	100%
Economically Disadvantaged	34	1	3%	33	97%	1	3%	6	18%	18	53%	8	24%	26	76%
Not Economically Disadvantaged	194	2	1%	192	99%	0	0%	6	3%	58	30%	128	66%	186	96%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	3	—	223	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	3	1%	225	99%	1	0%	12	5%	76	33%	136	60%	212	93%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	3	—	223	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	3	1%	225	99%	1	0%	12	5%	76	33%	136	60%	212	93%
Parent Not in Armed Forces	228	3	1%	225	99%	1	0%	12	5%	76	33%	136	60%	212	93%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

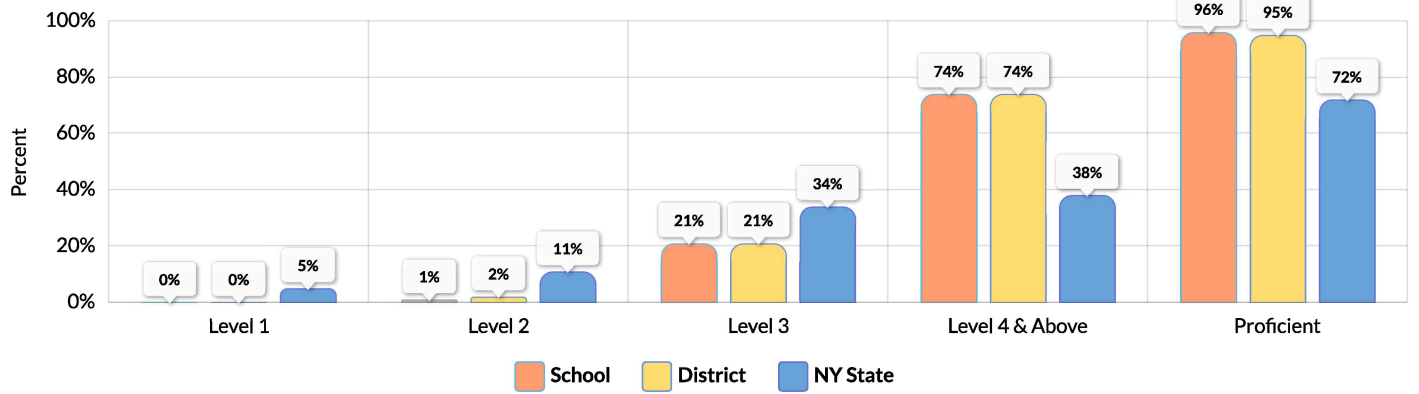
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	199	0	0	199	100
Female	96	0	0	96	100
Male	103	0	0	103	100
General Education Students	177	0	0	177	100
Students with Disabilities	22	0	0	22	100
Asian or Native Hawaiian/Other Pacific Islander	10	0	0	10	100
Black or African American	9	0	0	9	100
Hispanic or Latino	31	0	0	31	100
White	138	0	0	138	100
Multiracial	11	0	0	11	100
Economically Disadvantaged	26	0	0	26	100
Not Economically Disadvantaged	173	0	0	173	100
Non-English Language Learner	199	0	0	199	100
Not in Foster Care	199	0	0	199	100
Homeless	1	0	0	1	100
Not Homeless	198	0	0	198	100
Not Migrant	199	0	0	199	100
Parent Not in Armed Forces	199	0	0	199	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

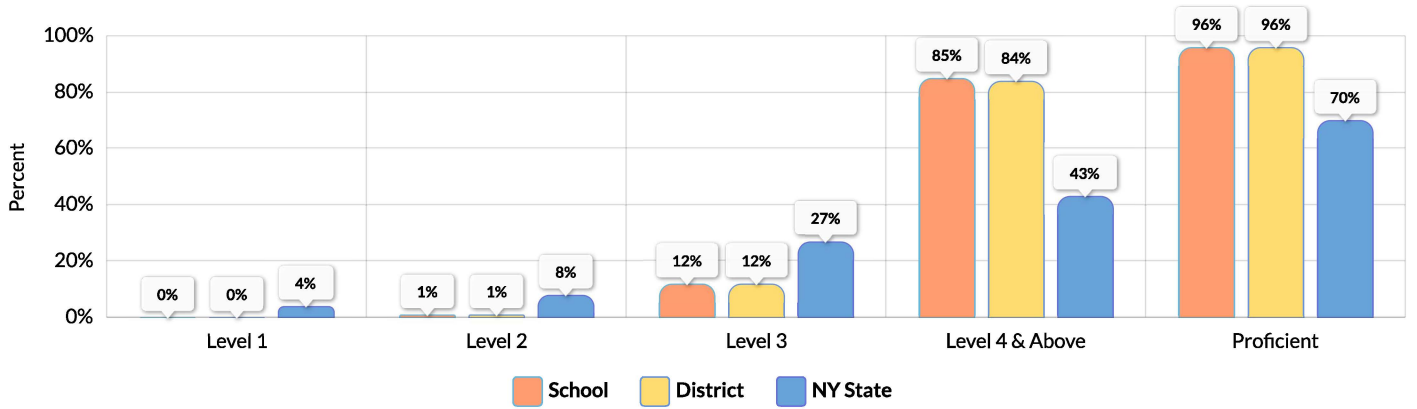


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	6	3%	222	97%	1	0%	3	1%	49	21%	169	74%	218	96%
Female	113	5	4%	108	96%	1	1%	0	0%	25	22%	82	73%	107	95%
Male	115	1	1%	114	99%	0	0%	3	3%	24	21%	87	76%	111	97%
General Education Students	201	4	2%	197	98%	0	0%	1	0%	31	15%	165	82%	196	98%
Students with Disabilities	27	2	7%	25	93%	1	4%	2	7%	18	67%	4	15%	22	81%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	0	0%	0	0%	2	14%	10	71%	12	86%
Black or African American	11	0	0%	11	100%	1	9%	1	9%	5	45%	4	36%	9	82%
Hispanic or Latino	39	1	3%	38	97%	0	0%	2	5%	15	38%	21	54%	36	92%
White	151	3	2%	148	98%	0	0%	0	0%	27	18%	121	80%	148	98%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	0	0%	13	100%	13	100%
Economically Disadvantaged	34	1	3%	33	97%	1	3%	1	3%	20	59%	11	32%	31	91%
Not Economically Disadvantaged	194	5	3%	189	97%	0	0%	2	1%	29	15%	158	81%	187	96%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	6	—	220	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	6	3%	222	97%	1	0%	3	1%	49	21%	169	74%	218	96%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	6	—	220	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	6	3%	222	97%	1	0%	3	1%	49	21%	169	74%	218	96%
Parent Not in Armed Forces	228	6	3%	222	97%	1	0%	3	1%	49	21%	169	74%	218	96%

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	228	5	2%	223	98%	1	0%	2	1%	27	12%	193	85%	220	96%
Female	113	2	2%	111	98%	0	0%	0	0%	16	14%	95	84%	111	98%
Male	115	3	3%	112	97%	1	1%	2	2%	11	10%	98	85%	109	95%
General Education Students	201	2	1%	199	99%	0	0%	1	0%	18	9%	180	90%	198	99%
Students with Disabilities	27	3	11%	24	89%	1	4%	1	4%	9	33%	13	48%	22	81%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
Black or African American	11	0	0%	11	100%	0	0%	0	0%	4	36%	7	64%	11	100%
Hispanic or Latino	39	2	5%	37	95%	0	0%	2	5%	10	26%	25	64%	35	90%
White	151	3	2%	148	98%	1	1%	0	0%	12	8%	135	89%	147	97%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	0	0%	13	100%	13	100%
Economically Disadvantaged	34	2	6%	32	94%	0	0%	0	0%	12	35%	20	59%	32	94%
Not Economically Disadvantaged	194	3	2%	191	98%	1	1%	2	1%	15	8%	173	89%	188	97%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	5	—	221	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	5	2%	223	98%	1	0%	2	1%	27	12%	193	85%	220	96%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	5	—	221	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	5	2%	223	98%	1	0%	2	1%	27	12%	193	85%	220	96%
Parent Not in Armed Forces	228	5	2%	223	98%	1	0%	2	1%	27	12%	193	85%	220	96%

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

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

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 11	6	0	0%	6	100%	0	0%	1	17%	1	17%	1	17%	3	50%
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	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–	
Secondary-Level Math	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–	
Secondary-Level Science	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–	

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	859	114	13.3%
Asian or Native Hawaiian/Other Pacific Islander	51	7	13.7%
Black or African American	51	12	23.5%
Hispanic or Latino	170	23	13.5%
Multiracial	59	10	16.9%
White	528	62	11.7%
English Language Learner	17	–	–
Students with Disabilities	117	18	15.4%
Economically Disadvantaged	151	31	20.5%

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	228	216	95%	0	0%	212	93%	4	2%	0	0%	10	4%	1	0%	1	0%
Female	113	107	95%	0	0%	107	95%	0	0%	0	0%	6	5%	0	0%	0	0%
Male	115	109	95%	0	0%	105	91%	4	3%	0	0%	4	3%	1	1%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	201	193	96%	0	0%	192	96%	1	0%	0	0%	6	3%	1	0%	1	0%
Students with Disabilities	27	23	85%	0	0%	20	74%	3	11%	0	0%	4	15%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	13	93%	0	0%	13	93%	0	0%	0	0%	1	7%	0	0%	0	0%
Black or African American	11	9	82%	0	0%	9	82%	0	0%	0	0%	2	18%	0	0%	0	0%
Hispanic or Latino	39	37	95%	0	0%	34	87%	3	8%	0	0%	2	5%	0	0%	0	0%
White	151	145	96%	0	0%	144	95%	1	1%	0	0%	4	3%	1	1%	1	1%
Multiracial	13	12	92%	0	0%	12	92%	0	0%	0	0%	1	8%	0	0%	0	0%
Economically Disadvantaged	34	29	85%	0	0%	28	82%	1	3%	0	0%	5	15%	0	0%	0	0%
Not Economically Disadvantaged	194	187	96%	0	0%	184	95%	3	2%	0	0%	5	3%	1	1%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	226	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	228	216	95%	0	0%	212	93%	4	2%	0	0%	10	4%	1	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	228	216	95%	0	0%	212	93%	4	2%	0	0%	10	4%	1	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	228	216	95%	0	0%	212	93%	4	2%	0	0%	10	4%	1	0%	1	0%

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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