Pittsford Schools

Administrative Offices
75 Barker Road - East Wing
Pittsford, NY 14534
585-267-1077
Fax: 585-381-9368
Michael_Vespi@pittsford.monroe.edu

Michael Vespi
Assistant Superintendent for Business

MEMO

DATE: May 5, 2026

TO: Board of Education President (1)
Superintendent of Schools (1)
Assistant Superintendent for Instruction (1)
Budget Director (1)
Director of Communication (1)
All Pittsford School Offices (9)
Pittsford Community Library (1)
Pittsford Town Hall (1)

FROM: Michael Vespi, Assistant Superintendent for Business

RE: Distribution of Budget Information Notebooks

The attached Budget Information Notebook contains information on the 2026-2027 Pittsford School District budget and other materials required by New York State Education Department regulations. These materials are to be made available to the public 14 days prior to the school district budget vote and election.

Please retain this notebook in your office for on-site use by any member of the public.

In the interest of economy and sustainability, it is our plan to reuse the notebook covers and dividers for budget information in coming years. We will need you to return these notebooks to us after the budget vote on May 19. **Please return the notebooks to the Business Office in Room 416, Barker Road Middle School - East, Pittsford Central School District, 75 Barker Road by June 1.**

Thank you for your assistance in making this information available to our school district residents. Please let me know if you have any questions concerning the Budget Information Notebooks.

Encl: Budget Information Notebooks

Estimated Appropriations

Total Program Services	Approved 2025-2026	Proposed 2026-2027	$ Change	% Change
Elementary, Middle and High School Programs	$64,435,288	$65,147,538	$712,250	1.11%
Special Education and Non-Public Programs	$12,321,624	$13,644,383	$1,322,759	10.74%
Technology, Professional Development & other Instructional Services	$5,791,482	$5,591,694	($199,788)	(3.45%)
Transportation, Maintenance, Utilities, and other Support Services	$20,199,636	$20,471,446	$271,810	1.35%
Central Administration and Board of Education	$1,555,840	$1,534,652	($21,188)	(1.36%)
Debt Service, Insurance and Fringe Benefits	$63,914,232	$70,132,714	$6,218,482	9.73%
Total Revenue	$168,218,102	$176,522,427	$8,304,325	4.94%

Estimated Revenues

Description	2025-2026 Revenues	Estimated 2026-2027	$ Increase (Decrease)	% Increase (Decrease)	Total % of Budget
Local Property Tax Levy	$117,659,555	$120,820,280	$3,160,725	2.69%	68.44%
Foundation Aid	$21,649,228	$21,738,820	$89,592	0.41%	12.31%
Categorical Aid & Building Aid	$15,331,486	$19,129,556	$3,798,070	24.77%	10.84%
Sales Tax	$7,400,000	$7,500,000	$100,000	1.35%	4.25%
Interest	$1,500,000	$2,100,000	$600,000	40.00%	1.19%
Misc. Revenues (incl. county payments in lieu of tax)	$1,680,841	$1,636,779	($44,062)	(2.62%)	0.93%
Fund Balance, Reserves and Transfers	$2,996,992	$3,596,992	$600,000	20.02%	2.04%
Total Revenue	$168,218,102	$176,522,427	$8,304,325	4.94%	100.00%

Contingent Budget

Per NYS law, school boards can submit a budget to the voters a maximum of **two times**, then a "Contingent Budget" must be implemented. If the proposed budget is defeated once, the Board may conduct a revote or go straight to a Contingent Budget. NYS law requires that a Contingent Budget not include certain non-ordinary contingent expenses AND that the new budget must have a Tax Levy that is not greater than the previous year's Tax Levy. The Board of Education is charged with determining a Contingent Budget. **A Contingent Budget would result in a reduction of over $3.16 million in budget support, resulting in a potential reduction in programs and services.**

The Proposed 2026–27 School Budget Continues to Balance Rising Costs with Limited Increases in State Funding

State funding remains a challenge. The Governor's proposal provides only a small increase, and even with expected changes from lawmakers, the total increase will still fall short of the District's rising costs, which grow by more than 3% each year.

To close this gap, the District reduced spending by more than $1.5 million. These reductions include staff changes through retirements, careful cuts to supplies and contracts, and scaling back services that were not widely used. The District will also use reserve funds to help maintain current programs and services for students while keeping the budget stable.

At the same time, the District is taking steps to save money long-term, including energy upgrades like LED lighting and solar panels, which are expected to reduce costs by about $300,000. In addition, a $100,000 project to replace doors and entry systems at Mendon Center Elementary School is planned. This improvement will enhance safety and is expected to bring back about $70,000 in state aid next year.

Payments for past building projects will add about $2.8 million to the budget. The good news is that this cost will be fully covered by state building aid, so it will not impact taxpayers. Without this aid, the budget increase would have been higher, though still lower than in recent years. Overall, the proposed budget reflects a careful effort to maintain student programs, manage costs, and limit the impact on taxpayers.

What This Means for Residents

PCSD will again be proposing a budget that is under the tax cap at 2.69%. There will be no significant adjustments to student programs (additions or eliminations). The District has worked diligently on its long-term financial plan and has made the necessary adjustments for this year as part of this plan.

If you would like to learn more about the 2026-27 budget planning, please visit **www.pittsfordschools.org/budget**.

Applications for Early Mail and Absentee Ballots

Applications for early mail and absentee ballots may be obtained from the school district clerk's office, 75 Barker Road, Pittsford, NY 14534. A list of early mail and absentee voters will be available for public inspection in the Office of the District Clerk before the election, as required by law. Military voters as defined by Commissioner's regulation Part 122 who are qualified voters of the district, may apply for a military ballot during school business hours at the office of the district clerk, 75 Barker Road, Pittsford, New York, 14534, in person or by mail. A military voter may designate a preference to receive an application by mail, facsimile transmission or electronic mail. Completed applications for military ballots must be received by the District Clerk no later than 5 p.m. on April 20, 2026. All early mail, absentee ballots, and military ballots must be received in the Office of the District Clerk no later than 5 p.m. local time on May 19, 2026.

Pittsford Schools

Pittsford Central School District
www.pittsfordschools.org

Non-Profit Org.
U.S. Postage
PAID
Pittsford, NY
Permit No. 12

BUDGET VOTE | VOTE LOCATION

Tuesday, May 19, 7 am - 9 pm
Calkins Road Middle School
1899 Calkins Road, Pittsford, NY 14534

Superintendent of Schools
Shana Cutaia

Board of Education
Jeffrey Casey, President
Sarah Pelusio, Vice President
Dave Berk
Kim Huels
Emily Kay
René Sanchez-Kazacos
Robin Scott

Editor
Nancy Chaput Wayman, APR

***Note - Qualified voters must be:** U.S. citizens, residents of the District for at least 30 days prior to the election, and 18 years of age or older. Proof of residency may include the following valid and current documents: New York State driver's license; New York State non-driver identification card; utility bill; or, voter registration card. Voters shall also be required to provide their signature and printed name.*

Pittsford Schools

BUDGET VOTE

May 19, 2026
7 a.m. to 9 p.m.

Calkins Road Middle School Gymnasium
1899 Calkins Road, Pittsford, NY

Voter identification required

For absentee ballots, visit pittsfordschools.org/absenteeballot

Voting on Proposed Budget of $176,522,427

The proposed budget is **within** the NYS Tax Cap and **preserves current programming.**

Propositions

Propositions will NOT result in additional taxes or issuance of debt

1: Capital Reserve Fund - Purchase of Buses

Authorization to purchase up to two (2) 36 passenger diesel school buses at a total cost to the School District, not to exceed Three Hundred Thirty Nine Thousand Three Hundred Eighty Seven Dollars ($339,387); and up to seven (7) 66 passenger diesel school buses at a total cost to the School District, not to exceed One Million Two Hundred Ninety Five Thousand Eight Hundred Fifty Five Dollars ($1,295,855) for the purpose of providing student transportation and ancillary educational purposes, including original equipment and incidental expenses for the foregoing purpose, which shall be funded by the Capital Reserve Fund – Purchase of Buses (savings account) and/or any available state aid.

2: Capital Reserve Fund - Purchase of Electric Buses

Authorization to purchase up to two (2) 66 passenger electric school buses for the purpose of providing student transportation and ancillary educational purposes, including charging stations, original equipment and incidental expenses for the foregoing purpose, at a total cost to the School District, not to exceed Nine Hundred Forty One Thousand Two Hundred Twenty Two Dollars ($941,222) which shall be funded by the Capital Reserve Fund – Purchase of Buses (savings account) and/or any available state aid.

3: Capital Reserve Fund - Instructional Technology Reserve

Authorization to withdraw from the "Capital Instructional Technology Reserve" (savings account) a sum of money not to exceed $850,000 to be used for the purchase of technology equipment and laptops to support the 1:1 device program.

4: Capital Improvement Project - Wayfinding Signage System

Authorization to broaden the scope of a construction project that voters approved on March 28, 2023. The added work would improve outdoor signs for safety purposes and add new signs to help emergency vehicles find their way around various District campuses. The total cost of the project will not increase, and there will be no additional taxes raised.

Para español, visite *www.pittsfordschools.org/PresupuestoEspanol*

Maintaining Excellence

Composite College Entrance Scores

PCSD SAT	1,251
New York State	1,045
National	1,029

PCSD ACT	27.4
New York State	25.9
National	19.4

Academic Excellence

98% Graduation Rate

93% College-bound students

NATIONAL MERIT SCHOLARSHIP PROGRAM
1 Winner
16 Finalists

488 Advanced Placement Scholars

AP® CollegeBoard

The Pittsford Central School District and its individual schools consistently provide a **nationally ranked academic program** and are recognized to be among the **highest achieving** in New York State and Monroe County.

Notable Achievements and Activities

- Pittsford Central School District: **Ranked in top 1% nationwide** among public school districts by ***Niche***.
- Both High Schools: **Ranked in top 3% nationwide** among public high schools by ***Niche***.
- **Best public high schools in Rochester** with MHS ranked #1 and SHS ranked #2 by ***Niche*** and ***US News & World Reports***.
- Both Middle Schools: **Named New York State's Essential Elements Schools-to-Watch.**
- **Best Community for Music Education** designation by the ***NAMM Foundation*** for demonstrating a commitment to music education.
- Athletic Achievements include **numerous Section V Championships**: 17 Teams, 10 Individuals, 1 NYS champion.
- **Scholastic Art & Writing Awards**: 16 students won 34 regional awards.
- Students at all grade levels, K-12, participate in many **community services and service learning programs**.
- Students participate in **enrichment opportunities**, including: internships, clubs, intramurals, music, fine arts, performing arts, and interscholastic sports.

Data based on 2024-2025 statistics.

Proposed Budget Expenditures | 2026-2027

Proposed BUDGET $176,522,427

State-required three-part budget

76.94% — **$135,808,609** Program Component

The **Program Component** provides funding for the instruction of and educational support services for the District's students. Funds are also included for:

- Transporting approximately 6,500 students
- Salary expenditures for instructional staff
- Related support personnel in K-12 programs
- Programs for Special Education services
- Benefits for approximately 1,100 instructional employees, including over 600 retirees in group health insurance
- Social security, teacher and non-teaching retirement
- Workers' compensation, group insurance (life, health, dental, disability), employee assistance program and unemployment insurance

13.78% — **$24,327,645** Capital Component

The **Capital Component** provides funds for:

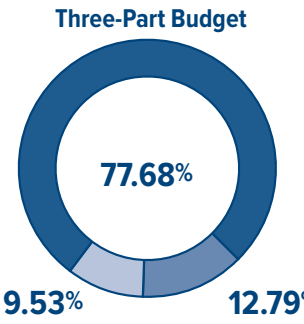
- Maintaining nine schools and two additional buildings
- Upkeep of over 70 acres of property
- Electricity, gas heat, water and sewer, and telephone services
- "Mortgage" or debt service payments on capital projects (principal and interest payments)
- Refund of taxes for claims against property assessments
- Benefits for maintenance and custodial staff including group health insurance, social security, non-teaching retirement, workers' compensation, life, dental, disability and an employee assistance program

9.28% — **$16,386,173** Admin Component

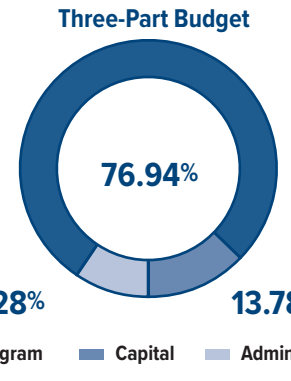
The **Administrative Component** provides for overall general support and management activities including:

- District Clerk and Superintendent's office
- Business office operations
- Personnel, legal, liability and property insurance
- Auditing services
- Costs for the administration and supervision of each of the District's nine schools
- Employee benefits for all administrative and clerical support staff including social security, workers' compensation, pensions, health insurance and unemployment

Current 2025-2026 Three-Part Budget



Proposed 2026-2027 Three-Part Budget



Board Candidates: Three Candidates Running for Two Seats

Board Proposed Budget

The Pittsford Board of Education presents the proposed 2026-2027 budget. We invite PCSD residents to call with questions and vote on May 19, 2026.

Jeffrey Casey
President
317-3188

Sarah Pelusio
Vice President
727-3648

Dave Berk
490-4422

Kim Huels
203-7328

Emily Kay
313-6323

René Sanchez-Kazacos
732-4382

Robin Scott
385-4343

John Pizzutelli

3 Graywood Lane
Pittsford, NY 14534
john.pizzutelli@gmail.com

Seeking first term.

Mr. John Pizzutelli has worked in the District in several roles, including substitute elementary teacher, long-term substitute science teacher, and lunchroom/playground monitor.

He served as co-chair of the Mendon Center Elementary School PTSA and currently serves as co-chair of the Barker Road Middle School PTSA. He also serves on the District PTSA Executive Board, and as the PTSA representative for multiple administrative interview committees. He has led International Day, Teacher Appreciation Day, Science Action Day, and fun runs in the schools. He is also a coach with the Mustangs Soccer Club.

Mr. Pizzutelli is a Mendon High School alum and has a Bachelor of Arts degree in finance from Siena College. He is married with two children who attend PCSD.

Robin Scott

18 Bay Colony Drive
Pittsford, NY 14534
rvscott@rochester.rr.com

Seeking third term.

Ms. Robin Scott is the Immediate Past President and member of the Pittsford Board of Education since 2020. Ms. Scott has served on the Monroe County School Boards Association (MCSBA) Executive, Leadership, District Operations, Information Exchange, and Legislative committees.

Ms. Scott is currently a member of the PCSD Audit Oversight committee. She also engaged with the community's Town/Village/School District Leadership and PCSD Negotiating team.

Formerly, Ms. Scott served as President of the Pittsford District PTSA, VP of the Education Council, and District PTSA Secretary. She is a recipient of the 2020 PTSA Honorary Life Membership Award. Ms. Scott was also a member of the District Planning Team, Inclusivity Advisory Committee, and the Code of Conduct Review committee.

Ms. Scott holds a B.A. from Rhodes College in International Studies and an M.A. from the University of Michigan in Near Eastern Studies. She is married with one child who graduated from Pittsford Mendon High School.

Anwar Upal

32 Trotters Field Run
Pittsford, NY 14534
UpalForPittsford@gmail.com

Seeking first term.

Mr. Anwar Upal is the Principal Engineer in Research & Development at Bausch + Lomb where he works in medical technology innovation. He holds more than 10 U.S. patents and serves on the Director's Advisory Council at the University of Rochester's Institute of Optics. He co-founded Therapeutic Innovations, a non-profit focused on accessible healthcare.

He is a PTSA member and parent volunteer at Mendon Center Elementary, where he's involved in chess club, story time and other classroom activities. He has also coached Pittsford Mustangs youth soccer, youth wrestling, and a LEGO Robotics team.

Mr. Upal holds a Bachelor of Science degree from University of Saskatchewan in Engineering and a Master of Science in Engineering from Queen's University (Ontario). He is married with three children, two are Sutherland High School graduates and one is a current student at Mendon Center Elementary School.

PITTSFORD CENTRAL SCHOOL DISTRICT
3-PART BUDGET BY FUNCTION
FISCAL YEAR: 2026-27

FUNCTION	FUNCTION DESCRIPTION	ADMINISTRATION	PROGRAM	CAPITAL	TOTAL
1010	Board Of Education	$ 16,800	$ -	$ -	$ 16,800
1040	District Clerk	31,928	-	-	31,928
1060	District Meeting	37,000	-	-	37,000
1240	Superintendent's Office	430,068	-	-	430,068
1310	Business Administration	1,224,724	-	-	1,224,724
1320	Auditing	75,575	-	-	75,575
1330	Tax Collection	15,500	-	-	15,500
1380	Fiscal Agent Fee	12,000	-	-	12,000
1420	Legal Fees	165,000	-	-	165,000
1430	Personnel	650,179	-	-	650,179
1460	Records Management	55,500	-	-	55,500
1480	Public Information and Services	354,077	-	-	354,077
1620	Buildings & Grounds/Operations	-	-	6,087,072	6,087,072
1621	Custodial Services/Maintenance	-	-	3,835,183	3,835,183
1670	Central Printing & Mailing	253,028	-	-	253,028
1910	Unallocated Insurance	500,000	-	-	500,000
1920	School Association Dues	14,600	-	-	14,600
1930	Judgments and Claims	-	-	10,000	10,000
1950	Assessments on School Property	75,000	-	-	75,000
1981	BOCES Administrative Costs	1,134,062	-	-	1,134,062
2010	Curriculum Office	1,547,552	-	-	1,547,552
2020	Supervision- Regular School	2,847,610	-	-	2,847,610
2060	Research, Planning & Evaluation	327,727	-	-	327,727
2070	Inservice Training-Instruction	-	183,248	-	183,248
2110	Teaching - Regular School	-	43,911,534	-	43,911,534
2250	Special Education Program	-	20,745,238	-	20,745,238
2259	Prg for English Language Learners	-	620,795	-	620,795
2280	Career & Technical Education 9-12	-	625,000	-	625,000
2330	Summer School	-	27,500	-	27,500
2610	School Library & AV	-	1,530,343	-	1,530,343
2630	Computer Assisted Instruction	249,366	2,819,444	-	3,068,810
2631	Computer Assisted Instruction	-	1,828,682	-	1,828,682
2810	Counseling	-	2,008,000	-	2,008,000
2815	Health Services	-	1,547,319	-	1,547,319
2820	Psychological Services	-	591,092	-	591,092
2830	Pupil Personnel Services	-	1,799,256	-	1,799,256
2850	Co-Curricular Activities	-	448,298	-	448,298
2855	Interscholastic Athletics	-	2,803,659	-	2,803,659
5510	District Transport Services	244,013	4,845,151	-	5,089,164
5530	Garage Building	-	688,152	-	688,152
5540	Contract Transportation-Med Elgble	-	975,000	-	975,000
5581	Transportation from BOCES		150,000		150,000
9010	State Employee Retirement	292,675	2,976,158	212,490	3,481,323
9020	Teachers' Retirement	435,608	4,429,618	316,264	5,181,490
9030	Social Security	627,757	4,708,222	346,865	5,682,844
9040	Workers' Compensation	63,053	641,170	45,778	750,000
9045	Life Insurance	4,204	42,745	3,052	50,000
9050	Unemployment Insurance	3,363	34,196	2,441	40,000
9055	Disability Insurance	4,204	42,745	3,052	50,000
9060	Hospital, Medical	4,621,282	33,746,563	2,101,048	40,468,893
9089	Undistributed Employee Benefits	72,721	739,482	52,797	865,000
9731	Bond Antic Notes-School Construction	-	-	5,233,970	5,233,970
9901	Transfer to Other Funds	-	300,000	5,217,632	5,517,632
9950	Transfer to Capital Fund	-	-	860,000	860,000
GRAND TOTAL		**$ 16,386,173**	**$ 135,808,609**	**$ 24,327,645**	**$ 176,522,427**
		9.28%	76.94%	13.78%	

PITTSFORD CENTRAL SCHOOL DISTRICT
3-PART BUDGET BY AREA BY FUNCTION
BUDGET TO BUDGET COMPARISON

DESCRIPTION	FUNCTION	ADMINISTRATION	CAPITAL	PROGRAM	TOTAL
CENTRAL ADMINISTRATION	1010	$ 16,800	$ -	$ -	$ 16,800
	1040	31,928	-	-	31,928
	1060	37,000	-	-	37,000
	1240	430,068	-	-	430,068
	1430	650,179	-	-	650,179
	1480	354,077	-	-	354,077
	1920	14,600	-	-	14,600
CENTRAL ADMINISTRATION Total		**$ 1,534,652**	**$ -**	**$ -**	**$ 1,534,652**
INSTRUCTIONAL SERVICES	2010	1,547,552	-	-	1,547,552
	2020	2,847,610	-	-	2,847,610
	2060	327,727	-	-	327,727
	2070	-	-	183,248	183,248
	2110	-	-	43,911,534	43,911,534
	2280	-	-	625,000	625,000
	2610	-	-	1,526,755	1,526,755
	2630	249,366	-	2,552,487	2,801,853
	2850	-	-	448,298	448,298
	2855	-	-	2,803,659	2,803,659
INSTRUCTIONAL SERVICES Total		**$ 4,972,255**	**$ -**	**$ 52,050,981**	**$ 57,023,236**
STUDENT SERVICES	2250	-	-	20,745,238	20,745,238
	2259	-	-	620,795	620,795
	2330	-	-	27,500	27,500
	2810	-	-	2,008,000	2,008,000
	2815	-	-	1,568,498	1,281,319
	2820	-	-	591,092	591,092
	2830	-	-	1,799,256	1,799,256
STUDENT SERVICES Total		**$ -**	**$ -**	**$ 27,360,379**	**$ 27,360,379**
SUPPORT SERVICES	1310	1,224,724	-	-	1,224,724
	1320	75,575	-	-	75,575
	1330	15,500	-	-	15,500
	1620	-	6,087,072	-	6,087,072
	1621	-	3,835,183	-	3,835,183
	1670	253,028	-	-	253,028
	5510	244,013	-	4,845,151	5,089,164
	5530	-	-	688,152	688,152
	5540	-	-	975,000	975,000
	5581	-	-	150,000	150,000
	2631	-	-	2,078,048	2,078,048
SUPPORT SERVICES Total		**$ 1,812,840**	**$ 9,922,255**	**$ 8,736,351**	**$ 20,471,446**
UNDISTRIBUTED	1380	12,000	-	-	12,000
	1420	165,000	-	-	165,000
	1460	55,500	-	-	55,500
	1910	500,000	-	-	500,000
	1930	-	10,000	-	10,000
	1950	75,000	-	-	75,000
	1981	1,134,062	-	-	1,134,062
	9010	292,675	212,490	2,976,158	3,481,323
	9020	435,608	316,264	4,429,618	5,181,490
	9030	627,757	346,865	4,708,222	5,682,844
	9040	63,053	45,778	641,170	750,000
	9045	4,204	3,052	42,745	50,000
	9050	3,363	2,441	34,196	40,000
	9055	4,204	3,052	42,745	50,000
	9060	4,621,282	2,101,048	33,746,563	40,468,893
	9089	72,721	52,797	739,482	865,000
	9731	-	5,233,970	-	5,233,970
	9901	-	5,217,632	300,000	5,517,632
	9950	-	860,000	-	860,000
UNDISTRIBUTED Total		**$ 8,066,426**	**$ 14,405,390**	**$ 47,660,898**	**$ 70,132,714**
Grand Total		**$ 16,386,173**	**$ 24,327,645**	**$ 135,808,609**	**$ 176,378,838**
		9.29%	13.79%	77.00%	

PITTSFORD CENTRAL SCHOOLS
PROPOSED REVENUES
2026-27

	ESTIMATED 2026-27	% OF TOTAL
LOCAL PROPERTY TAX LEVY	120,820,280	68.44%
STATE AID - FOUNDATION	21,738,820	12.32%
STATE AID - CATEGORICAL AID & BUILDING AID	19,129,556	10.84%
MONROE COUNTY SALES TAX	7,500,000	4.25%
INTEREST EARNED ON INVESTMENTS	2,100,000	1.19%
MISC. REVENUES (INCL. COUNTY PAYMENTS IN LIEU OF TAX)	1,796,779	1.02%
APPROPRIATED FUND BALANCE/RESERVES	3,436,992	1.95%
TOTAL REVENUE	$176,522,427	100%

2026-27 Property Tax Report Card

261401 - Pittsford Central School District

Contact Person: Terrence Hasseler

Telephone Number: 585-267-1036

	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)
Total Budgeted Amount, not Including Separate Propositions	168,218,102	176,522,427
A. Proposed Tax Levy to Support the Total Budgeted Amount [1]	117,659,555	120,820,280
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable [2]		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	117,659,555	120,820,280
F. Permissible Exclusions to the School Tax Levy Limit	2,750,853	2,990,681
G. School Tax Levy Limit , Excluding Levy for Permissible Exclusions [3]	114,908,702	117,829,599
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	114,908,702	117,829,599
I. Difference: (G - H); (negative value requires 60.0% voter approval) [2]		
Public School Enrollment	5,563	5,591
Consumer Price Index		2.63%

[1] Include any prior year reserve for excess tax levy, including interest.

[2] Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

[3] For 2025-26, include any carryover from 2024-25 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	51,768,706	50,768,706
Assigned Appropriated Fund Balance	1,496,992	1,496,992
Adjusted Unrestricted Fund Balance	6,728,724	7,060,897
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year
Capital	Capital Project Reserve	To pay the cost of any object or purpose for which bonds may be issued.	14,709,367	12,900,000	The District will appropriate the local portion of the approved capital project from the 3/5/26 vote.
Capital	Capital Transportation Vehicle Reserve	To pay the cost of the purchase of buses and other transportation vehicles.	9,225,225	8,500,000	If approved, the district will use $2,576,464 to cover the purchases of new buses, potentially including 2 EV Buses.
Capital	Capital IT Reserve	To pay the cost of any objects or purpose for technology projects.	4,863,560	5,000,000	If approved, the district will use $850,000 to purchase technology for the district's technology initiatives
Capital	Capital Reserve - Swimming Facilities	To pay the cost of any object or purpose for swimming facilities construction or renovations.	3,145,533	3,500,000	The district does not intend to use this capital reserve in 2026-27. The goal is to continue to supplement this reserve for the replacement of a pool facility.
Workers' Compensation	Workers' Compensation Reserve	To pay for Workers Compensation and benefits.	722,032	700,000	The District will appropriate $350,000 for the 2026-27 budget to offset premium expenditures.
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	404,539	370,000	The District will appropriate $40,000 for the 2026-27 budget to offset unemployment expenditures.
Mandatory Reserve for Debt Service	Reserve for Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	3,205,469	3,400,000	Funds from this reserve need to be used to offset debt service payments. The District intends to use $160,000 funds in the 2026-27 school year.
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	2,404,609	2,698,706	This reserve would be used in the event there is a need to offset insurance premiums during the 2026-27 school year.
Liability	Liability Reserve	To establish and maintain a program of reserves to cover liability claims incurred.	1,526,040	1,600,000	This reserve would be used in the event there are substantial liability, casualty or other uninsured losses during the 2026-27 school year.
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	2,111,547	1,500,000	This reserve will be used if any tax certiorari claims against the District are settled in 2026-27 for a greater refund than can be managed within the budget.
EBALR – Employee Benefit Accrued Liability	EBALR - Employee Benefit Accrued Liability Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	4,821,121	5,400,000	The District will appropriate $550,000 for the 2026-27 budget to offset costs at the time of retirement for those who retire during the year.
Retirement Contribution	ERS Retirement Contribution Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	2,644,857	3,000,000	The District will appropriate $500,000 for the 2026-27 budget to offset Employee Retirement System expenditures.
Retirement Contribution	TRS Retirement Contribution Reserve	To fund employer retirement contributions to the Teachers' Retirement System	5,190,273	5,600,000	This reserve would be used to offset Teachers' Retirement System expenditures. The District will appropriate $500,000 for the 2026-27 budget.

Form Due May 12, 2026

2026-2027 Salary Threshold = $179,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2026-2027.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2026-2027 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	230,000	42,320	1,500

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPERINTENDENT FOR BUSINESS	203,000	61,600	500
3.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	174,635	69,887	500
4.	ASSISTANT SUPERTINEDENT FOR HUMAN RESOUF	181,563	68,941	500
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive $179,000 or More in Salary

71.	PRINCIPALS 12 MONTH SECONDARY	185,489
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PITTSFORD CSD - 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	181.1	123.3	136.1
	Math	191.4	127.4	139.5
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	204.5	178.8	182.3
	Math	219.4	190.9	192.4
Black or African American	ELA	126.7	114.8	129
	Math	126	106.7	122.2
Hispanic or Latino	ELA	140	107.5	122.9
	Math	147.8	105.6	121.4
Multiracial	ELA	208	125.7	138.1
	Math	207.4	129	140.8
White	ELA	177.5	123.7	136.4
	Math	189	134.7	145.6
English Language Learner	ELA	58.1	93	110.8
	Math	100	103.7	119.8
Students with Disabilities	ELA	101.3	68.9	90.7
	Math	115.8	72.5	93.8
Economically Disadvantaged	ELA	103.6	110	125
	Math	106	110	125

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	231.3	134.9	148.3
	Math	201.2	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	238.3	140.5	152.9
	Math	222.5	114.8	129
Black or African American	ELA	202.5	95	115
	Math	170	37.8	64.8
Hispanic or Latino	ELA	228.3	99.6	118.8
	Math	186.7	43.4	69.5
Multiracial	ELA	235.2	144.6	156.4
	Math	211.1	63.5	86.2
White	ELA	231.8	170.2	177.6
	Math	199.7	74.7	95.6
Students with Disabilities	ELA	170.6	75.4	98.7
	Math	131.7	29.3	57.8
Economically Disadvantaged	ELA	216.7	103.2	121.8
	Math	152.8	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	465	96.6%	87.5%	88.8%
	5-Year	468	97%	89.4%	90.5%
	6-Year	479	98.1%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	64	100%	93.4%	93.6%
	5-Year	49	100%	94.2%	94.5%
	6-Year	55	98.2%	93.7%	94.3%
Black or African American	4-Year	16	–	–	–
	5-Year	20	100%	84.9%	86.7%
	6-Year	13	–	–	–
Hispanic or Latino	4-Year	31	90.3%	81.6%	83.8%
	5-Year	34	97.1%	84.4%	86.3%
	6-Year	31	100%	83.3%	85.6%
Multiracial	4-Year	21	95.2%	86.6%	88%
	5-Year	25	88%	89.6%	90.6%
	6-Year	27	96.3%	89.2%	90.5%
White	4-Year	333	96.4%	91.7%	92.3%
	5-Year	340	97.1%	92.9%	93.4%
	6-Year	353	98.3%	93.1%	93.7%
English Language Learner	4-Year	5	–	–	–
	5-Year	3	–	–	–
	6-Year	1	–	–	–
Students with Disabilities	4-Year	63	77.8%	70.4%	74.5%
	5-Year	66	84.8%	73%	76.8%
	6-Year	61	86.9%	73.1%	77.1%
Economically Disadvantaged	4-Year	18	–	–	–
	5-Year	7	–	–	–
	6-Year	18	–	–	–

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	51	49%	53%	1.08	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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index
All Students	ELA	2,296	192.4
	Math	2,319	201.3
	Science	727	192.2
	Combined	5,342	196.2
American Indian or Alaska Native	ELA	2	–
	Math	2	–
	Science	1	–
	Combined	5	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	382	204.5
	Math	379	219.4
	Science	132	201.9
	Combined	893	210.4
Black or African American	ELA	65	146.2
	Math	64	147.7
	Science	20	165
	Combined	149	149.3
Hispanic or Latino	ELA	114	165.8
	Math	114	175
	Science	34	175
	Combined	262	171
Multiracial	ELA	194	208
	Math	195	207.4
	Science	61	200
	Combined	450	206.7
White	ELA	1,539	191.4
	Math	1,565	200.2
	Science	479	190.8
	Combined	3,583	195.2

Subgroup	Subject	Cohort	Index
English Language Learner	ELA	28	64.3
	Math	29	106.9
	Science	8	87.5
	Combined	65	86.2
Students with Disabilities	ELA	297	131.6
	Math	300	149
	Science	78	162.8
	Combined	675	143
Economically Disadvantaged	ELA	65	132.3
	Math	63	139.7
	Science	24	162.5
	Combined	152	140.1

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	2,440	181.1
	Math	2,438	191.4
	Science	773	180.7
	Combined	5,651	185.5
American Indian or Alaska Native	ELA	2	–
	Math	2	–
	Science	1	–
	Combined	5	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	382	204.5
	Math	379	219.4
	Science	132	201.9
	Combined	893	210.4
Black or African American	ELA	75	126.7
	Math	75	126
	Science	24	137.5
	Combined	174	127.9
Hispanic or Latino	ELA	135	140
	Math	135	147.8
	Science	41	145.1
	Combined	311	144.1
Multiracial	ELA	194	208
	Math	195	207.4
	Science	61	200
	Combined	450	206.7
White	ELA	1,660	177.5
	Math	1,658	189
	Science	518	176.4
	Combined	3,836	182.3
English Language Learner	ELA	31	58.1
	Math	31	100
	Science	8	87.5
	Combined	70	80

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	386	101.3
	Math	386	115.8
	Science	109	116.5
	Combined	881	109.5
Economically Disadvantaged	ELA	83	103.6
	Math	83	106
	Science	28	139.3
	Combined	194	109.8

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	3,503	178,862	51.1
American Indian or Alaska Native	2	–	–
Asian or Native Hawaiian/Other Pacific Islander	602	34,132	56.7
Black or African American	93	4,397	47.3
Hispanic or Latino	167	8,016	48
Multiracial	280	14,224	50.8
White	2,359	118,030	50
English Language Learner	35	1,572	44.9
Students with Disabilities	413	20,556	49.8
Economically Disadvantaged	85	3,652	43

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	44	50%	57%	1.14
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	21	54%	70%	1.30
Hispanic or Latino	5	–	–	–
Multiracial	2	–	–	–
White	15	–	–	–
English Language Learner	44	50%	57%	1.14
Students with Disabilities	10	–	–	–
Economically Disadvantaged	9	–	–	–

ELEMENTARY/MIDDLE 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
All Students	3,410	81	210	957	2,162	220.8
American Indian or Alaska Native	3	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	493	19	26	102	346	222.1
Black or African American	106	9	8	39	50	199.1
Hispanic or Latino	189	9	21	55	104	206.9
Multiracial	271	4	16	72	179	224.2
White	2,348	40	139	688	1,481	222.2
English Language Learner	63	3	3	18	39	216.7
Students with Disabilities	530	17	44	158	311	214.6
Economically Disadvantaged	119	12	20	44	43	181.1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	2,601	89.4%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✓	399	96.7%
Black or African American	✗	83	83.1%
Hispanic or Latino	✗	149	79.9%
Multiracial	✓	207	94.7%
White	✗	1,761	88.1%
English Language Learner	–	39	–
Students with Disabilities	✗	375	71.5%
Economically Disadvantaged	✗	90	75.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	2,600	90.4%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✓	400	96.3%
Black or African American	✗	83	81.9%
Hispanic or Latino	✗	149	81.2%
Multiracial	✓	207	95.2%
White	✗	1,759	89.7%
English Language Learner	✗	40	90%
Students with Disabilities	✗	375	72.3%
Economically Disadvantaged	✗	90	73.3%

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
All Students	ELA	453	231.3	221.7
	Math	450	202.6	
	Science	451	232.8	
	Social Studies	450	224.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	60	238.3	232.4
	Math	60	222.5	
	Science	59	239.8	
	Social Studies	60	230.8	
Black or African American	ELA	20	202.5	190.7
	Math	20	170	
	Science	19	197.4	
	Social Studies	20	197.5	
Hispanic or Latino	ELA	30	228.3	216.1
	Math	29	193.1	
	Science	30	226.7	
	Social Studies	30	221.7	
Multiracial	ELA	27	235.2	233.4
	Math	25	228	
	Science	27	237	
	Social Studies	27	235.2	
White	ELA	316	231.8	221.2
	Math	316	199.7	
	Science	316	233.9	
	Social Studies	313	224.6	
Students with Disabilities	ELA	63	170.6	167
	Math	62	133.9	
	Science	63	206.3	
	Social Studies	60	171.7	

Subgroup	Subject	Cohort	Index	Combined Index
Economically Disadvantaged	ELA	18	216.7	198.3
	Math	16	171.9	
	Science	18	205.6	
	Social Studies	18	202.8	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	453	231.3	220.8
	Math	453	201.2	
	Science	453	231.8	
	Social Studies	453	223.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	60	238.3	231.6
	Math	60	222.5	
	Science	60	235.8	
	Social Studies	60	230.8	
Black or African American	ELA	20	202.5	188.8
	Math	20	170	
	Science	20	187.5	
	Social Studies	20	197.5	
Hispanic or Latino	ELA	30	228.3	214.2
	Math	30	186.7	
	Science	30	226.7	
	Social Studies	30	221.7	
Multiracial	ELA	27	235.2	228.3
	Math	27	211.1	
	Science	27	237	
	Social Studies	27	235.2	
White	ELA	316	231.8	220.7
	Math	316	199.7	
	Science	316	233.9	
	Social Studies	316	222.5	
Students with Disabilities	ELA	63	170.6	164.7
	Math	63	131.7	
	Science	63	206.3	
	Social Studies	63	163.5	
Economically Disadvantaged	ELA	18	216.7	192.5
	Math	18	152.8	
	Science	18	205.6	
	Social Studies	18	202.8	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	465	449	96.6%	97.2%
	5-year	468	454	97%	
	6-year	479	470	98.1%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	64	64	100%	99.4%
	5-year	49	49	100%	
	6-year	55	54	98.2%	
Black or African American	4-year	16	–	–	100%
	5-year	20	20	100%	
	6-year	13	–	–	
Hispanic or Latino	4-year	31	28	90.3%	95.8%
	5-year	34	33	97.1%	
	6-year	31	31	100%	
Multiracial	4-year	21	20	95.2%	93.2%
	5-year	25	22	88%	
	6-year	27	26	96.3%	
White	4-year	333	321	96.4%	97.3%
	5-year	340	330	97.1%	
	6-year	353	347	98.3%	
English Language Learner	4-year	5	–	–	–
	5-year	3	–	–	
	6-year	1	–	–	
Students with Disabilities	4-year	63	49	77.8%	83.2%
	5-year	66	56	84.8%	
	6-year	61	53	86.9%	
Economically Disadvantaged	4-year	18	–	–	–
	5-year	7	–	–	
	6-year	18	–	–	

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	7	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	4	–	–	–
White	2	–	–	–
English Language Learner	7	–	–	–
Students with Disabilities	1	–	–	–
Economically Disadvantaged	4	–	–	–

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
All Students	1,814	117	141	505	1,051	208.3
American Indian or Alaska Native	1	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	256	13	18	66	159	213.9
Black or African American	65	7	4	17	37	200.8
Hispanic or Latino	130	7	11	43	69	207.3
Multiracial	126	8	7	32	79	213.1
White	1,236	82	101	347	706	207.1
English Language Learner	14	–	–	–	–	–
Students with Disabilities	290	29	18	73	170	203.1
Economically Disadvantaged	73	9	3	29	32	193.2

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
All Students	461	0	434	3	13	1	11	192.2
Asian or Native Hawaiian/Other Pacific Islander	60	0	59	0	1	0	0	198.3
Black or African American	21	0	19	1	1	0	0	192.9
Hispanic or Latino	31	0	26	0	4	0	1	180.6
Multiracial	26	0	25	0	0	0	1	192.3
White	323	0	305	2	7	1	9	192.1
English Language Learner	1	0	–	–	–	–	–	–
Students with Disabilities	64	0	48	2	8	1	6	168
Economically Disadvantaged	17	0	–	–	–	–	–	–

SECONDARY ELA PARTICIPATION RATE

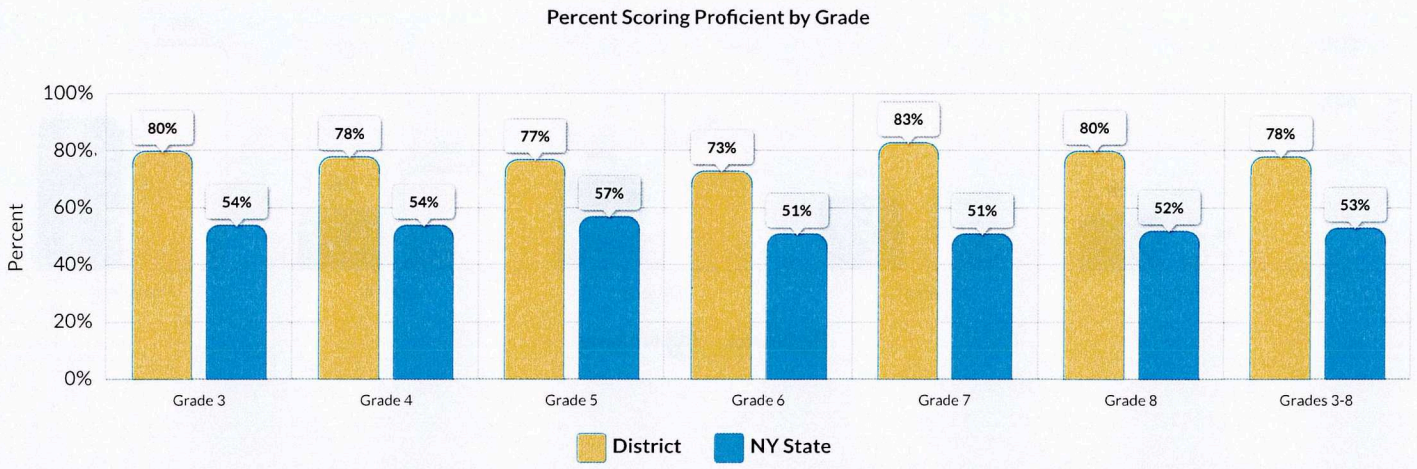
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	464	99.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	61	98.4%
Black or African American	–	20	–
Hispanic or Latino	–	35	–
Multiracial	–	27	–
White	✓	321	99.7%
English Language Learner	–	1	–
Students with Disabilities	✓	53	98.1%
Economically Disadvantaged	–	18	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	464	98.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	61	98.4%
Black or African American	–	20	–
Hispanic or Latino	–	35	–
Multiracial	–	27	–
White	✓	321	99.7%
English Language Learner	–	1	–
Students with Disabilities	✓	53	96.2%
Economically Disadvantaged	–	18	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

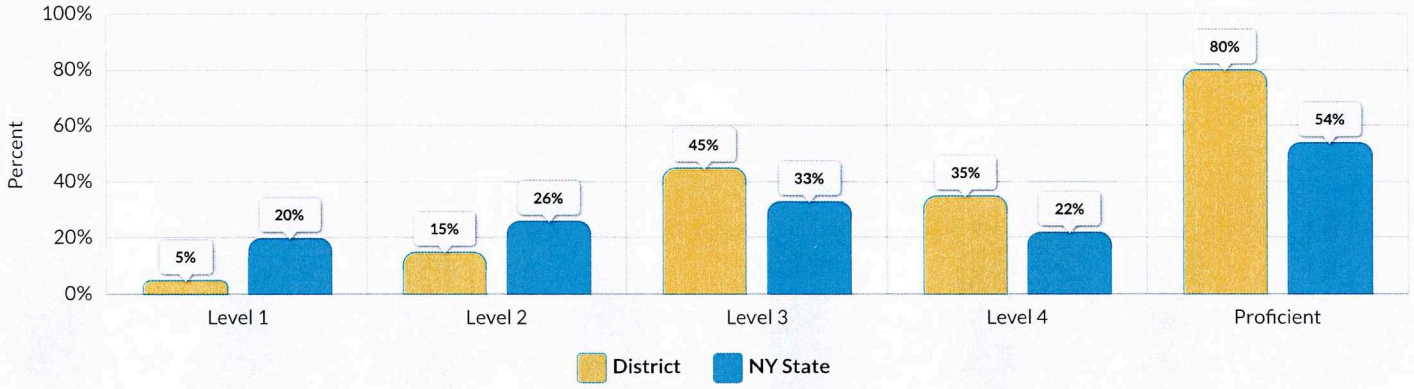
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	454	21	5%	433	95%	21	5%	66	15%	193	45%	153	35%	346	80%
Grade 4	429	20	5%	409	95%	23	6%	69	17%	154	38%	163	40%	317	78%
Grade 5	392	41	10%	351	90%	17	5%	62	18%	164	47%	108	31%	272	77%
Grade 6	471	52	11%	419	89%	37	9%	75	18%	175	42%	132	32%	307	73%
Grade 7	406	90	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%
Grade 8	460	74	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%
Grades 3-8	2,612	298	11%	2,314	89%	119	5%	382	17%	940	41%	873	38%	1,813	78%

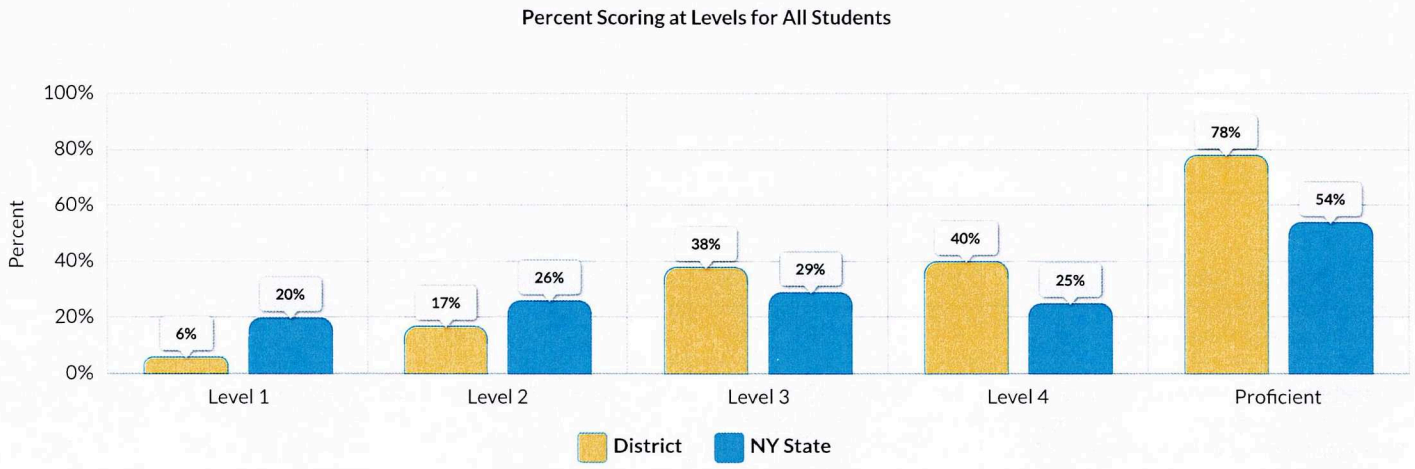
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



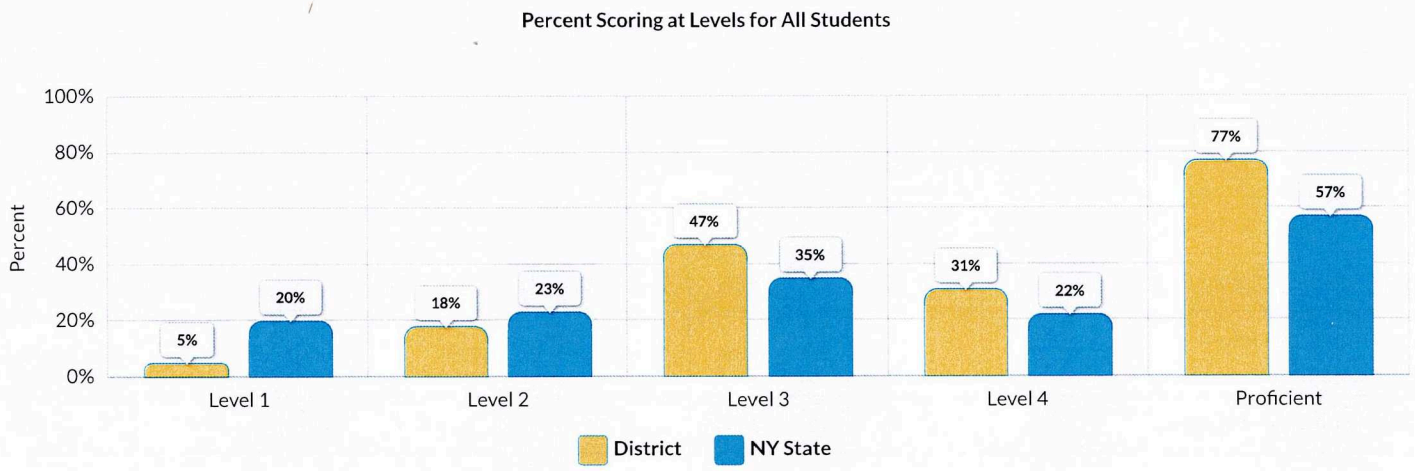
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	454	21	5%	433	95%	21	5%	66	15%	193	45%	153	35%	346	80%
Female	217	10	5%	207	95%	–	–	–	–	–	–	–	–	–	–
Male	236	11	5%	225	95%	12	5%	36	16%	108	48%	69	31%	177	79%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	218	10	5%	208	95%	9	4%	30	14%	85	41%	84	40%	169	81%
General Education Students	392	8	2%	384	98%	10	3%	51	13%	178	46%	145	38%	323	84%
Students with Disabilities	62	13	21%	49	79%	11	22%	15	31%	15	31%	8	16%	23	47%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	2	4%	10	19%	24	45%	17	32%	41	77%
Black or African American	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	24	4	17%	20	83%	2	10%	4	20%	11	55%	3	15%	14	70%
White	315	11	3%	304	97%	15	5%	43	14%	132	43%	114	38%	246	81%
Multiracial	49	3	6%	46	94%	1	2%	6	13%	22	48%	17	37%	39	85%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	3	30%	4	40%	2	20%	6	60%
Economically Disadvantaged	17	3	18%	14	82%	5	36%	3	21%	4	29%	2	14%	6	43%
Not Economically Disadvantaged	437	18	4%	419	96%	16	4%	63	15%	189	45%	151	36%	340	81%
English Language Learner	10	2	20%	8	80%	3	38%	4	50%	1	13%	0	0%	1	13%
Non-English Language Learner	444	19	4%	425	96%	18	4%	62	15%	192	45%	153	36%	345	81%
Not in Foster Care	454	21	5%	433	95%	21	5%	66	15%	193	45%	153	35%	346	80%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	451	21	5%	430	95%	–	–	–	–	–	–	–	–	–	–
Not Migrant	454	21	5%	433	95%	21	5%	66	15%	193	45%	153	35%	346	80%
Parent Not in Armed Forces	454	21	5%	433	95%	21	5%	66	15%	193	45%	153	35%	346	80%

GRADE 4 ELA RESULTS



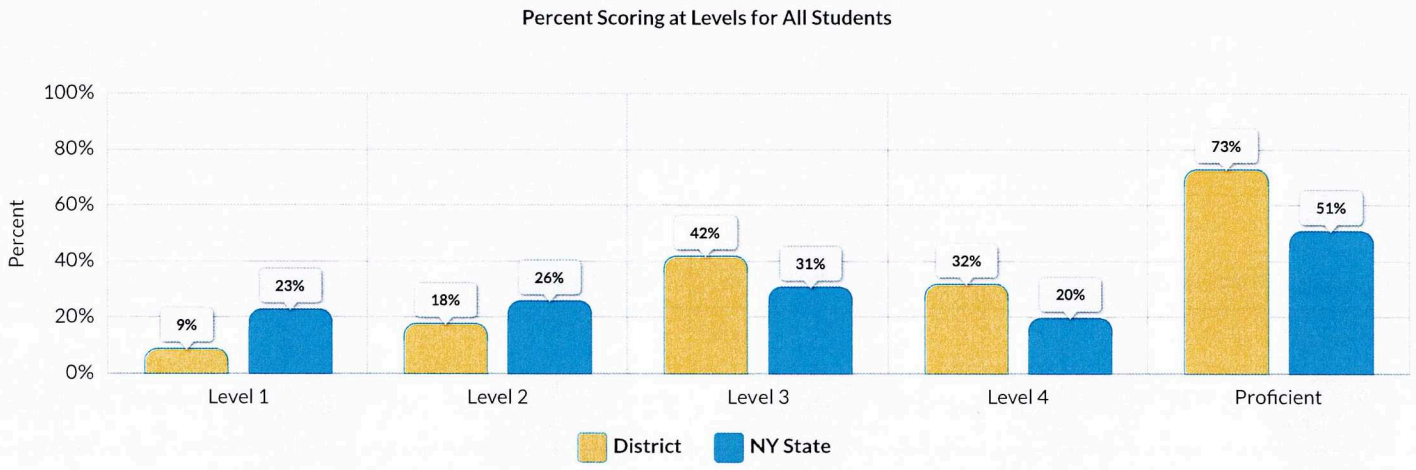
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	429	20	5%	409	95%	23	6%	69	17%	154	38%	163	40%	317	78%
Female	221	13	6%	208	94%	9	4%	38	18%	77	37%	84	40%	161	77%
Male	208	7	3%	201	97%	14	7%	31	15%	77	38%	79	39%	156	78%
General Education Students	369	9	2%	360	98%	9	3%	54	15%	142	39%	155	43%	297	83%
Students with Disabilities	60	11	18%	49	82%	14	29%	15	31%	12	24%	8	16%	20	41%
Asian or Native Hawaiian/Other Pacific Islander	61	1	2%	60	98%	4	7%	8	13%	17	28%	31	52%	48	80%
Black or African American	12	0	0%	12	100%	1	8%	4	33%	4	33%	3	25%	7	58%
Hispanic or Latino	20	0	0%	20	100%	4	20%	7	35%	4	20%	5	25%	9	45%
White	301	18	6%	283	94%	14	5%	49	17%	114	40%	106	37%	220	78%
Multiracial	35	1	3%	34	97%	0	0%	1	3%	15	44%	18	53%	33	97%
Economically Disadvantaged	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	422	19	5%	403	95%	21	5%	66	16%	153	38%	163	40%	316	78%
English Language Learner	8	0	0%	8	100%	6	75%	2	25%	0	0%	0	0%	0	0%
Non-English Language Learner	421	20	5%	401	95%	17	4%	67	17%	154	38%	163	41%	317	79%
Not in Foster Care	429	20	5%	409	95%	23	6%	69	17%	154	38%	163	40%	317	78%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	427	20	5%	407	95%	–	–	–	–	–	–	–	–	–	–
Not Migrant	429	20	5%	409	95%	23	6%	69	17%	154	38%	163	40%	317	78%
Parent Not in Armed Forces	429	20	5%	409	95%	23	6%	69	17%	154	38%	163	40%	317	78%

GRADE 5 ELA RESULTS



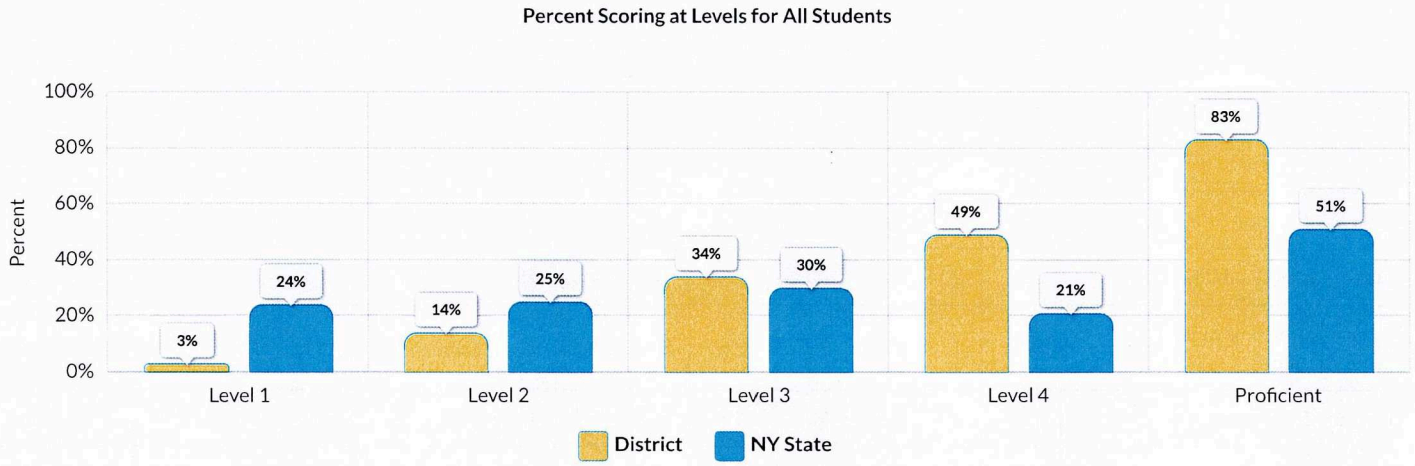
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	392	41	10%	351	90%	17	5%	62	18%	164	47%	108	31%	272	77%
Female	186	20	11%	166	89%	7	4%	22	13%	77	46%	60	36%	137	83%
Male	206	21	10%	185	90%	10	5%	40	22%	87	47%	48	26%	135	73%
General Education Students	336	20	6%	316	94%	5	2%	52	16%	153	48%	106	34%	259	82%
Students with Disabilities	56	21	38%	35	63%	12	34%	10	29%	11	31%	2	6%	13	37%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	66	6	9%	60	91%	2	3%	9	15%	19	32%	30	50%	49	82%
Black or African American	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	4	16%	21	84%	2	10%	6	29%	8	38%	5	24%	13	62%
White	253	28	11%	225	89%	8	4%	46	20%	116	52%	55	24%	171	76%
Multiracial	36	1	3%	35	97%	2	6%	1	3%	15	43%	17	49%	32	91%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	3	30%	0	0%	6	60%	1	10%	7	70%
Economically Disadvantaged	15	2	13%	13	87%	2	15%	3	23%	4	31%	4	31%	8	62%
Not Economically Disadvantaged	377	39	10%	338	90%	15	4%	59	17%	160	47%	104	31%	264	78%
English Language Learner	10	3	30%	7	70%	3	43%	2	29%	2	29%	0	0%	2	29%
Non-English Language Learner	382	38	10%	344	90%	14	4%	60	17%	162	47%	108	31%	270	78%
Not in Foster Care	392	41	10%	351	90%	17	5%	62	18%	164	47%	108	31%	272	77%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	391	41	10%	350	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	392	41	10%	351	90%	17	5%	62	18%	164	47%	108	31%	272	77%
Parent Not in Armed Forces	392	41	10%	351	90%	17	5%	62	18%	164	47%	108	31%	272	77%

GRADE 6 ELA RESULTS



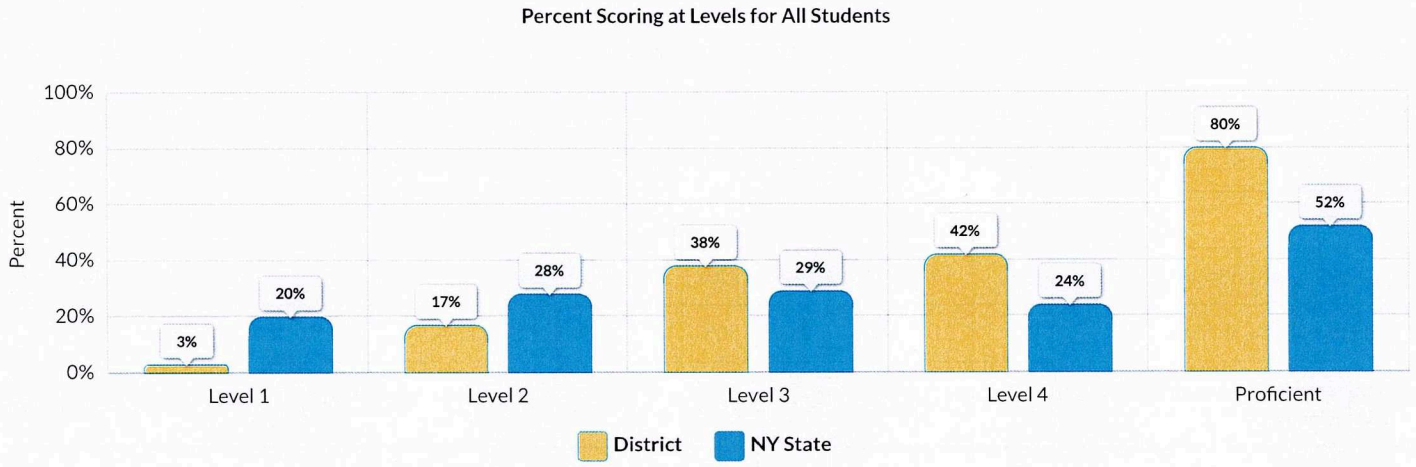
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	471	52	11%	419	89%	37	9%	75	18%	175	42%	132	32%	307	73%
Female	212	21	10%	191	90%	15	8%	31	16%	74	39%	71	37%	145	76%
Male	259	31	12%	228	88%	22	10%	44	19%	101	44%	61	27%	162	71%
General Education Students	408	32	8%	376	92%	19	5%	60	16%	168	45%	129	34%	297	79%
Students with Disabilities	63	20	32%	43	68%	18	42%	15	35%	7	16%	3	7%	10	23%
Asian or Native Hawaiian/Other Pacific Islander	83	1	1%	82	99%	3	4%	10	12%	37	45%	32	39%	69	84%
Black or African American	12	2	17%	10	83%	5	50%	1	10%	3	30%	1	10%	4	40%
Hispanic or Latino	29	6	21%	23	79%	4	17%	4	17%	9	39%	6	26%	15	65%
White	317	41	13%	276	87%	22	8%	56	20%	115	42%	83	30%	198	72%
Multiracial	30	2	7%	28	93%	3	11%	4	14%	11	39%	10	36%	21	75%
Economically Disadvantaged	20	6	30%	14	70%	2	14%	5	36%	6	43%	1	7%	7	50%
Not Economically Disadvantaged	451	46	10%	405	90%	35	9%	70	17%	169	42%	131	32%	300	74%
English Language Learner	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Non-English Language Learner	465	52	11%	413	89%	36	9%	72	17%	173	42%	132	32%	305	74%
Not in Foster Care	471	52	11%	419	89%	37	9%	75	18%	175	42%	132	32%	307	73%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	469	51	11%	418	89%	–	–	–	–	–	–	–	–	–	–
Not Migrant	471	52	11%	419	89%	37	9%	75	18%	175	42%	132	32%	307	73%
Parent Not in Armed Forces	471	52	11%	419	89%	37	9%	75	18%	175	42%	132	32%	307	73%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	406	90	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%
Female	204	54	26%	150	74%	3	2%	18	12%	43	29%	86	57%	129	86%
Male	201	35	17%	166	83%	6	4%	27	16%	63	38%	70	42%	133	80%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	344	59	17%	285	83%	3	1%	34	12%	97	34%	151	53%	248	87%
Students with Disabilities	62	31	50%	31	50%	6	19%	11	35%	9	29%	5	16%	14	45%
Asian or Native Hawaiian/Other Pacific Islander	62	6	10%	56	90%	1	2%	5	9%	17	30%	33	59%	50	89%
Black or African American	20	5	25%	15	75%	3	20%	7	47%	2	13%	3	20%	5	33%
Hispanic or Latino	30	11	37%	19	63%	1	5%	2	11%	8	42%	8	42%	16	84%
White	265	66	25%	199	75%	4	2%	28	14%	72	36%	95	48%	167	84%
Multiracial	29	2	7%	27	93%	0	0%	3	11%	7	26%	17	63%	24	89%
Economically Disadvantaged	17	7	41%	10	59%	3	30%	1	10%	5	50%	1	10%	6	60%
Not Economically Disadvantaged	389	83	21%	306	79%	6	2%	44	14%	101	33%	155	51%	256	84%
English Language Learner	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	401	86	21%	315	79%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	406	90	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	405	89	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%
Not Migrant	406	90	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%
Parent Not in Armed Forces	406	90	22%	316	78%	9	3%	45	14%	106	34%	156	49%	262	83%

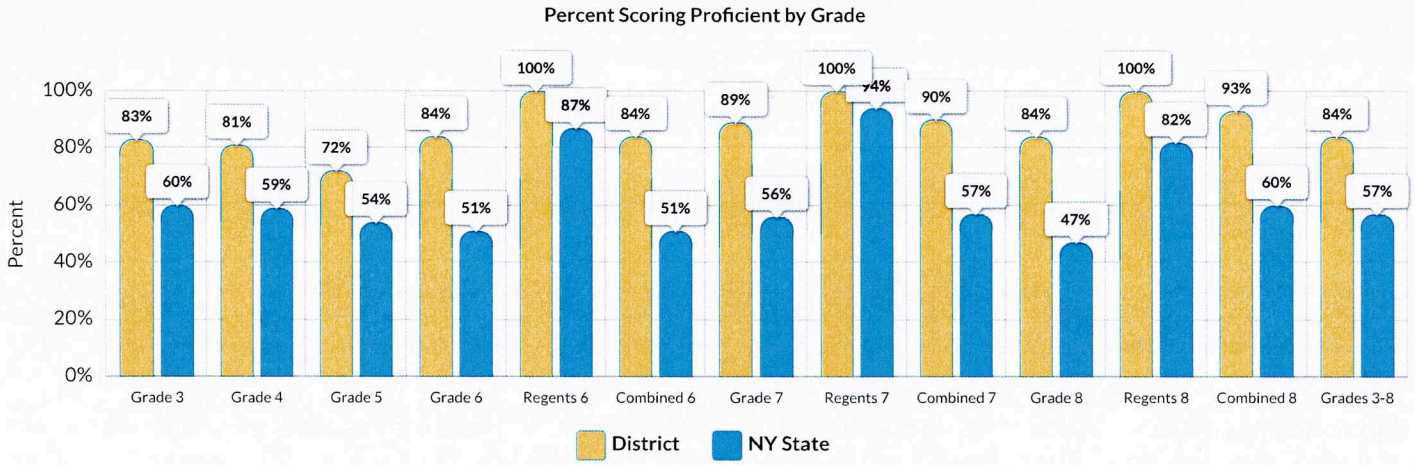
GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	74	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%
Female	202	42	21%	160	79%	–	–	–	–	–	–	–	–	–	–
Male	257	32	12%	225	88%	9	4%	42	19%	93	41%	81	36%	174	77%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	203	42	21%	161	79%	3	2%	23	14%	55	34%	80	50%	135	84%
General Education Students	384	49	13%	335	87%	7	2%	41	12%	133	40%	154	46%	287	86%
Students with Disabilities	76	25	33%	51	67%	5	10%	24	47%	15	29%	7	14%	22	43%
Asian or Native Hawaiian/Other Pacific Islander	75	3	4%	72	96%	1	1%	6	8%	24	33%	41	57%	65	90%
Black or African American	18	5	28%	13	72%	0	0%	5	38%	6	46%	2	15%	8	62%
Hispanic or Latino	22	7	32%	15	68%	2	13%	5	33%	5	33%	3	20%	8	53%
White	315	54	17%	261	83%	8	3%	47	18%	103	39%	103	39%	206	79%
Multiracial	30	5	17%	25	83%	1	4%	2	8%	10	40%	12	48%	22	88%
Economically Disadvantaged	15	4	27%	11	73%	2	18%	3	27%	6	55%	0	0%	6	55%
Not Economically Disadvantaged	445	70	16%	375	84%	10	3%	62	17%	142	38%	161	43%	303	81%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	459	74	16%	385	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	460	74	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	459	73	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%
Not Migrant	460	74	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%
Parent Not in Armed Forces	460	74	16%	386	84%	12	3%	65	17%	148	38%	161	42%	309	80%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

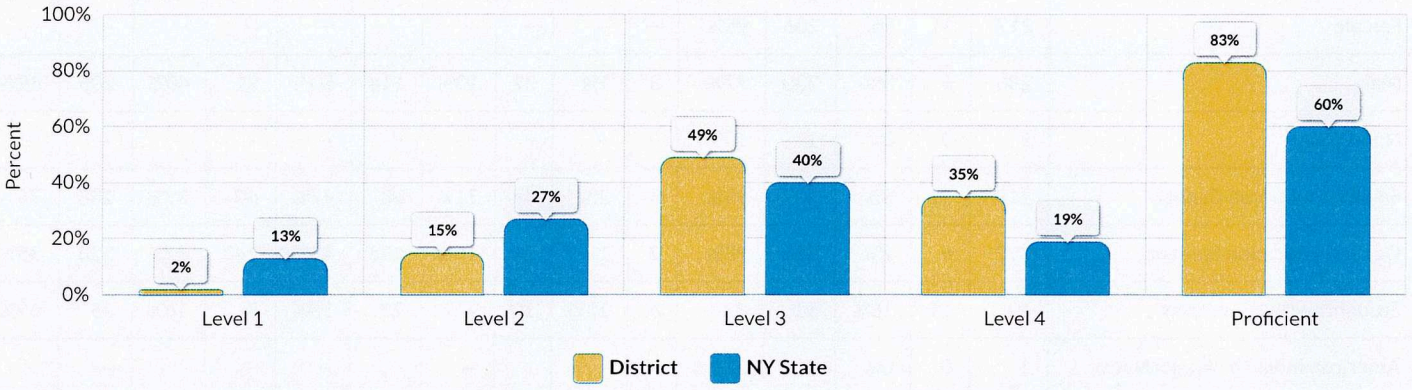
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	454	17	4%	437	96%	8	2%	66	15%	212	49%	151	35%	363	83%
Grade 4	429	22	5%	407	95%	16	4%	61	15%	210	52%	120	29%	330	81%
Grade 5	392	43	11%	349	89%	33	9%	64	18%	156	45%	96	28%	252	72%
Grade 6	471	58	12%	413	88%	14	3%	54	13%	205	50%	140	34%	345	84%
Regents 6	–	–	–	9	2%	0	0%	0	0%	0	0%	9	100%	9	100%
Combined 6	471	49	10%	422	90%	14	3%	54	13%	205	49%	149	35%	354	84%
Grade 7	406	93	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%
Regents 7	–	–	–	16	4%	0	0%	0	0%	0	0%	16	100%	16	100%
Combined 7	406	77	19%	329	81%	10	3%	24	7%	86	26%	209	64%	295	90%
Grade 8	460	293	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%
Regents 8	–	–	–	229	50%	0	0%	0	0%	1	0%	228	100%	229	100%
Combined 8	460	64	14%	396	86%	13	3%	14	4%	104	26%	265	67%	369	93%
Grades 3-8	2,612	272	10%	2,340	90%	94	4%	283	12%	973	42%	990	42%	1,963	84%

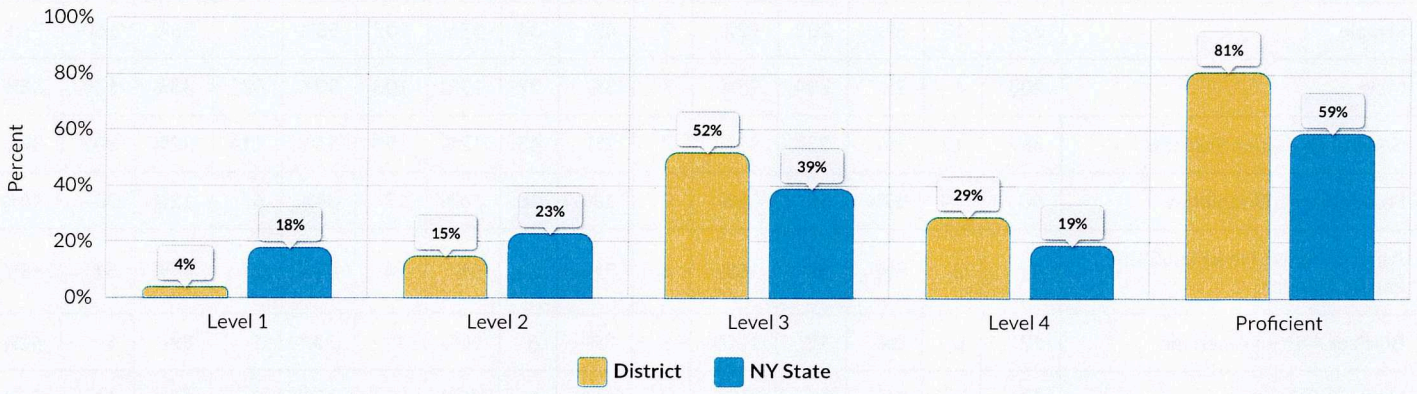
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

GRADE 3 MATH RESULTS



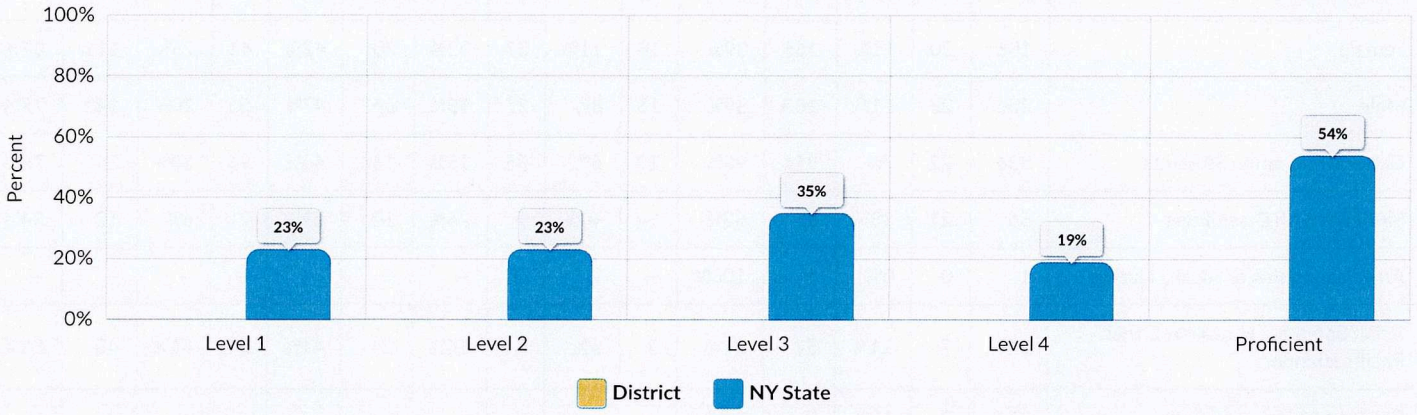
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	454	17	4%	437	96%	8	2%	66	15%	212	49%	151	35%	363	83%
Female	217	11	5%	206	95%	–	–	–	–	–	–	–	–	–	–
Male	236	6	3%	230	97%	3	1%	22	10%	114	50%	91	40%	205	89%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	218	11	5%	207	95%	5	2%	44	21%	98	47%	60	29%	158	76%
General Education Students	392	6	2%	386	98%	2	1%	56	15%	185	48%	143	37%	328	85%
Students with Disabilities	62	11	18%	51	82%	6	12%	10	20%	27	53%	8	16%	35	69%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	54	0	0%	54	100%	1	2%	3	6%	25	46%	25	46%	50	93%
Black or African American	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	24	3	13%	21	88%	0	0%	9	43%	10	48%	2	10%	12	57%
White	315	10	3%	305	97%	5	2%	45	15%	150	49%	105	34%	255	84%
Multiracial	49	2	4%	47	96%	1	2%	6	13%	23	49%	17	36%	40	85%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	3	30%	4	40%	2	20%	6	60%
Economically Disadvantaged	17	3	18%	14	82%	2	14%	6	43%	2	14%	4	29%	6	43%
Not Economically Disadvantaged	437	14	3%	423	97%	6	1%	60	14%	210	50%	147	35%	357	84%
English Language Learner	10	0	0%	10	100%	0	0%	5	50%	5	50%	0	0%	5	50%
Non-English Language Learner	444	17	4%	427	96%	8	2%	61	14%	207	48%	151	35%	358	84%
Not in Foster Care	454	17	4%	437	96%	8	2%	66	15%	212	49%	151	35%	363	83%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	451	17	4%	434	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	454	17	4%	437	96%	8	2%	66	15%	212	49%	151	35%	363	83%
Parent Not in Armed Forces	454	17	4%	437	96%	8	2%	66	15%	212	49%	151	35%	363	83%

GRADE 4 MATH RESULTS



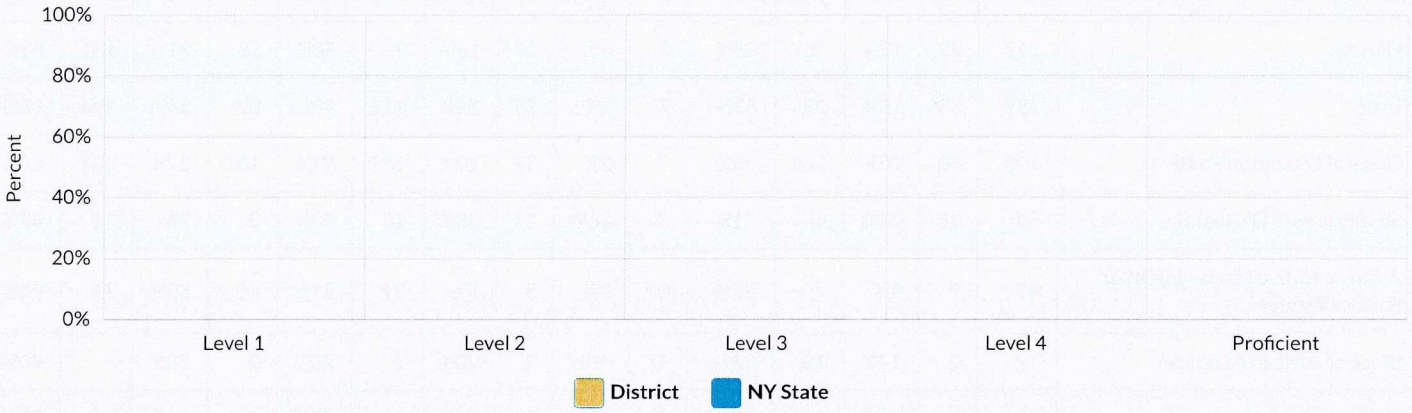
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	429	22	5%	407	95%	16	4%	61	15%	210	52%	120	29%	330	81%
Female	221	18	8%	203	92%	9	4%	34	17%	107	53%	53	26%	160	79%
Male	208	4	2%	204	98%	7	3%	27	13%	103	50%	67	33%	170	83%
General Education Students	369	12	3%	357	97%	7	2%	43	12%	193	54%	114	32%	307	86%
Students with Disabilities	60	10	17%	50	83%	9	18%	18	36%	17	34%	6	12%	23	46%
Asian or Native Hawaiian/Other Pacific Islander	61	3	5%	58	95%	4	7%	3	5%	24	41%	27	47%	51	88%
Black or African American	12	0	0%	12	100%	1	8%	6	50%	4	33%	1	8%	5	42%
Hispanic or Latino	20	0	0%	20	100%	3	15%	6	30%	9	45%	2	10%	11	55%
White	301	18	6%	283	94%	8	3%	43	15%	155	55%	77	27%	232	82%
Multiracial	35	1	3%	34	97%	0	0%	3	9%	18	53%	13	38%	31	91%
Economically Disadvantaged	7	0	0%	7	100%	4	57%	2	29%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	422	22	5%	400	95%	12	3%	59	15%	209	52%	120	30%	329	82%
English Language Learner	8	0	0%	8	100%	4	50%	2	25%	2	25%	0	0%	2	25%
Non-English Language Learner	421	22	5%	399	95%	12	3%	59	15%	208	52%	120	30%	328	82%
Not in Foster Care	429	22	5%	407	95%	16	4%	61	15%	210	52%	120	29%	330	81%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	427	22	5%	405	95%	–	–	–	–	–	–	–	–	–	–
Not Migrant	429	22	5%	407	95%	16	4%	61	15%	210	52%	120	29%	330	81%
Parent Not in Armed Forces	429	22	5%	407	95%	16	4%	61	15%	210	52%	120	29%	330	81%

GRADE 5 MATH RESULTS



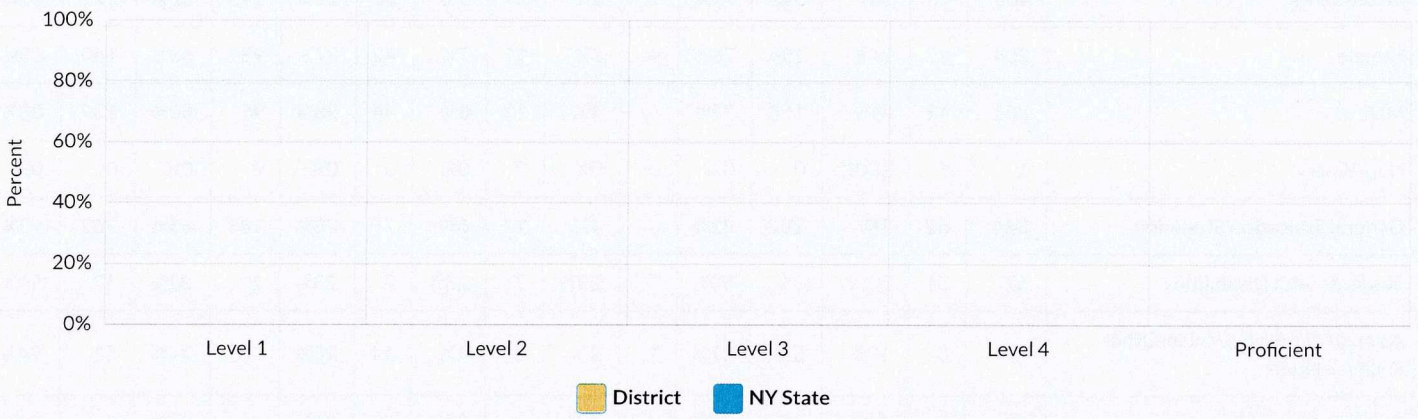
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	392	43	11%	349	89%	33	9%	64	18%	156	45%	96	28%	252	72%
Female	186	20	11%	166	89%	18	11%	37	22%	70	42%	41	25%	111	67%
Male	206	23	11%	183	89%	15	8%	27	15%	86	47%	55	30%	141	77%
General Education Students	336	22	7%	314	93%	19	6%	55	18%	146	46%	94	30%	240	76%
Students with Disabilities	56	21	38%	35	63%	14	40%	9	26%	10	29%	2	6%	12	34%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	66	7	11%	59	89%	3	5%	8	14%	24	41%	24	41%	48	81%
Black or African American	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	4	16%	21	84%	6	29%	4	19%	7	33%	4	19%	11	52%
White	253	29	11%	224	89%	19	8%	42	19%	104	46%	59	26%	163	73%
Multiracial	36	1	3%	35	97%	2	6%	7	20%	18	51%	8	23%	26	74%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	3	30%	3	30%	3	30%	1	10%	4	40%
Economically Disadvantaged	15	3	20%	12	80%	3	25%	3	25%	4	33%	2	17%	6	50%
Not Economically Disadvantaged	377	40	11%	337	89%	30	9%	61	18%	152	45%	94	28%	246	73%
English Language Learner	10	0	0%	10	100%	4	40%	2	20%	4	40%	0	0%	4	40%
Non-English Language Learner	382	43	11%	339	89%	29	9%	62	18%	152	45%	96	28%	248	73%
Not in Foster Care	392	43	11%	349	89%	33	9%	64	18%	156	45%	96	28%	252	72%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	391	43	11%	348	89%	–	–	–	–	–	–	–	–	–	–
Not Migrant	392	43	11%	349	89%	33	9%	64	18%	156	45%	96	28%	252	72%
Parent Not in Armed Forces	392	43	11%	349	89%	33	9%	64	18%	156	45%	96	28%	252	72%

GRADE 6 MATH RESULTS



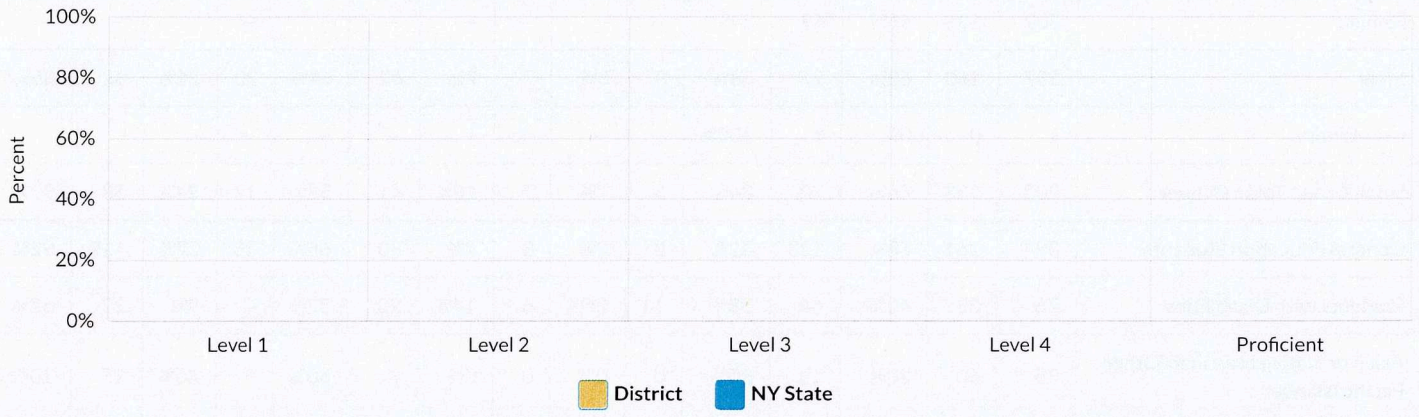
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	471	58	12%	413	88%	14	3%	54	13%	205	50%	140	34%	345	84%
Female	212	25	12%	187	88%	7	4%	29	16%	93	50%	58	31%	151	81%
Male	259	33	13%	226	87%	7	3%	25	11%	112	50%	82	36%	194	86%
General Education Students	408	40	10%	368	90%	7	2%	37	10%	187	51%	137	37%	324	88%
Students with Disabilities	63	18	29%	45	71%	7	16%	17	38%	18	40%	3	7%	21	47%
Asian or Native Hawaiian/Other Pacific Islander	83	7	8%	76	92%	0	0%	5	7%	31	41%	40	53%	71	93%
Black or African American	12	2	17%	10	83%	4	40%	2	20%	2	20%	2	20%	4	40%
Hispanic or Latino	29	6	21%	23	79%	2	9%	5	22%	9	39%	7	30%	16	70%
White	317	40	13%	277	87%	8	3%	41	15%	148	53%	80	29%	228	82%
Multiracial	30	3	10%	27	90%	0	0%	1	4%	15	56%	11	41%	26	96%
Economically Disadvantaged	20	7	35%	13	65%	1	8%	5	38%	7	54%	0	0%	7	54%
Not Economically Disadvantaged	451	51	11%	400	89%	13	3%	49	12%	198	50%	140	35%	338	85%
English Language Learner	6	0	0%	6	100%	0	0%	4	67%	2	33%	0	0%	2	33%
Non-English Language Learner	465	58	12%	407	88%	14	3%	50	12%	203	50%	140	34%	343	84%
Not in Foster Care	471	58	12%	413	88%	14	3%	54	13%	205	50%	140	34%	345	84%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	469	57	12%	412	88%	–	–	–	–	–	–	–	–	–	–
Not Migrant	471	58	12%	413	88%	14	3%	54	13%	205	50%	140	34%	345	84%
Parent Not in Armed Forces	471	58	12%	413	88%	14	3%	54	13%	205	50%	140	34%	345	84%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	406	93	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%
Female	204	49	24%	155	76%	4	3%	11	7%	42	27%	98	63%	140	90%
Male	201	43	21%	158	79%	6	4%	13	8%	44	28%	95	60%	139	88%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	344	62	18%	282	82%	3	1%	17	6%	79	28%	183	65%	262	93%
Students with Disabilities	62	31	50%	31	50%	7	23%	7	23%	7	23%	10	32%	17	55%
Asian or Native Hawaiian/Other Pacific Islander	62	8	13%	54	87%	1	2%	2	4%	11	20%	40	74%	51	94%
Black or African American	20	5	25%	15	75%	4	27%	3	20%	5	33%	3	20%	8	53%
Hispanic or Latino	30	11	37%	19	63%	1	5%	1	5%	8	42%	9	47%	17	89%
White	265	64	24%	201	76%	4	2%	16	8%	55	27%	126	63%	181	90%
Multiracial	29	5	17%	24	83%	0	0%	2	8%	7	29%	15	63%	22	92%
Economically Disadvantaged	17	8	47%	9	53%	3	33%	2	22%	1	11%	3	33%	4	44%
Not Economically Disadvantaged	389	85	22%	304	78%	7	2%	22	7%	85	28%	190	63%	275	90%
English Language Learner	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	401	89	22%	312	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	406	93	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	405	92	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%
Not Migrant	406	93	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%
Parent Not in Armed Forces	406	93	23%	313	77%	10	3%	24	8%	86	27%	193	62%	279	89%

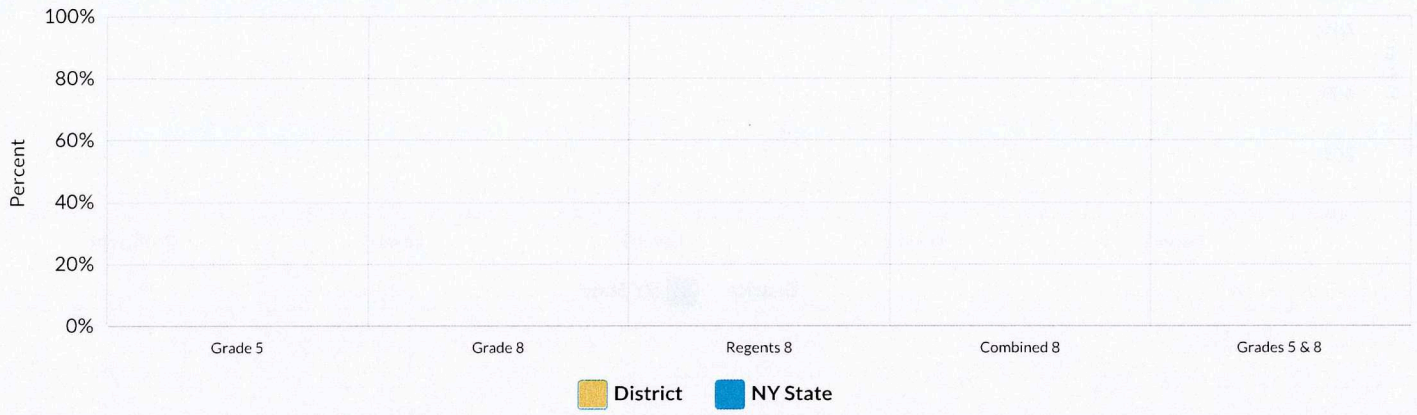
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	293	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%
Female	202	133	66%	69	34%	–	–	–	–	–	–	–	–	–	–
Male	257	160	62%	97	38%	8	8%	7	7%	62	64%	20	21%	82	85%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	203	133	66%	70	34%	5	7%	7	10%	41	59%	17	24%	58	83%
General Education Students	384	261	68%	123	32%	2	2%	8	7%	80	65%	33	27%	113	92%
Students with Disabilities	76	32	42%	44	58%	11	25%	6	14%	23	52%	4	9%	27	61%
Asian or Native Hawaiian/Other Pacific Islander	75	60	80%	15	20%	0	0%	0	0%	9	60%	6	40%	15	100%
Black or African American	18	9	50%	9	50%	1	11%	2	22%	3	33%	3	33%	6	67%
Hispanic or Latino	22	14	64%	8	36%	1	13%	2	25%	4	50%	1	13%	5	63%
White	315	188	60%	127	40%	8	6%	10	8%	84	66%	25	20%	109	86%
Multiracial	30	22	73%	8	27%	3	38%	0	0%	3	38%	2	25%	5	63%
Economically Disadvantaged	15	7	47%	8	53%	1	13%	1	13%	3	38%	3	38%	6	75%
Not Economically Disadvantaged	445	286	64%	159	36%	12	8%	13	8%	100	63%	34	21%	134	84%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	459	293	64%	166	36%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	460	293	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	459	292	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%
Not Migrant	460	293	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%
Parent Not in Armed Forces	460	293	64%	167	36%	13	8%	14	8%	103	62%	37	22%	140	84%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

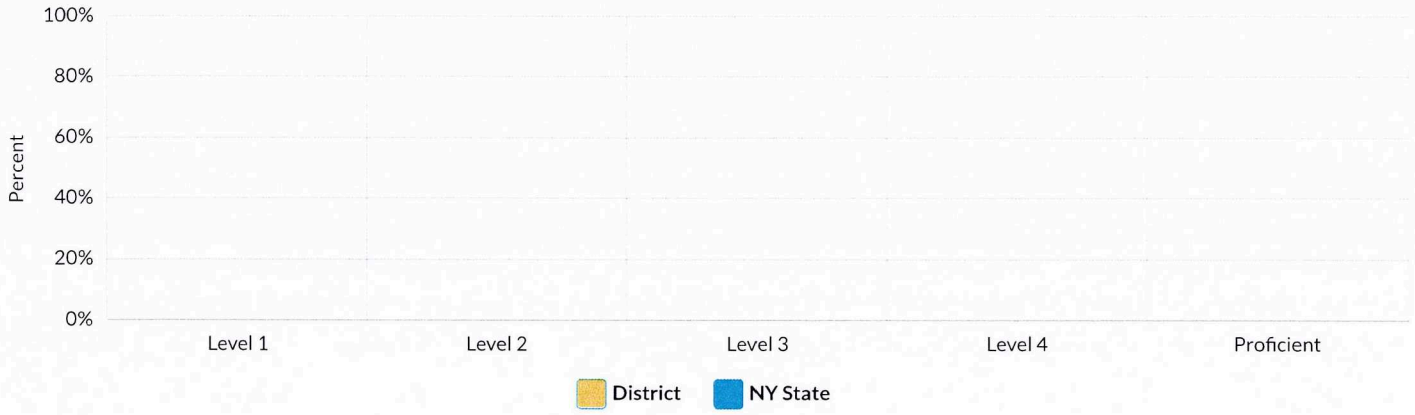
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	392	46	12%	346	88%	14	4%	95	27%	197	57%	40	12%	237	68%
Grade 8	460	297	65%	163	35%	1	1%	33	20%	97	60%	32	20%	129	79%
Regents 8	–	–	–	223	48%	0	0%	1	0%	15	7%	57	26%	222	100%
Combined 8	460	74	16%	386	84%	1	0%	34	9%	112	29%	89	23%	351	91%
Grades 5 & 8	852	120	14%	732	86%	15	2%	129	18%	309	42%	129	18%	588	80%

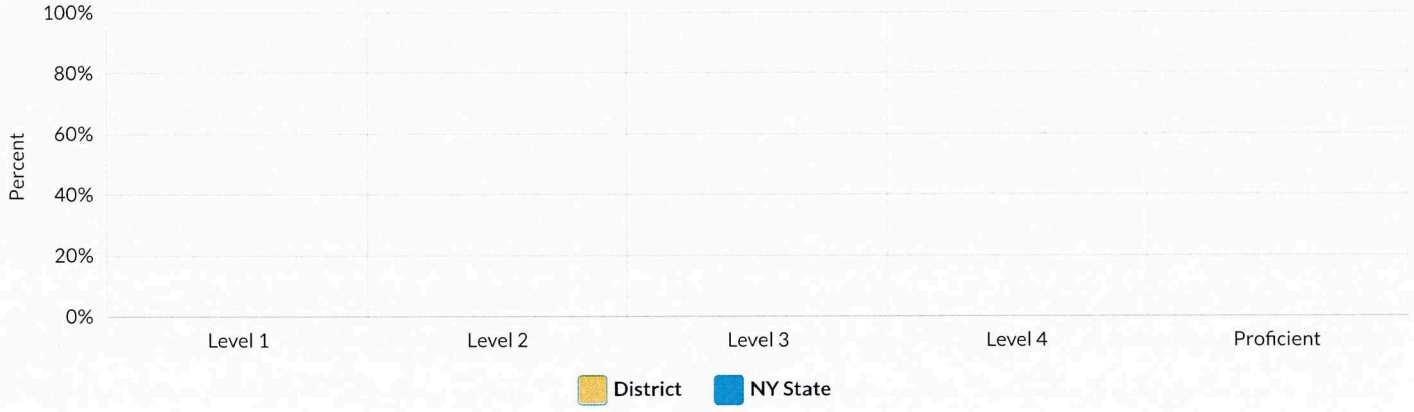
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	392	46	12%	346	88%	14	4%	95	27%	197	57%	40	12%	237	68%
Female	186	20	11%	166	89%	4	2%	51	31%	89	54%	22	13%	111	67%
Male	206	26	13%	180	87%	10	6%	44	24%	108	60%	18	10%	126	70%
General Education Students	336	19	6%	317	94%	9	3%	81	26%	188	59%	39	12%	227	72%
Students with Disabilities	56	27	48%	29	52%	5	17%	14	48%	9	31%	1	3%	10	34%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	66	6	9%	60	91%	2	3%	15	25%	33	55%	10	17%	43	72%
Black or African American	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	5	20%	20	80%	3	15%	6	30%	10	50%	1	5%	11	55%
White	253	32	13%	221	87%	6	3%	63	29%	129	58%	23	10%	152	69%
Multiracial	36	1	3%	35	97%	1	3%	8	23%	20	57%	6	17%	26	74%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	2	20%	3	30%	5	50%	0	0%	5	50%
Economically Disadvantaged	15	3	20%	12	80%	2	17%	4	33%	5	42%	1	8%	6	50%
Not Economically Disadvantaged	377	43	11%	334	89%	12	4%	91	27%	192	57%	39	12%	231	69%
English Language Learner	10	3	30%	7	70%	2	29%	4	57%	1	14%	0	0%	1	14%
Non-English Language Learner	382	43	11%	339	89%	12	4%	91	27%	196	58%	40	12%	236	70%
Not in Foster Care	392	46	12%	346	88%	14	4%	95	27%	197	57%	40	12%	237	68%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	391	46	12%	345	88%	–	–	–	–	–	–	–	–	–	–
Not Migrant	392	46	12%	346	88%	14	4%	95	27%	197	57%	40	12%	237	68%
Parent Not in Armed Forces	392	46	12%	346	88%	14	4%	95	27%	197	57%	40	12%	237	68%

GRADE 8 SCIENCE RESULTS

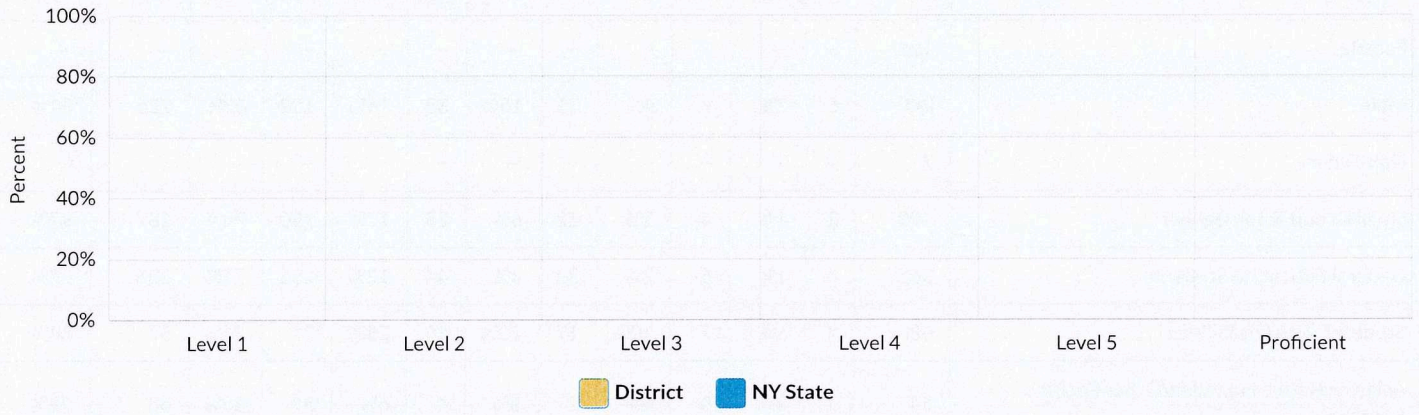


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	297	65%	163	35%	1	1%	33	20%	97	60%	32	20%	129	79%
Female	202	141	70%	61	30%	–	–	–	–	–	–	–	–	–	–
Male	257	156	61%	101	39%	1	1%	20	20%	58	57%	22	22%	80	79%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	203	141	69%	62	31%	0	0%	13	21%	39	63%	10	16%	49	79%
General Education Students	384	255	66%	129	34%	1	1%	22	17%	78	60%	28	22%	106	82%
Students with Disabilities	76	42	55%	34	45%	0	0%	11	32%	19	56%	4	12%	23	68%
Asian or Native Hawaiian/Other Pacific Islander	75	58	77%	17	23%	0	0%	2	12%	7	41%	8	47%	15	88%
Black or African American	18	10	56%	8	44%	0	0%	4	50%	4	50%	0	0%	4	50%
Hispanic or Latino	22	12	55%	10	45%	0	0%	1	10%	8	80%	1	10%	9	90%
White	315	195	62%	120	38%	1	1%	25	21%	71	59%	23	19%	94	78%
Multiracial	30	22	73%	8	27%	0	0%	1	13%	7	88%	0	0%	7	88%
Economically Disadvantaged	15	4	27%	11	73%	0	0%	2	18%	8	73%	1	9%	9	82%
Not Economically Disadvantaged	445	293	66%	152	34%	1	1%	31	20%	89	59%	31	20%	120	79%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	459	297	65%	162	35%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	460	297	65%	163	35%	1	1%	33	20%	97	60%	32	20%	129	79%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	459	296	64%	163	36%	1	1%	33	20%	97	60%	32	20%	129	79%
Not Migrant	460	297	65%	163	35%	1	1%	33	20%	97	60%	32	20%	129	79%
Parent Not in Armed Forces	460	297	65%	163	35%	1	1%	33	20%	97	60%	32	20%	129	79%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

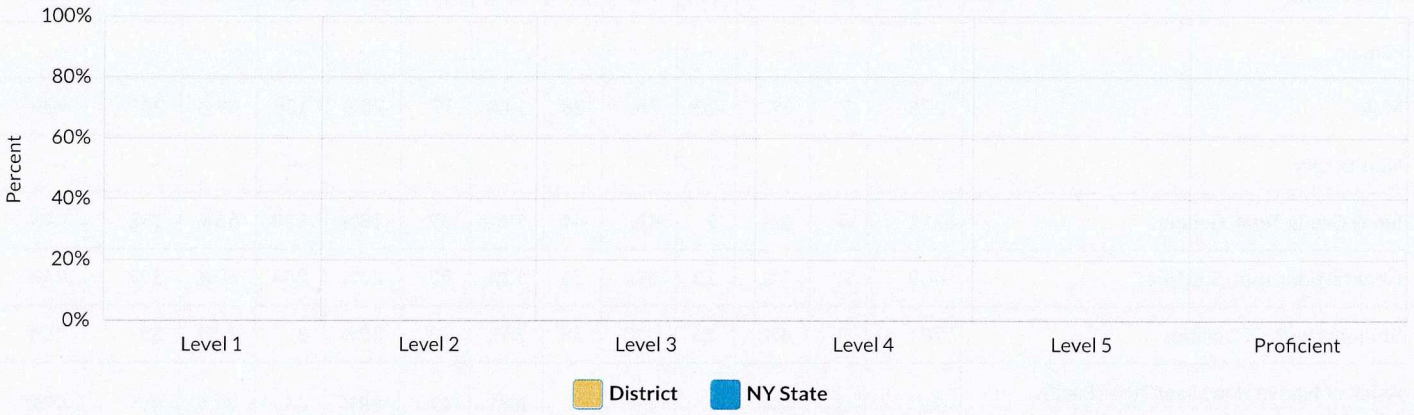
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



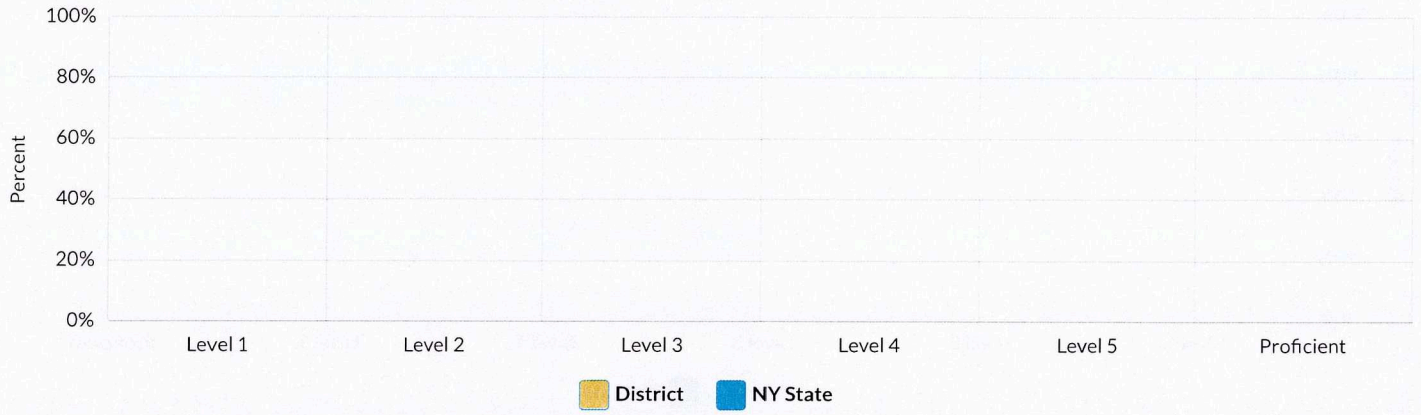
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	433	8	2%	13	3%	47	11%	63	15%	302	70%	412	95%
Female	191	–	–	–	–	–	–	–	–	–	–	–	–
Male	240	6	3%	9	4%	35	15%	38	16%	152	63%	225	94%
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	193	2	1%	4	2%	12	6%	25	13%	150	78%	187	97%
General Education Students	365	4	1%	6	2%	30	8%	44	12%	281	77%	355	97%
Students with Disabilities	68	4	6%	7	10%	17	25%	19	28%	21	31%	57	84%
Asian or Native Hawaiian/Other Pacific Islander	64	1	2%	0	0%	2	3%	4	6%	57	89%	63	98%
Black or African American	16	1	6%	1	6%	3	19%	2	13%	9	56%	14	88%
Hispanic or Latino	32	4	13%	4	13%	6	19%	2	6%	16	50%	24	75%
White	291	2	1%	7	2%	34	12%	52	18%	196	67%	282	97%
Multiracial	30	0	0%	1	3%	2	7%	3	10%	24	80%	29	97%
Economically Disadvantaged	18	1	6%	3	17%	6	33%	0	0%	8	44%	14	78%
Not Economically Disadvantaged	415	7	2%	10	2%	41	10%	63	15%	294	71%	398	96%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	429	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	432	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	430	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	433	8	2%	13	3%	47	11%	63	15%	302	70%	412	95%
Parent Not in Armed Forces	433	8	2%	13	3%	47	11%	63	15%	302	70%	412	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



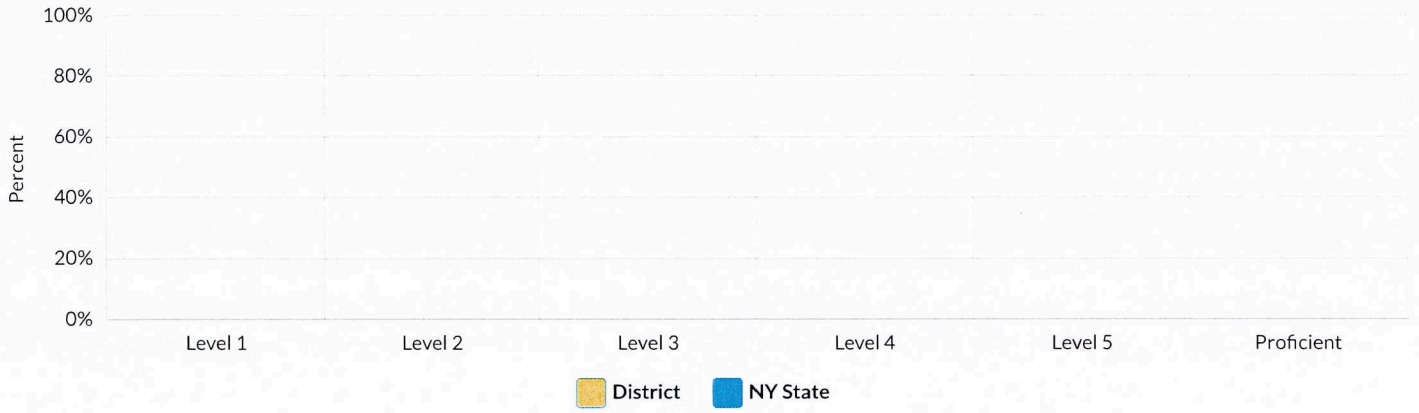
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	487	11	2%	29	6%	79	16%	116	24%	252	52%	447	92%
Female	210	–	–	–	–	–	–	–	–	–	–	–	–
Male	276	7	3%	20	7%	38	14%	77	28%	134	49%	249	90%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	211	4	2%	9	4%	41	19%	39	18%	118	56%	198	94%
General Education Students	409	8	2%	13	3%	51	12%	93	23%	244	60%	388	95%
Students with Disabilities	78	3	4%	16	21%	28	36%	23	29%	8	10%	59	76%
Asian or Native Hawaiian/Other Pacific Islander	92	2	2%	1	1%	7	8%	17	18%	65	71%	89	97%
Black or African American	16	1	6%	1	6%	9	56%	2	13%	3	19%	14	88%
Hispanic or Latino	35	1	3%	8	23%	9	26%	6	17%	11	31%	26	74%
White	317	7	2%	17	5%	53	17%	85	27%	155	49%	293	92%
Multiracial	27	0	0%	2	7%	1	4%	6	22%	18	67%	25	93%
Economically Disadvantaged	24	1	4%	8	33%	8	33%	3	13%	4	17%	15	63%
Not Economically Disadvantaged	463	10	2%	21	5%	71	15%	113	24%	248	54%	432	93%
English Language Learner	7	2	29%	4	57%	1	14%	0	0%	0	0%	1	14%
Non-English Language Learner	480	9	2%	25	5%	78	16%	116	24%	252	53%	446	93%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	486	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	483	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	487	11	2%	29	6%	79	16%	116	24%	252	52%	447	92%
Parent Not in Armed Forces	487	11	2%	29	6%	79	16%	116	24%	252	52%	447	92%

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



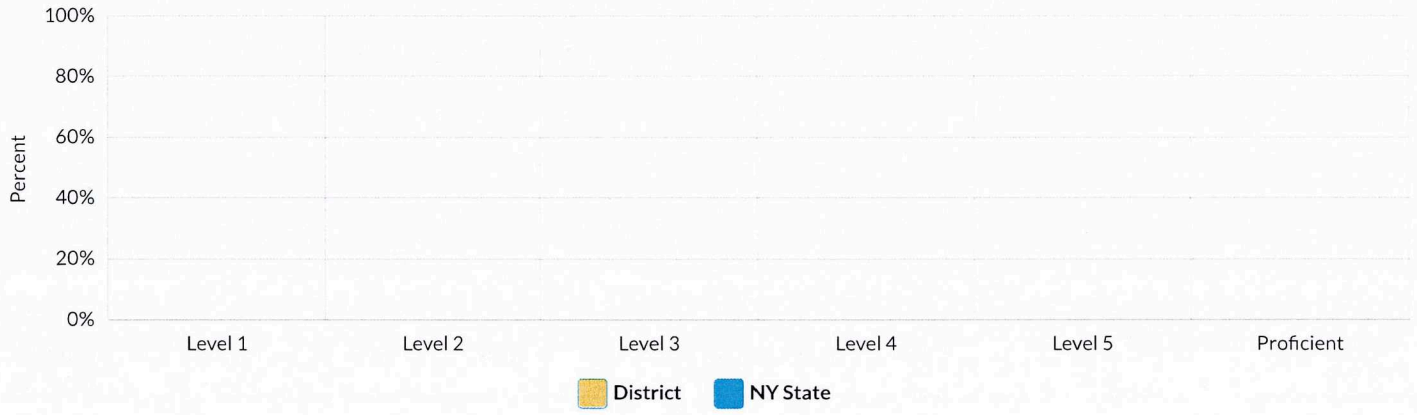
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Female	10	1	10%	3	30%	1	10%	2	20%	3	30%	6	60%
Male	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
General Education Students	15	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	0	0%	0	0%	4	80%	4	80%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	6	0	0%	1	17%	2	33%	2	33%	1	17%	5	83%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	1	20%	2	40%	1	20%	1	20%	0	0%	2	40%
Not Economically Disadvantaged	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Non-English Language Learner	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Not in Foster Care	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Not Homeless	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Not Migrant	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%
Parent Not in Armed Forces	16	1	6%	4	25%	3	19%	3	19%	5	31%	11	69%

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



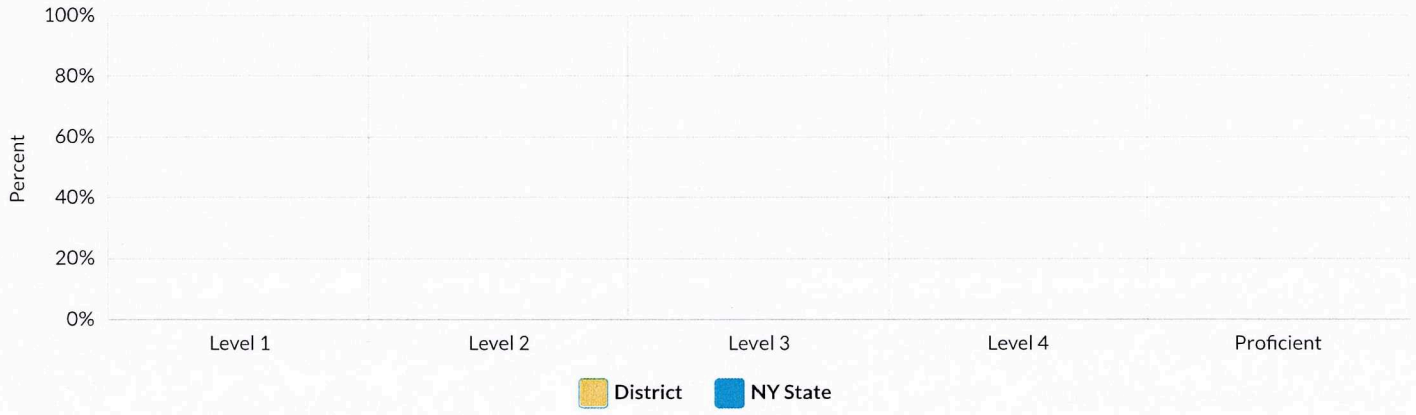
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	3	1%	20	5%	107	26%	66	16%	214	52%	387	94%
Female	216	1	0%	15	7%	53	25%	25	12%	122	56%	200	93%
Male	194	2	1%	5	3%	54	28%	41	21%	92	47%	187	96%
General Education Students	371	2	1%	16	4%	84	23%	59	16%	210	57%	353	95%
Students with Disabilities	39	1	3%	4	10%	23	59%	7	18%	4	10%	34	87%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	43	0	0%	0	0%	5	12%	7	16%	31	72%	43	100%
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	1	5%	3	14%	9	41%	1	5%	8	36%	18	82%
White	301	2	1%	17	6%	82	27%	54	18%	146	49%	282	94%
Multiracial	35	0	0%	0	0%	5	14%	3	9%	27	77%	35	100%
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	6	67%	1	11%	2	22%	9	100%
Economically Disadvantaged	8	0	0%	1	13%	1	13%	2	25%	4	50%	7	88%
Not Economically Disadvantaged	402	3	1%	19	5%	106	26%	64	16%	210	52%	380	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	409	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	410	3	1%	20	5%	107	26%	66	16%	214	52%	387	94%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	409	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	410	3	1%	20	5%	107	26%	66	16%	214	52%	387	94%
Parent Not in Armed Forces	410	3	1%	20	5%	107	26%	66	16%	214	52%	387	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



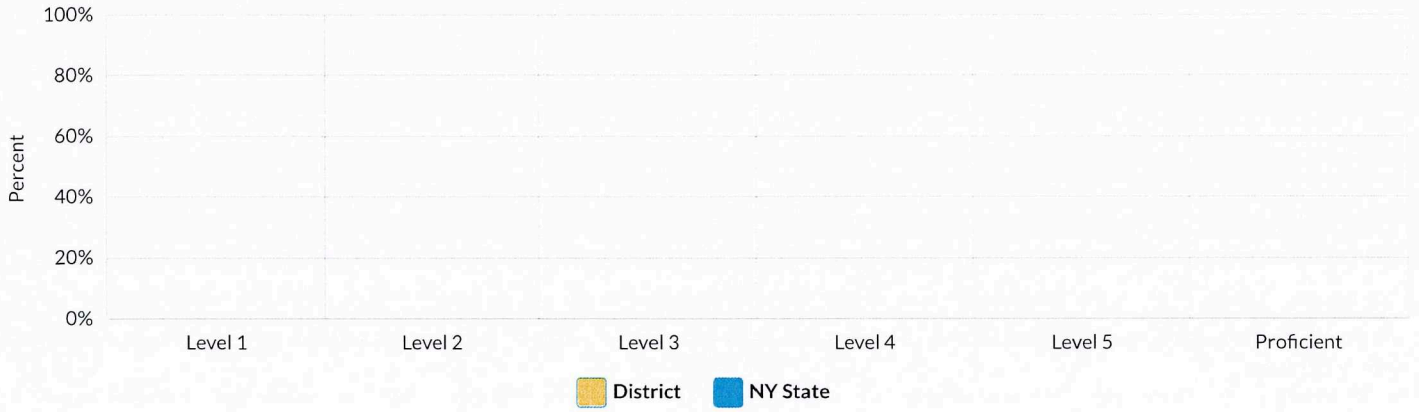
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	377	3	1%	15	4%	93	25%	103	27%	163	43%	359	95%
Female	190	3	2%	11	6%	47	25%	45	24%	84	44%	176	93%
Male	186	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	187	0	0%	4	2%	46	25%	58	31%	79	42%	183	98%
General Education Students	350	2	1%	13	4%	85	24%	91	26%	159	45%	335	96%
Students with Disabilities	27	1	4%	2	7%	8	30%	12	44%	4	15%	24	89%
Asian or Native Hawaiian/Other Pacific Islander	66	0	0%	0	0%	8	12%	12	18%	46	70%	66	100%
Black or African American	12	0	0%	1	8%	5	42%	3	25%	3	25%	11	92%
Hispanic or Latino	21	1	5%	3	14%	3	14%	6	29%	8	38%	17	81%
White	249	1	0%	11	4%	71	29%	75	30%	91	37%	237	95%
Multiracial	29	1	3%	0	0%	6	21%	7	24%	15	52%	28	97%
Economically Disadvantaged	10	0	0%	3	30%	2	20%	3	30%	2	20%	7	70%
Not Economically Disadvantaged	367	3	1%	12	3%	91	25%	100	27%	161	44%	352	96%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	376	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	377	3	1%	15	4%	93	25%	103	27%	163	43%	359	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	376	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	377	3	1%	15	4%	93	25%	103	27%	163	43%	359	95%
Parent Not in Armed Forces	377	3	1%	15	4%	93	25%	103	27%	163	43%	359	95%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



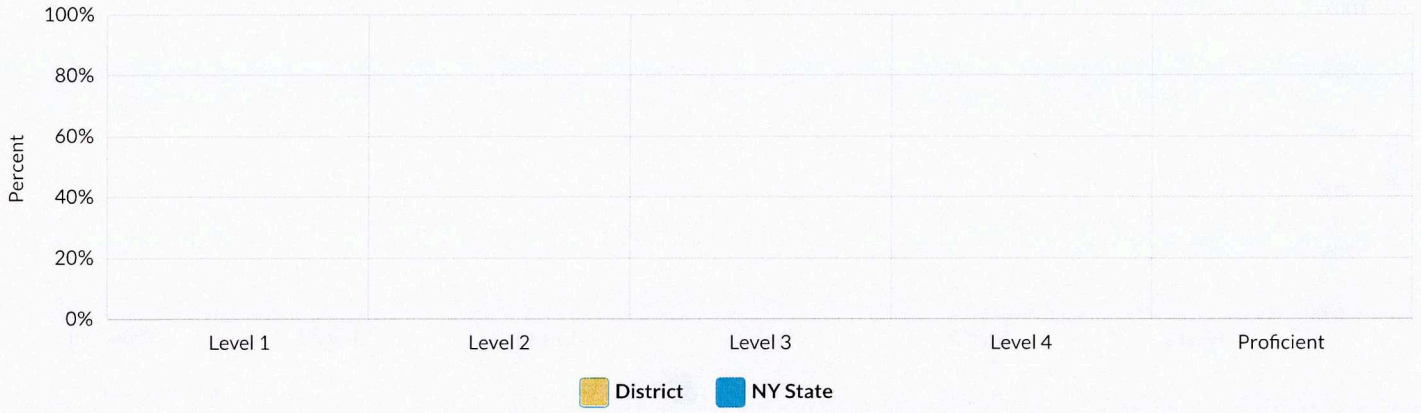
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	22	2	9%	7	32%	10	45%	3	14%	13	59%
Female	8	2	25%	2	25%	3	38%	1	13%	4	50%
Male	14	0	0%	5	36%	7	50%	2	14%	9	64%
General Education Students	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	21	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	13	0	0%	3	23%	8	62%	2	15%	10	77%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	4	44%	2	22%	1	11%	3	33%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	19	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	21	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	22	2	9%	7	32%	10	45%	3	14%	13	59%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	21	–	–	–	–	–	–	–	–	–	–
Not Migrant	22	2	9%	7	32%	10	45%	3	14%	13	59%
Parent Not in Armed Forces	22	2	9%	7	32%	10	45%	3	14%	13	59%

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



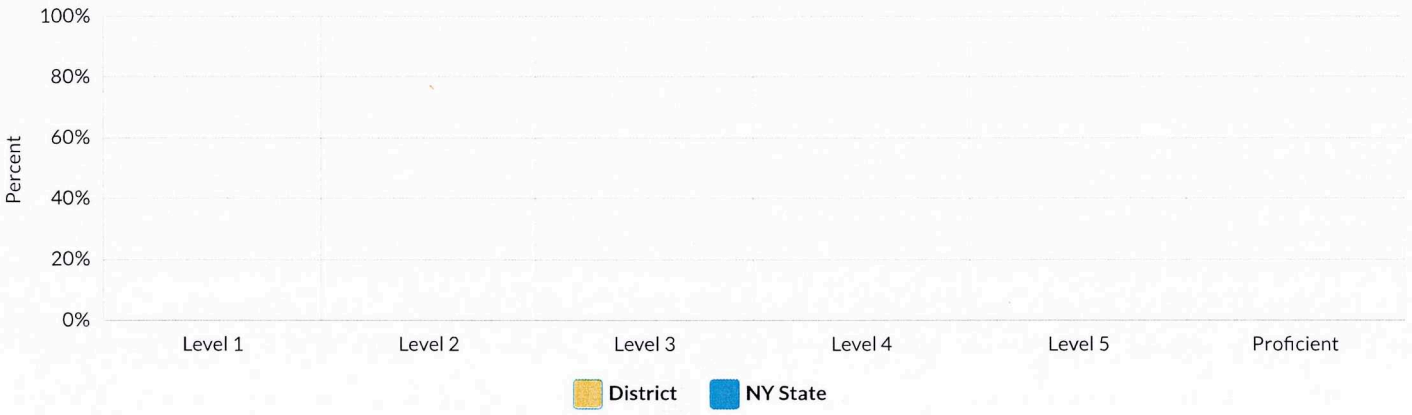
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	445	2	0%	12	3%	78	18%	210	47%	143	32%	431	97%
Female	227	2	1%	5	2%	35	15%	99	44%	86	38%	220	97%
Male	218	0	0%	7	3%	43	20%	111	51%	57	26%	211	97%
General Education Students	389	2	1%	6	2%	50	13%	190	49%	141	36%	381	98%
Students with Disabilities	56	0	0%	6	11%	28	50%	20	36%	2	4%	50	89%
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	0	0%	4	7%	26	43%	31	51%	61	100%
Black or African American	8	1	13%	0	0%	2	25%	3	38%	2	25%	7	88%
Hispanic or Latino	31	0	0%	4	13%	9	29%	12	39%	6	19%	27	87%
White	312	1	0%	8	3%	61	20%	150	48%	92	29%	303	97%
Multiracial	33	0	0%	0	0%	2	6%	19	58%	12	36%	33	100%
Economically Disadvantaged	13	0	0%	2	15%	4	31%	5	38%	2	15%	11	85%
Not Economically Disadvantaged	432	2	0%	10	2%	74	17%	205	47%	141	33%	420	97%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	442	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	445	2	0%	12	3%	78	18%	210	47%	143	32%	431	97%
Not Homeless	445	2	0%	12	3%	78	18%	210	47%	143	32%	431	97%
Not Migrant	445	2	0%	12	3%	78	18%	210	47%	143	32%	431	97%
Parent Not in Armed Forces	445	2	0%	12	3%	78	18%	210	47%	143	32%	431	97%

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



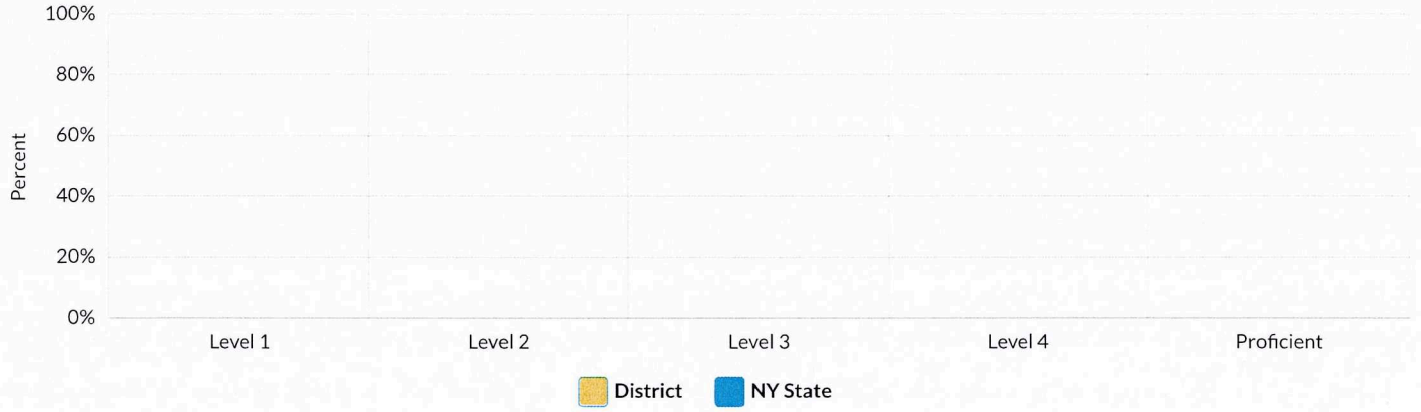
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	4	31%	5	38%	3	23%	1	8%	4	31%
Female	7	2	29%	3	43%	1	14%	1	14%	2	29%
Male	6	2	33%	2	33%	2	33%	0	0%	2	33%
General Education Students	7	2	29%	4	57%	1	14%	0	0%	1	14%
Students with Disabilities	6	2	33%	1	17%	2	33%	1	17%	3	50%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	4	31%	5	38%	3	23%	1	8%	4	31%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	10	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	11	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	13	4	31%	5	38%	3	23%	1	8%	4	31%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	12	–	–	–	–	–	–	–	–	–	–
Not Migrant	13	4	31%	5	38%	3	23%	1	8%	4	31%
Parent Not in Armed Forces	13	4	31%	5	38%	3	23%	1	8%	4	31%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



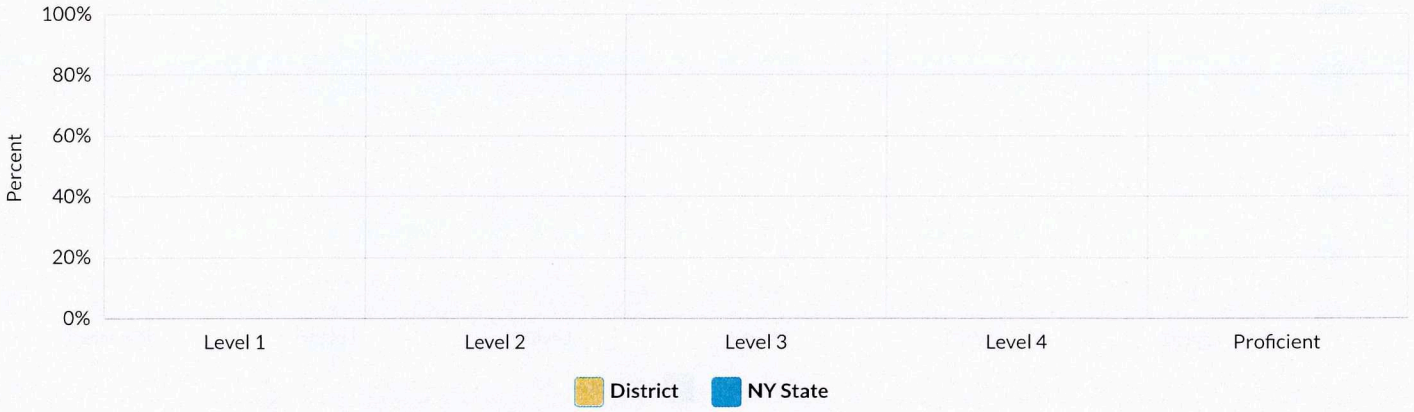
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	421	14	3%	29	7%	91	22%	118	28%	169	40%	378	90%
Female	191	8	4%	18	9%	45	24%	46	24%	74	39%	165	86%
Male	230	6	3%	11	5%	46	20%	72	31%	95	41%	213	93%
General Education Students	368	9	2%	17	5%	75	20%	102	28%	165	45%	342	93%
Students with Disabilities	53	5	9%	12	23%	16	30%	16	30%	4	8%	36	68%
Asian or Native Hawaiian/Other Pacific Islander	78	1	1%	7	9%	11	14%	21	27%	38	49%	70	90%
Black or African American	16	4	25%	3	19%	3	19%	5	31%	1	6%	9	56%
Hispanic or Latino	23	3	13%	3	13%	8	35%	3	13%	6	26%	17	74%
White	277	6	2%	14	5%	68	25%	82	30%	107	39%	257	93%
Multiracial	27	0	0%	2	7%	1	4%	7	26%	17	63%	25	93%
Economically Disadvantaged	16	5	31%	2	13%	6	38%	2	13%	1	6%	9	56%
Not Economically Disadvantaged	405	9	2%	27	7%	85	21%	116	29%	168	41%	369	91%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	419	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	421	14	3%	29	7%	91	22%	118	28%	169	40%	378	90%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	419	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	421	14	3%	29	7%	91	22%	118	28%	169	40%	378	90%
Parent Not in Armed Forces	421	14	3%	29	7%	91	22%	118	28%	169	40%	378	90%

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



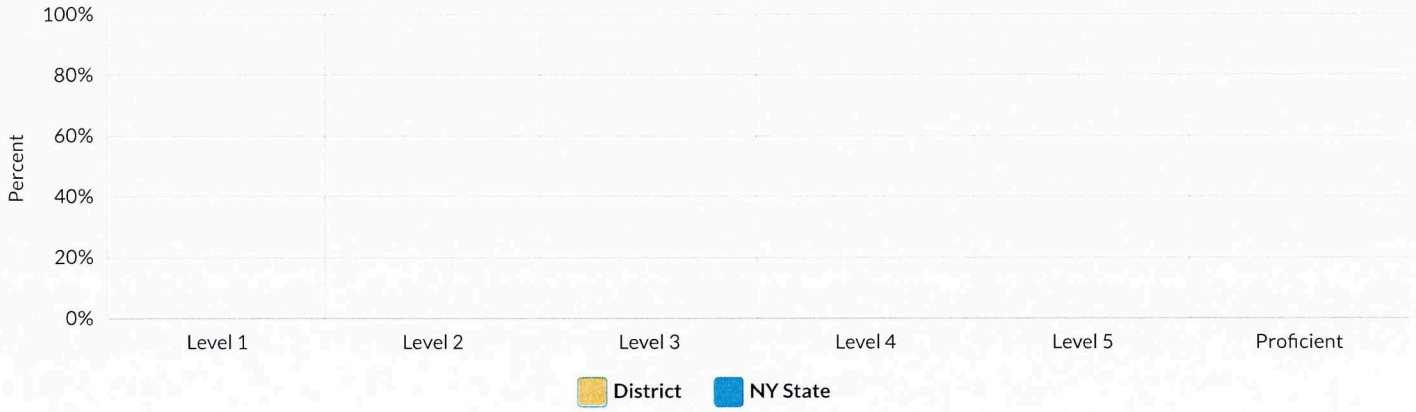
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	382	7	2%	37	10%	218	57%	120	31%	338	88%
Female	189	–	–	–	–	–	–	–	–	–	–
Male	192	4	2%	20	10%	114	59%	54	28%	168	88%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	190	3	2%	17	9%	104	55%	66	35%	170	89%
General Education Students	354	6	2%	34	10%	197	56%	117	33%	314	89%
Students with Disabilities	28	1	4%	3	11%	21	75%	3	11%	24	86%
Asian or Native Hawaiian/Other Pacific Islander	64	0	0%	2	3%	28	44%	34	53%	62	97%
Black or African American	9	0	0%	4	44%	4	44%	1	11%	5	56%
Hispanic or Latino	21	0	0%	4	19%	12	57%	5	24%	17	81%
White	256	6	2%	25	10%	159	62%	66	26%	225	88%
Multiracial	32	1	3%	2	6%	15	47%	14	44%	29	91%
Economically Disadvantaged	8	0	0%	2	25%	6	75%	0	0%	6	75%
Not Economically Disadvantaged	374	7	2%	35	9%	212	57%	120	32%	332	89%
Non-English Language Learner	382	7	2%	37	10%	218	57%	120	31%	338	88%
Not in Foster Care	382	7	2%	37	10%	218	57%	120	31%	338	88%
Not Homeless	382	7	2%	37	10%	218	57%	120	31%	338	88%
Not Migrant	382	7	2%	37	10%	218	57%	120	31%	338	88%
Parent Not in Armed Forces	382	7	2%	37	10%	218	57%	120	31%	338	88%

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



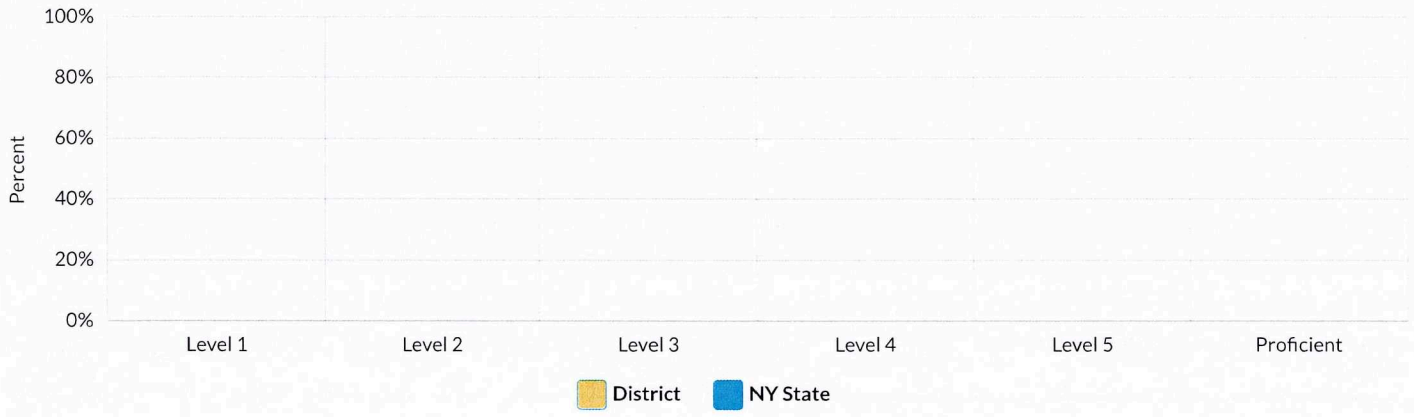
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	61	14	23%	8	13%	24	39%	15	25%	39	64%
Female	19	5	26%	1	5%	6	32%	7	37%	13	68%
Male	42	9	21%	7	17%	18	43%	8	19%	26	62%
General Education Students	52	11	21%	7	13%	21	40%	13	25%	34	65%
Students with Disabilities	9	3	33%	1	11%	3	33%	2	22%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	7	3	43%	0	0%	1	14%	3	43%	4	57%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	45	9	20%	7	16%	19	42%	10	22%	29	64%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	59	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	61	14	23%	8	13%	24	39%	15	25%	39	64%
Not in Foster Care	61	14	23%	8	13%	24	39%	15	25%	39	64%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	–	–	–	–	–	–	–	–	–	–
Not Migrant	61	14	23%	8	13%	24	39%	15	25%	39	64%
Parent Not in Armed Forces	61	14	23%	8	13%	24	39%	15	25%	39	64%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	474	9	2%	13	3%	84	18%	93	20%	275	58%	452	95%
Female	239	3	1%	2	1%	48	20%	42	18%	144	60%	234	98%
Male	235	6	3%	11	5%	36	15%	51	22%	131	56%	218	93%
General Education Students	395	3	1%	5	1%	51	13%	73	18%	263	67%	387	98%
Students with Disabilities	79	6	8%	8	10%	33	42%	20	25%	12	15%	65	82%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	0	0%	5	9%	7	13%	44	79%	56	100%
Black or African American	14	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	41	3	7%	2	5%	12	29%	7	17%	17	41%	36	88%
White	327	2	1%	9	3%	58	18%	72	22%	186	57%	316	97%
Multiracial	35	1	3%	1	3%	4	11%	5	14%	24	69%	33	94%
Small Group Total: Race & Ethnicity	15	3	20%	1	7%	5	33%	2	13%	4	27%	11	73%
Economically Disadvantaged	17	4	24%	2	12%	7	41%	0	0%	4	24%	11	65%
Not Economically Disadvantaged	457	5	1%	11	2%	77	17%	93	20%	271	59%	441	96%
English Language Learner	8	2	25%	2	25%	4	50%	0	0%	0	0%	4	50%
Non-English Language Learner	466	7	2%	11	2%	80	17%	93	20%	275	59%	448	96%
Not in Foster Care	474	9	2%	13	3%	84	18%	93	20%	275	58%	452	95%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	471	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	474	9	2%	13	3%	84	18%	93	20%	275	58%	452	95%
Parent Not in Armed Forces	474	9	2%	13	3%	84	18%	93	20%	275	58%	452	95%

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



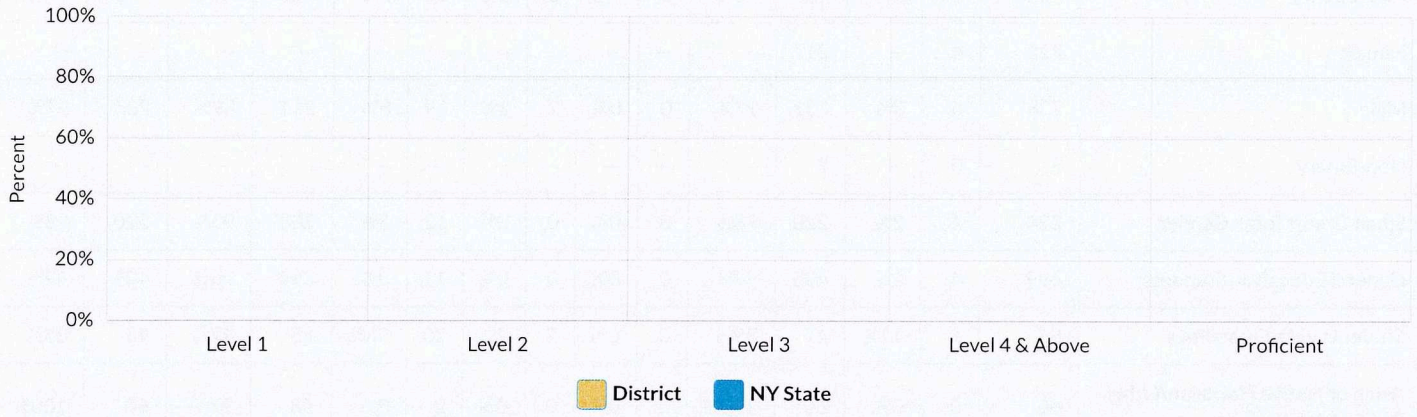
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	428	6	1%	11	3%	55	13%	188	44%	168	39%	411	96%
Female	190	–	–	–	–	–	–	–	–	–	–	–	–
Male	236	4	2%	7	3%	31	13%	105	44%	89	38%	225	95%
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	192	2	1%	4	2%	24	13%	83	43%	79	41%	186	97%
General Education Students	361	3	1%	2	1%	38	11%	161	45%	157	43%	356	99%
Students with Disabilities	67	3	4%	9	13%	17	25%	27	40%	11	16%	55	82%
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	1	2%	3	5%	23	38%	34	56%	60	98%
Black or African American	18	3	17%	2	11%	1	6%	10	56%	2	11%	13	72%
Hispanic or Latino	33	2	6%	2	6%	10	30%	11	33%	8	24%	29	88%
White	284	1	0%	5	2%	36	13%	131	46%	111	39%	278	98%
Multiracial	32	0	0%	1	3%	5	16%	13	41%	13	41%	31	97%
Economically Disadvantaged	19	2	11%	1	5%	4	21%	8	42%	4	21%	16	84%
Not Economically Disadvantaged	409	4	1%	10	2%	51	12%	180	44%	164	40%	395	97%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	424	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	427	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	424	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	428	6	1%	11	3%	55	13%	188	44%	168	39%	411	96%
Parent Not in Armed Forces	428	6	1%	11	3%	55	13%	188	44%	168	39%	411	96%

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.

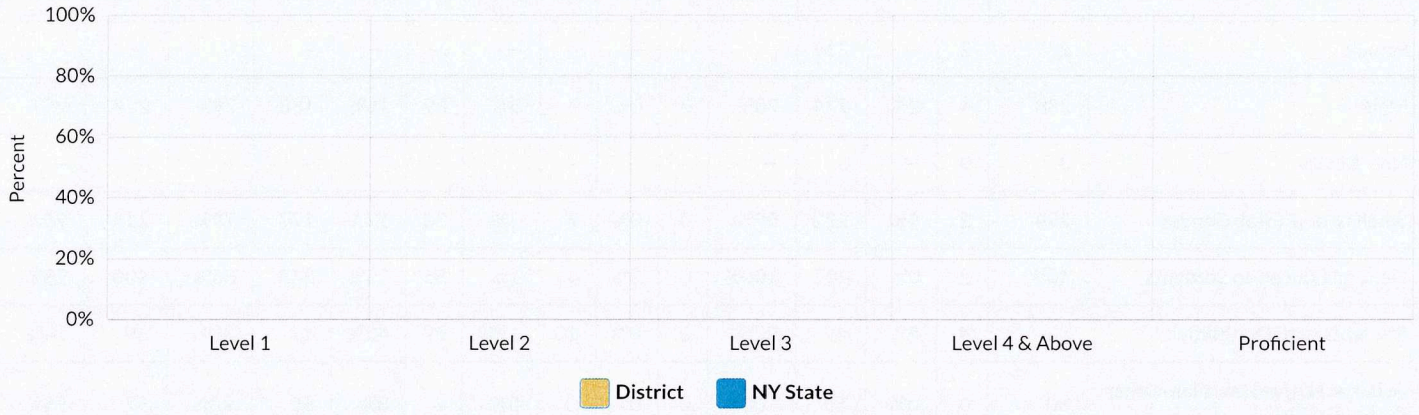
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	462	10	2%	452	98%	0	0%	2	0%	31	7%	419	91%	450	97%
Female	221	4	–	217	–	–	–	–	–	–	–	–	–	–	–
Male	238	6	3%	232	97%	0	0%	2	1%	19	8%	211	89%	230	97%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	224	4	2%	220	98%	0	0%	0	0%	12	5%	208	93%	220	98%
General Education Students	409	4	1%	405	99%	0	0%	0	0%	11	3%	394	96%	405	99%
Students with Disabilities	53	6	11%	47	89%	0	0%	2	4%	20	38%	25	47%	45	85%
Asian or Native Hawaiian/Other Pacific Islander	60	0	0%	60	100%	0	0%	0	0%	2	3%	58	97%	60	100%
Black or African American	21	0	0%	21	100%	0	0%	0	0%	5	24%	16	76%	21	100%
Hispanic or Latino	31	1	3%	30	97%	0	0%	1	3%	1	3%	28	90%	29	94%
White	324	9	3%	315	97%	0	0%	1	0%	22	7%	292	90%	314	97%
Multiracial	26	0	0%	26	100%	0	0%	0	0%	1	4%	25	96%	26	100%
Economically Disadvantaged	17	0	0%	17	100%	0	0%	0	0%	2	12%	15	88%	17	100%
Not Economically Disadvantaged	445	10	2%	435	98%	0	0%	2	0%	29	7%	404	91%	433	97%
English Language Learner	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	9	–	452	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	462	10	2%	452	98%	0	0%	2	0%	31	7%	419	91%	450	97%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	10	–	451	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	462	10	2%	452	98%	0	0%	2	0%	31	7%	419	91%	450	97%
Parent Not in Armed Forces	462	10	2%	452	98%	0	0%	2	0%	31	7%	419	91%	450	97%

2021 TOTAL COHORT REGENTS IN MATH



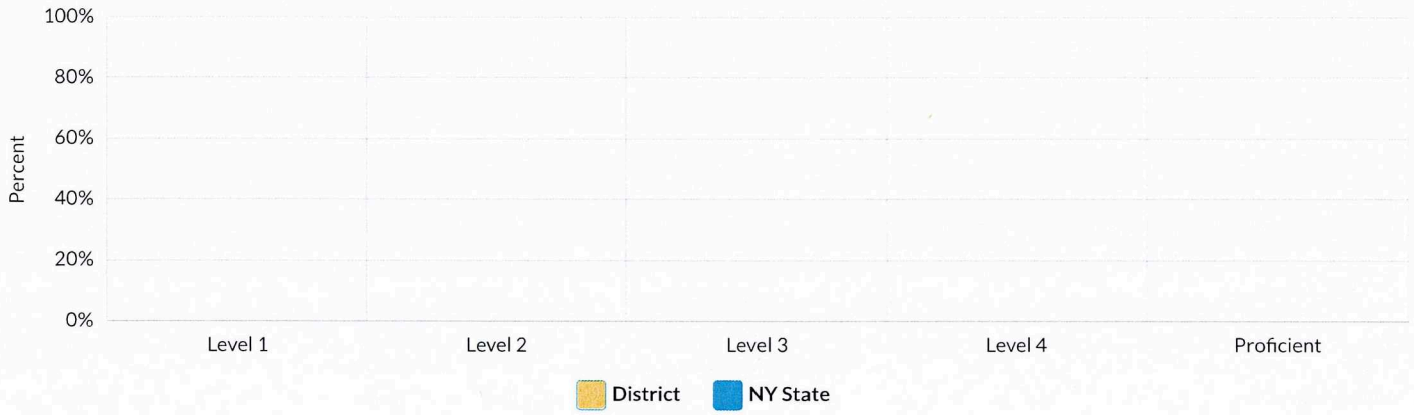
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	462	6	1%	456	99%	0	0%	14	3%	77	17%	365	79%	442	96%
Female	221	2	–	219	–	–	–	–	–	–	–	–	–	–	–
Male	238	4	2%	234	98%	0	0%	7	3%	39	16%	188	79%	227	95%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	224	2	1%	222	99%	0	0%	7	3%	38	17%	177	79%	215	96%
General Education Students	409	2	0%	407	100%	0	0%	4	1%	55	13%	348	85%	403	99%
Students with Disabilities	53	4	8%	49	92%	0	0%	10	19%	22	42%	17	32%	39	74%
Asian or Native Hawaiian/Other Pacific Islander	60	0	0%	60	100%	0	0%	3	5%	2	3%	55	92%	57	95%
Black or African American	21	0	0%	21	100%	0	0%	0	0%	9	43%	12	57%	21	100%
Hispanic or Latino	31	1	3%	30	97%	0	0%	2	6%	7	23%	21	68%	28	90%
White	324	4	1%	320	99%	0	0%	8	2%	57	18%	255	79%	312	96%
Multiracial	26	1	4%	25	96%	0	0%	1	4%	2	8%	22	85%	24	92%
Economically Disadvantaged	17	1	6%	16	94%	0	0%	1	6%	5	29%	10	59%	15	88%
Not Economically Disadvantaged	445	5	1%	440	99%	0	0%	13	3%	72	16%	355	80%	427	96%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	6	–	455	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	462	6	1%	456	99%	0	0%	14	3%	77	17%	365	79%	442	96%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	6	–	455	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	462	6	1%	456	99%	0	0%	14	3%	77	17%	365	79%	442	96%
Parent Not in Armed Forces	462	6	1%	456	99%	0	0%	14	3%	77	17%	365	79%	442	96%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	97	1	1	96	99
Female	43	1	2	42	98
Male	53	0	0	53	100
Non-Binary	1	0	0	1	100
General Education Students	97	1	1	96	99
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	12	100
Hispanic or Latino	6	1	17	5	83
White	74	0	0	74	100
Multiracial	5	0	0	5	100
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	95	0	0	95	100
Non-English Language Learner	97	1	1	96	99
Not in Foster Care	97	1	1	96	99
Not Homeless	97	1	1	96	99
Not Migrant	97	1	1	96	99
Parent Not in Armed Forces	97	1	1	96	99

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

2021 TOTAL COHORT REGENTS IN SCIENCE



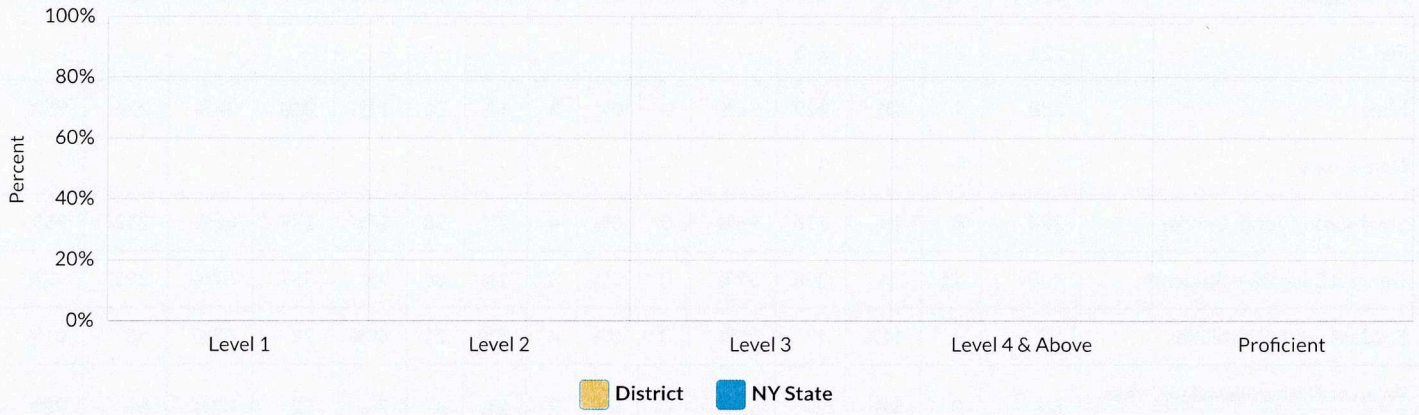
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	462	7	2%	455	98%	3	1%	6	1%	119	26%	327	71%	446	97%
Female	221	3	–	218	–	–	–	–	–	–	–	–	–	–	–
Male	238	4	2%	234	98%	1	0%	2	1%	57	24%	174	73%	231	97%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	224	3	1%	221	99%	2	1%	4	2%	62	28%	153	68%	215	96%
General Education Students	409	3	1%	406	99%	2	0%	2	0%	91	22%	311	76%	402	98%
Students with Disabilities	53	4	8%	49	92%	1	2%	4	8%	28	53%	16	30%	44	83%
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	59	98%	0	0%	0	0%	12	20%	47	78%	59	98%
Black or African American	21	1	5%	20	95%	1	5%	3	14%	6	29%	10	48%	16	76%
Hispanic or Latino	31	0	0%	31	100%	1	3%	1	3%	7	23%	22	71%	29	94%
White	324	5	2%	319	98%	1	0%	1	0%	91	28%	226	70%	317	98%
Multiracial	26	0	0%	26	100%	0	0%	1	4%	3	12%	22	85%	25	96%
Economically Disadvantaged	17	0	0%	17	100%	0	0%	2	12%	7	41%	8	47%	15	88%
Not Economically Disadvantaged	445	7	2%	438	98%	3	1%	4	1%	112	25%	319	72%	431	97%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	7	–	454	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	462	7	2%	455	98%	3	1%	6	1%	119	26%	327	71%	446	97%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	7	–	454	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	462	7	2%	455	98%	3	1%	6	1%	119	26%	327	71%	446	97%
Parent Not in Armed Forces	462	7	2%	455	98%	3	1%	6	1%	119	26%	327	71%	446	97%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	110	0	0	110	100
Female	53	0	0	53	100
Male	56	0	0	56	100
Non-Binary	1	0	0	1	100
General Education Students	110	0	0	110	100
Asian or Native Hawaiian/Other Pacific Islander	13	0	0	13	100
Black or African American	1	0	0	1	100
Hispanic or Latino	5	0	0	5	100
White	86	0	0	86	100
Multiracial	5	0	0	5	100
Economically Disadvantaged	2	0	0	2	100
Not Economically Disadvantaged	108	0	0	108	100
Non-English Language Learner	110	0	0	110	100
Not in Foster Care	110	0	0	110	100
Not Homeless	110	0	0	110	100
Not Migrant	110	0	0	110	100
Parent Not in Armed Forces	110	0	0	110	100

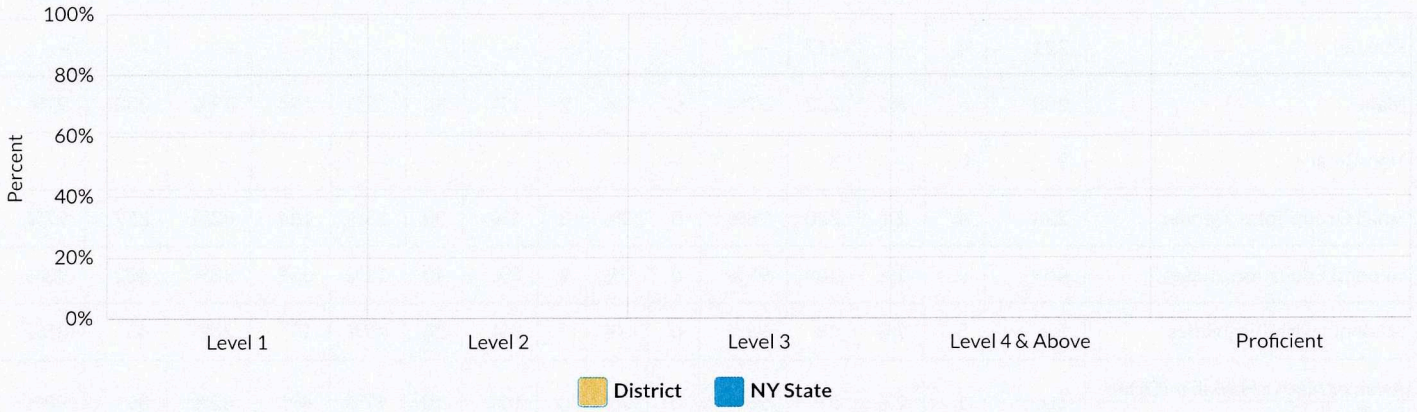
See report card Glossary and Guide for criteria used to include students in this table.

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	462	17	4%	445	96%	0	0%	7	2%	59	13%	379	82%	438	95%
Female	221	8	–	213	–	–	–	–	–	–	–	–	–	–	–
Male	238	9	4%	229	96%	0	0%	3	1%	26	11%	200	84%	226	95%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	224	8	4%	216	96%	0	0%	4	2%	33	15%	179	80%	212	95%
General Education Students	409	11	3%	398	97%	0	0%	3	1%	38	9%	357	87%	395	97%
Students with Disabilities	53	6	11%	47	89%	0	0%	4	8%	21	40%	22	42%	43	81%
Asian or Native Hawaiian/Other Pacific Islander	60	3	5%	57	95%	0	0%	1	2%	4	7%	52	87%	56	93%
Black or African American	21	0	0%	21	100%	0	0%	1	5%	8	38%	12	57%	20	95%
Hispanic or Latino	31	2	6%	29	94%	0	0%	2	6%	3	10%	24	77%	27	87%
White	324	12	4%	312	96%	0	0%	3	1%	43	13%	266	82%	309	95%
Multiracial	26	0	0%	26	100%	0	0%	0	0%	1	4%	25	96%	26	100%
Economically Disadvantaged	17	1	6%	16	94%	0	0%	1	6%	3	18%	12	71%	15	88%
Not Economically Disadvantaged	445	16	4%	429	96%	0	0%	6	1%	56	13%	367	82%	423	95%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	17	–	444	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	462	17	4%	445	96%	0	0%	7	2%	59	13%	379	82%	438	95%
Homeless	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	16	–	445	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	462	17	4%	445	96%	0	0%	7	2%	59	13%	379	82%	438	95%
Parent Not in Armed Forces	462	17	4%	445	96%	0	0%	7	2%	59	13%	379	82%	438	95%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	462	10	2%	452	98%	0	0%	5	1%	69	15%	378	82%	447	97%
Female	221	4	–	217	–	–	–	–	–	–	–	–	–	–	–
Male	238	6	3%	232	97%	0	0%	2	1%	36	15%	194	82%	230	97%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	224	4	2%	220	98%	0	0%	3	1%	33	15%	184	82%	217	97%
General Education Students	409	5	1%	404	99%	0	0%	2	0%	43	11%	359	88%	402	98%
Students with Disabilities	53	5	9%	48	91%	0	0%	3	6%	26	49%	19	36%	45	85%
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	59	98%	0	0%	0	0%	10	17%	49	82%	59	98%
Black or African American	21	0	0%	21	100%	0	0%	3	14%	5	24%	13	62%	18	86%
Hispanic or Latino	31	1	3%	30	97%	0	0%	1	3%	3	10%	26	84%	29	94%
White	324	8	2%	316	98%	0	0%	1	0%	50	15%	265	82%	315	97%
Multiracial	26	0	0%	26	100%	0	0%	0	0%	1	4%	25	96%	26	100%
Economically Disadvantaged	17	0	0%	17	100%	0	0%	0	0%	4	24%	13	76%	17	100%
Not Economically Disadvantaged	445	10	2%	435	98%	0	0%	5	1%	65	15%	365	82%	430	97%
English Language Learner	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	9	–	452	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	462	10	2%	452	98%	0	0%	5	1%	69	15%	378	82%	447	97%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	10	–	451	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	462	10	2%	452	98%	0	0%	5	1%	69	15%	378	82%	447	97%
Parent Not in Armed Forces	462	10	2%	452	98%	0	0%	5	1%	69	15%	378	82%	447	97%

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	8	0	0%	8	100%	0	0%	0	0%	1	13%	3	38%	4	50%
Grade 1	12	2	17%	10	83%	0	0%	1	10%	1	10%	7	70%	1	10%
Grade 2	8	0	0%	8	100%	0	0%	1	13%	1	13%	3	38%	3	38%
Grade 3	10	0	0%	10	100%	2	20%	1	10%	1	10%	3	30%	3	30%
Grade 4	8	0	0%	8	100%	0	0%	1	13%	2	25%	3	38%	2	25%
Grade 5	10	1	10%	9	90%	0	0%	0	0%	4	44%	3	33%	2	22%
Grade 6	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 7	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	0	0%
Grade 8	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 11	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 12	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	27	22	81%	5	19%	0	0%	1	20%	4	80%	0	0%	4	80%
Secondary-Level Math	27	22	81%	5	19%	0	0%	0	0%	4	80%	1	20%	5	100%
Secondary-Level Science	27	22	81%	5	19%	0	0%	1	20%	4	80%	0	0%	4	80%

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

	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%

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	462	452	98%	342	74%	107	23%	3	1%	0	0%	8	2%	1	0%	1	0%
Female	221	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Male	238	232	97%	177	74%	53	22%	2	1%	0	0%	5	2%	0	0%	1	0%
Non-binary	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	409	405	99%	333	81%	72	18%	0	0%	0	0%	3	1%	0	0%	1	0%
Students with Disabilities	53	47	89%	9	17%	35	66%	3	6%	0	0%	5	9%	1	2%	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	60	60	100%	50	83%	10	17%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	21	21	100%	10	48%	10	48%	1	5%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	30	97%	19	61%	10	32%	1	3%	0	0%	0	0%	0	0%	1	3%
White	324	315	97%	242	75%	72	22%	1	0%	0	0%	8	2%	1	0%	0	0%
Multiracial	26	26	100%	21	81%	5	19%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	17	100%	10	59%	7	41%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	445	435	98%	332	75%	100	22%	3	1%	0	0%	8	2%	1	0%	1	0%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	461	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	462	452	98%	342	74%	107	23%	3	1%	0	0%	8	2%	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	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	461	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	462	452	98%	342	74%	107	23%	3	1%	0	0%	8	2%	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	462	452	98%	342	74%	107	23%	3	1%	0	0%	8	2%	1	0%	1	0%

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ALLEN CREEK 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	183.2	123.3	136.1
	Math	171.6	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	144.4	178.8	182.3
	Math	127.8	190.9	192.4
Black or African American	ELA	–	–	–
	Math	–	–	–
Hispanic or Latino	ELA	120.6	107.5	122.9
	Math	128.1	105.6	121.4
Multiracial	ELA	178.9	125.7	138.1
	Math	176.3	129	140.8
White	ELA	191.1	123.7	136.4
	Math	179.8	134.7	145.6
English Language Learner	ELA	75	93	110.8
	Math	100	103.7	119.8
Students with Disabilities	ELA	88.9	68.9	90.7
	Math	69.4	72.5	93.8
Economically Disadvantaged	ELA	87.5	110	125
	Math	93.8	110	125

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

ELEMENTARY/MIDDLE 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
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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	1	—	4
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	—	4
Hispanic or Latino	2	2	1	—	2
Multiracial	4	4	1	—	2
White	4	4	1	—	4
English Language Learner	3	2	—	—	4
Students with Disabilities	3	3	—	—	4
Economically Disadvantaged	2	2	—	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	176	183.2	4
	Math	174	173.6	
	Science	50	155	
	Combined	400	175.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	162.5	3
	Math	8	143.8	
	Science	6	141.7	
	Combined	22	150	
Black or African American	ELA	4	–	–
	Math	4	–	
	Science	2	–	
	Combined	10	–	
Hispanic or Latino	ELA	17	120.6	2
	Math	16	128.1	
	Science	6	116.7	
	Combined	39	123.1	
Multiracial	ELA	19	178.9	4
	Math	19	176.3	
	Science	8	156.3	
	Combined	46	173.9	
White	ELA	128	192.6	4
	Math	127	182.7	
	Science	28	166.1	
	Combined	283	185.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	12	75	3
	Math	13	100	
	Science	6	83.3	
	Combined	31	87.1	
Students with Disabilities	ELA	15	106.7	3
	Math	15	83.3	
	Science	4	—	
	Combined	34	89.7	
Economically Disadvantaged	ELA	14	100	2
	Math	14	107.1	
	Science	3	—	
	Combined	31	100	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	176	183.2	4
	Math	176	171.6	
	Science	52	149	
	Combined	404	173.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	144.4	3
	Math	9	127.8	
	Science	6	141.7	
	Combined	24	137.5	
Black or African American	ELA	4	–	–
	Math	4	–	
	Science	2	–	
	Combined	10	–	
Hispanic or Latino	ELA	17	120.6	2
	Math	16	128.1	
	Science	7	100	
	Combined	40	120	
Multiracial	ELA	19	178.9	4
	Math	19	176.3	
	Science	8	156.3	
	Combined	46	173.9	
White	ELA	129	191.1	4
	Math	129	179.8	
	Science	30	155	
	Combined	288	182.3	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	12	75	2
	Math	13	100	
	Science	6	83.3	
	Combined	31	87.1	
Students with Disabilities	ELA	18	88.9	3
	Math	18	69.4	
	Science	6	33.3	
	Combined	42	72.6	
Economically Disadvantaged	ELA	16	87.5	2
	Math	16	93.8	
	Science	5	40	
	Combined	37	83.8	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	205	6,572	32.1	1
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–
Black or African American	4	–	–	–
Hispanic or Latino	21	503	24	1
Multiracial	21	716	34.1	1
White	146	4,873	33.4	1
English Language Learner	18	–	–	–
Students with Disabilities	13	–	–	–
Economically Disadvantaged	13	–	–	–

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	14	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	2	–	–	–	–
White	5	–	–	–	–
English Language Learner	14	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE 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	314	10	35	95	174	210.2	4
Asian or Native Hawaiian/Other Pacific Islander	25	2	0	4	19	222	4
Black or African American	11	–	–	–	–	–	–
Hispanic or Latino	27	1	8	7	11	183.3	2
Multiracial	22	0	7	8	7	184.1	2
White	229	5	20	71	133	215.9	4
English Language Learner	30	1	1	10	18	220	4
Students with Disabilities	35	0	7	13	15	201.4	4
Economically Disadvantaged	27	5	7	9	6	148.1	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

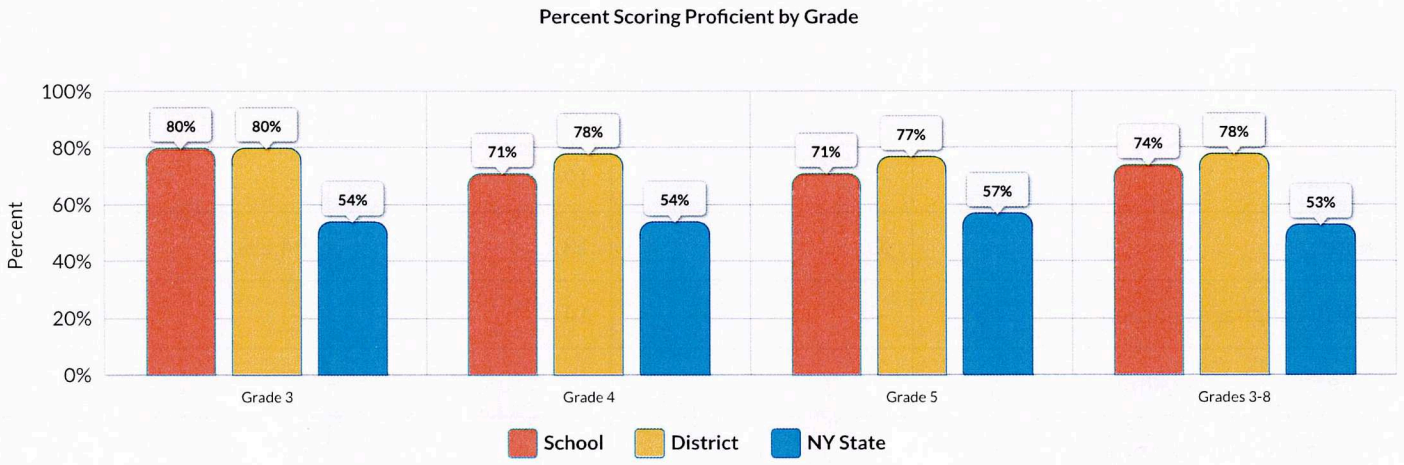
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	192	94.8%
Asian or Native Hawaiian/Other Pacific Islander	–	11	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	19	–
White	✗	137	94.2%
English Language Learner	–	14	–
Students with Disabilities	–	19	–
Economically Disadvantaged	–	19	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	193	94.3%
Asian or Native Hawaiian/Other Pacific Islander	–	12	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	19	–
White	✗	137	93.4%
English Language Learner	–	15	–
Students with Disabilities	–	19	–
Economically Disadvantaged	–	19	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

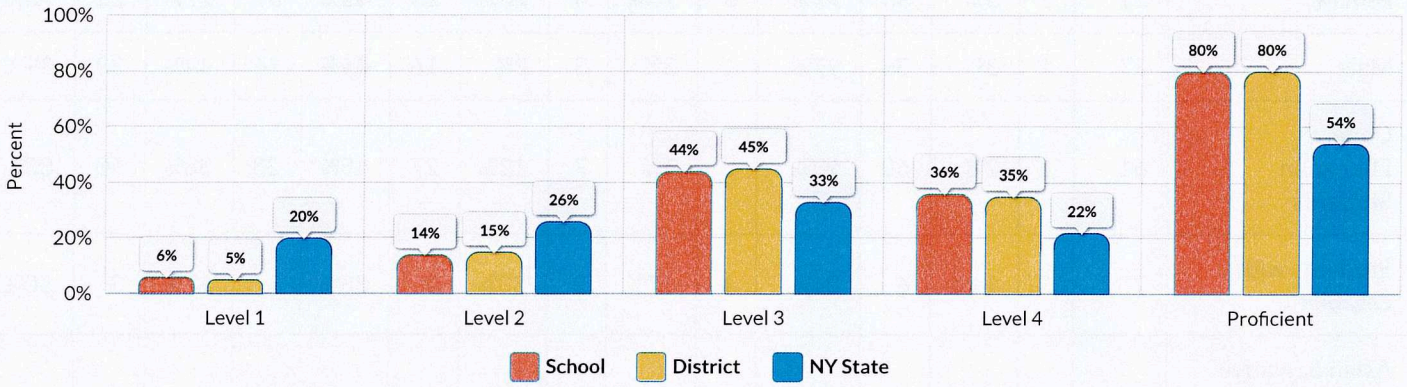
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	68	2	3%	66	97%	4	6%	9	14%	29	44%	24	36%	53	80%
Grade 4	67	2	3%	65	97%	6	9%	13	20%	23	35%	23	35%	46	71%
Grade 5	58	7	12%	51	88%	5	10%	10	20%	25	49%	11	22%	36	71%
Grades 3-8	193	11	6%	182	94%	15	8%	32	18%	77	42%	58	32%	135	74%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

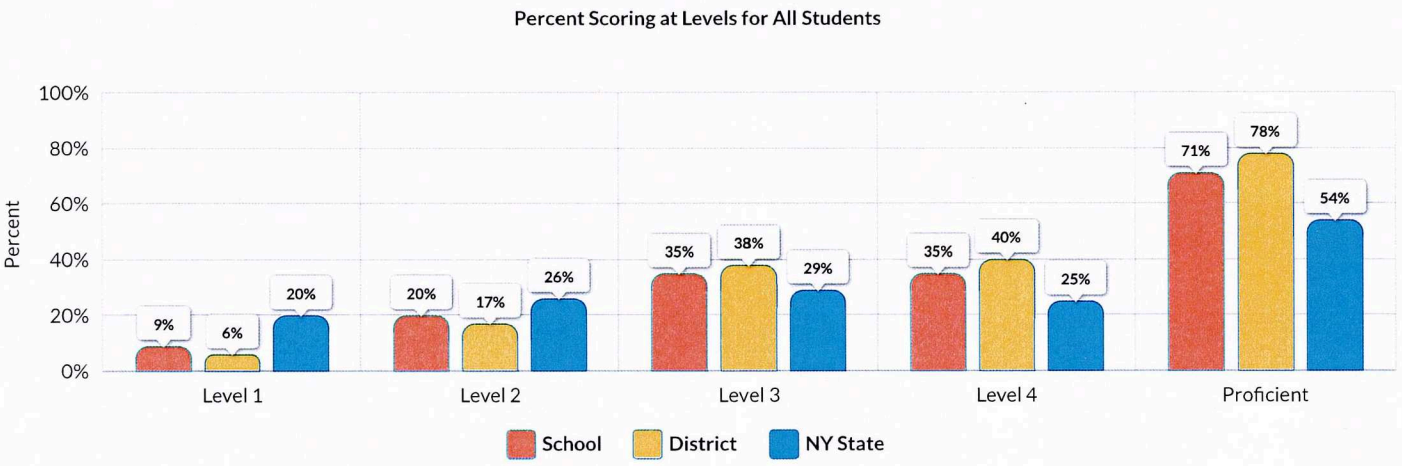
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	2	3%	66	97%	4	6%	9	14%	29	44%	24	36%	53	80%
Female	31	1	3%	30	97%	3	10%	6	20%	13	43%	8	27%	21	70%
Male	37	1	3%	36	97%	1	3%	3	8%	16	44%	16	44%	32	89%
General Education Students	61	1	2%	60	98%	3	5%	7	12%	27	45%	23	38%	50	83%
Students with Disabilities	7	1	14%	6	86%	1	17%	2	33%	2	33%	1	17%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	8	100%	2	25%	2	25%	4	50%	0	0%	4	50%
White	48	1	2%	47	98%	1	2%	5	11%	23	49%	18	38%	41	87%
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	1	9%	2	18%	2	18%	6	55%	8	73%
Economically Disadvantaged	9	1	11%	8	89%	3	38%	1	13%	2	25%	2	25%	4	50%
Not Economically Disadvantaged	59	1	2%	58	98%	1	2%	8	14%	27	47%	22	38%	49	84%
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	64	1	2%	63	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	68	2	3%	66	97%	4	6%	9	14%	29	44%	24	36%	53	80%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	2	3%	63	97%	–	–	–	–	–	–	–	–	–	–
Not Migrant	68	2	3%	66	97%	4	6%	9	14%	29	44%	24	36%	53	80%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	68	2	3%	66	97%	4	6%	9	14%	29	44%	24	36%	53	80%

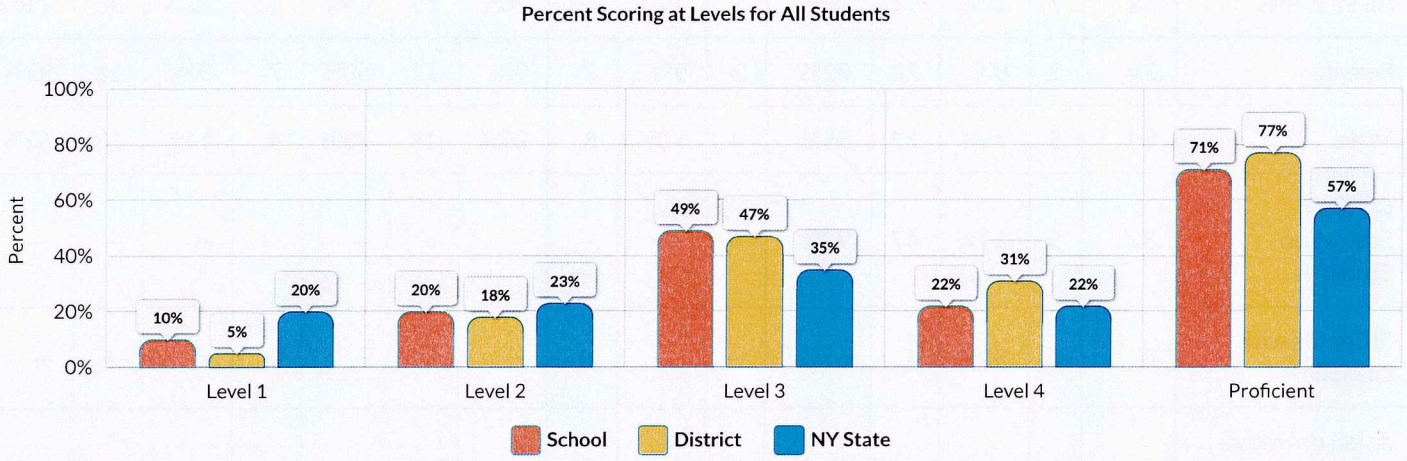
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	2	3%	65	97%	6	9%	13	20%	23	35%	23	35%	46	71%
Female	29	2	7%	27	93%	2	7%	7	26%	8	30%	10	37%	18	67%
Male	38	0	0%	38	100%	4	11%	6	16%	15	39%	13	34%	28	74%
General Education Students	61	1	2%	60	98%	5	8%	10	17%	23	38%	22	37%	45	75%
Students with Disabilities	6	1	17%	5	83%	1	20%	3	60%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
White	56	2	4%	54	96%	3	6%	11	20%	19	35%	21	39%	40	74%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	62	1	2%	61	98%	–	–	–	–	–	–	–	–	–	–
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	63	2	3%	61	97%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	67	2	3%	65	97%	6	9%	13	20%	23	35%	23	35%	46	71%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	2	3%	63	97%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	67	2	3%	65	97%	6	9%	13	20%	23	35%	23	35%	46	71%
Parent Not in Armed Forces	67	2	3%	65	97%	6	9%	13	20%	23	35%	23	35%	46	71%

GRADE 5 ELA RESULTS

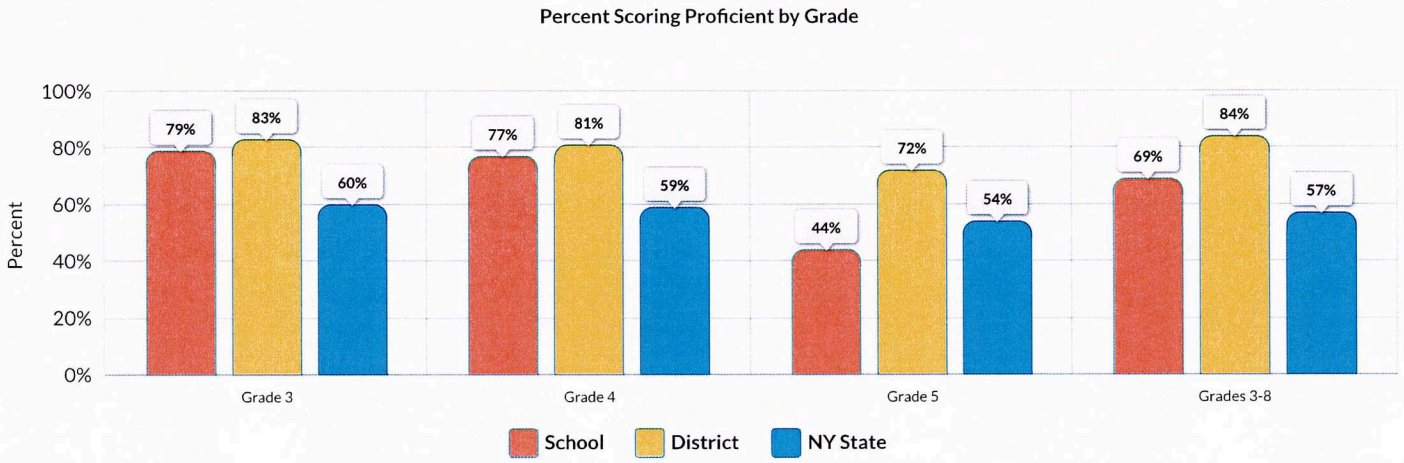


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	7	12%	51	88%	5	10%	10	20%	25	49%	11	22%	36	71%
Female	24	2	8%	22	92%	2	9%	2	9%	11	50%	7	32%	18	82%
Male	34	5	15%	29	85%	3	10%	8	28%	14	48%	4	14%	18	62%
General Education Students	52	5	10%	47	90%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
White	33	5	15%	28	85%	2	7%	5	18%	13	46%	8	29%	21	75%
Multiracial	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	53	6	11%	47	89%	–	–	–	–	–	–	–	–	–	–
English Language Learner	7	2	29%	5	71%	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learner	51	5	10%	46	90%	3	7%	8	17%	24	52%	11	24%	35	76%
Not in Foster Care	58	7	12%	51	88%	5	10%	10	20%	25	49%	11	22%	36	71%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	57	7	12%	50	88%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	58	7	12%	51	88%	5	10%	10	20%	25	49%	11	22%	36	71%
Parent Not in Armed Forces	58	7	12%	51	88%	5	10%	10	20%	25	49%	11	22%	36	71%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

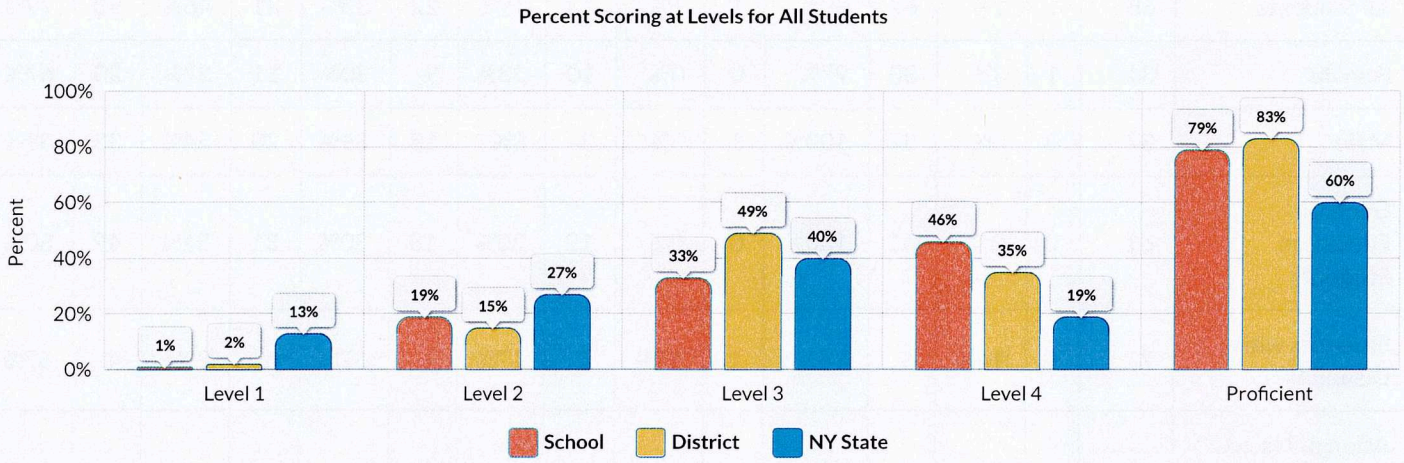
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	68	1	1%	67	99%	1	1%	13	19%	22	33%	31	46%	53	79%
Grade 4	67	2	3%	65	97%	8	12%	7	11%	30	46%	20	31%	50	77%
Grade 5	58	8	14%	50	86%	14	28%	14	28%	19	38%	3	6%	22	44%
Grades 3-8	193	11	6%	182	94%	23	13%	34	19%	71	39%	54	30%	125	69%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

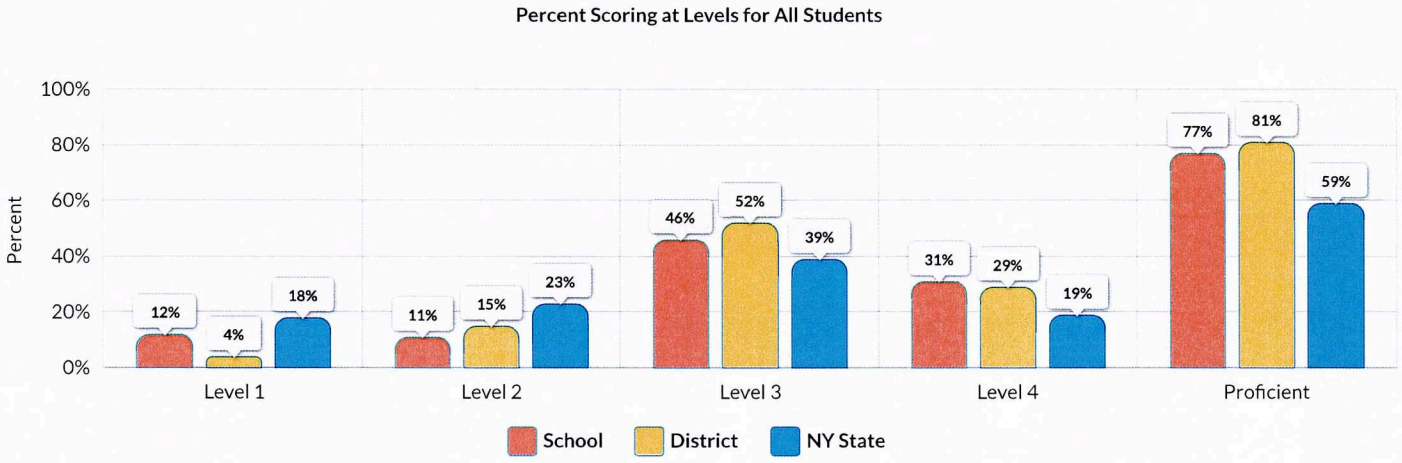
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	1	1%	67	99%	1	1%	13	19%	22	33%	31	46%	53	79%
Female	31	1	3%	30	97%	0	0%	10	33%	9	30%	11	37%	20	67%
Male	37	0	0%	37	100%	1	3%	3	8%	13	35%	20	54%	33	89%
General Education Students	61	0	0%	61	100%	0	0%	12	20%	18	30%	31	51%	49	80%
Students with Disabilities	7	1	14%	6	86%	1	17%	1	17%	4	67%	0	0%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	8	100%	0	0%	4	50%	3	38%	1	13%	4	50%
White	48	1	2%	47	98%	1	2%	7	15%	16	34%	23	49%	39	83%
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	2	17%	3	25%	7	58%	10	83%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	5	63%	1	13%	2	25%	3	38%
Not Economically Disadvantaged	59	0	0%	59	100%	1	2%	8	14%	21	36%	29	49%	50	85%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	64	1	2%	63	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	68	1	1%	67	99%	1	1%	13	19%	22	33%	31	46%	53	79%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	1	2%	64	98%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	68	1	1%	67	99%	1	1%	13	19%	22	33%	31	46%	53	79%
Parent Not in Armed Forces	68	1	1%	67	99%	1	1%	13	19%	22	33%	31	46%	53	79%

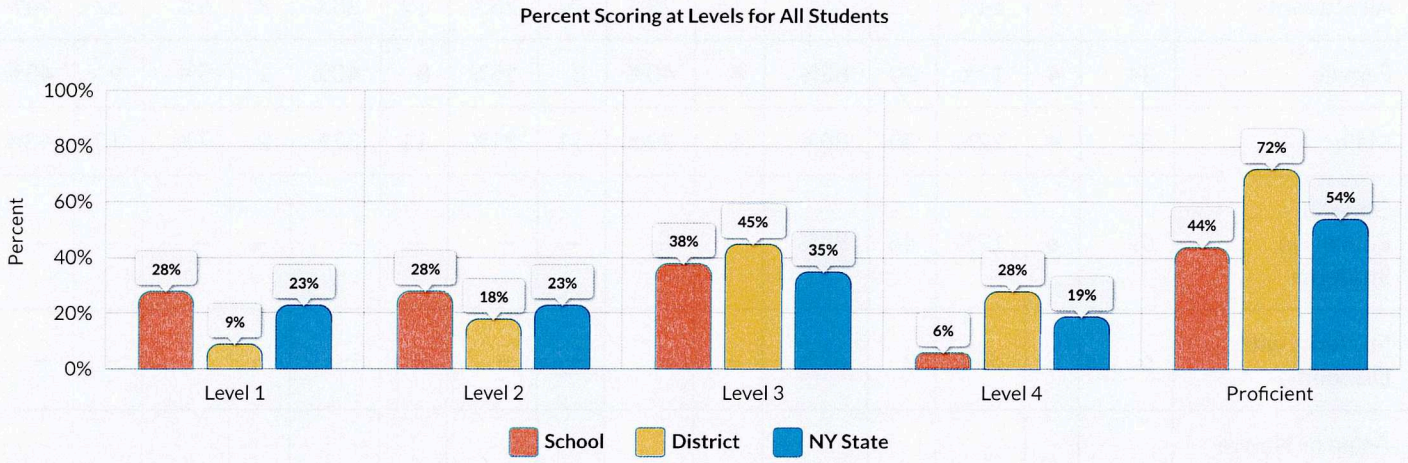
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	2	3%	65	97%	8	12%	7	11%	30	46%	20	31%	50	77%
Female	29	2	7%	27	93%	5	19%	4	15%	13	48%	5	19%	18	67%
Male	38	0	0%	38	100%	3	8%	3	8%	17	45%	15	39%	32	84%
General Education Students	61	1	2%	60	98%	5	8%	6	10%	30	50%	19	32%	49	82%
Students with Disabilities	6	1	17%	5	83%	3	60%	1	20%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	3	60%	0	0%	2	40%	0	0%	2	40%
White	56	2	4%	54	96%	5	9%	6	11%	24	44%	19	35%	43	80%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	62	2	3%	60	97%	5	8%	5	8%	30	50%	20	33%	50	83%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	63	2	3%	61	97%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	67	2	3%	65	97%	8	12%	7	11%	30	46%	20	31%	50	77%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	2	3%	63	97%	–	–	–	–	–	–	–	–	–	–
Not Migrant	67	2	3%	65	97%	8	12%	7	11%	30	46%	20	31%	50	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	67	2	3%	65	97%	8	12%	7	11%	30	46%	20	31%	50	77%

GRADE 5 MATH RESULTS

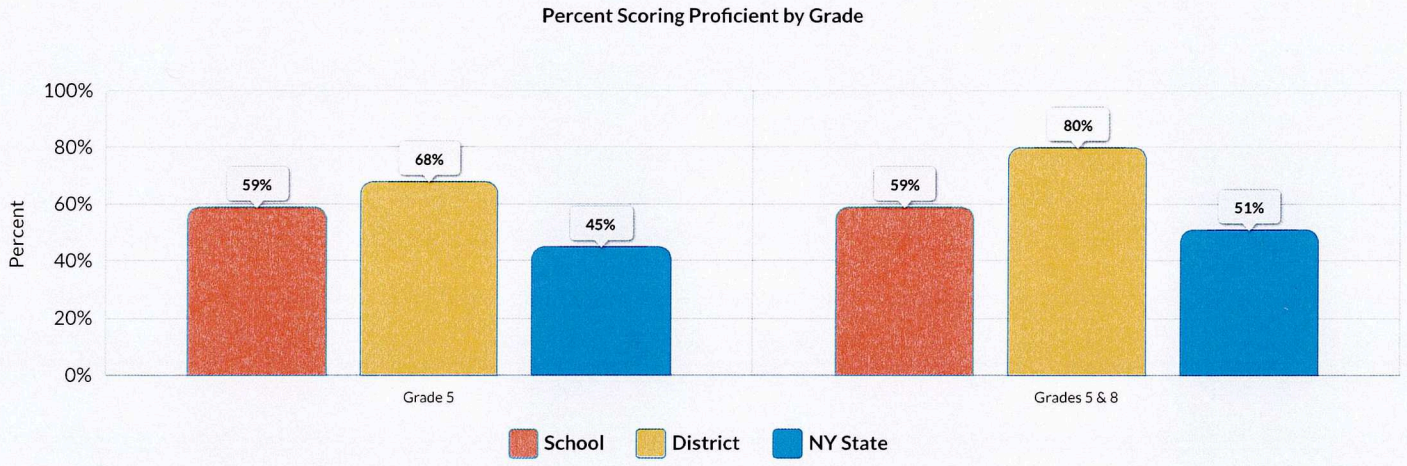


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	8	14%	50	86%	14	28%	14	28%	19	38%	3	6%	22	44%
Female	24	4	17%	20	83%	8	40%	3	15%	8	40%	1	5%	9	45%
Male	34	4	12%	30	88%	6	20%	11	37%	11	37%	2	7%	13	43%
General Education Students	52	6	12%	46	88%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	2	29%	2	29%	3	43%	0	0%	3	43%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
White	33	6	18%	27	82%	7	26%	7	26%	11	41%	2	7%	13	48%
Multiracial	8	0	0%	8	100%	2	25%	3	38%	2	25%	1	13%	3	38%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	3	38%	0	0%	3	38%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	53	6	11%	47	89%	–	–	–	–	–	–	–	–	–	–
English Language Learner	7	0	0%	7	100%	3	43%	1	14%	3	43%	0	0%	3	43%
Non-English Language Learner	51	8	16%	43	84%	11	26%	13	30%	16	37%	3	7%	19	44%
Not in Foster Care	58	8	14%	50	86%	14	28%	14	28%	19	38%	3	6%	22	44%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	57	8	14%	49	86%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	58	8	14%	50	86%	14	28%	14	28%	19	38%	3	6%	22	44%
Parent Not in Armed Forces	58	8	14%	50	86%	14	28%	14	28%	19	38%	3	6%	22	44%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

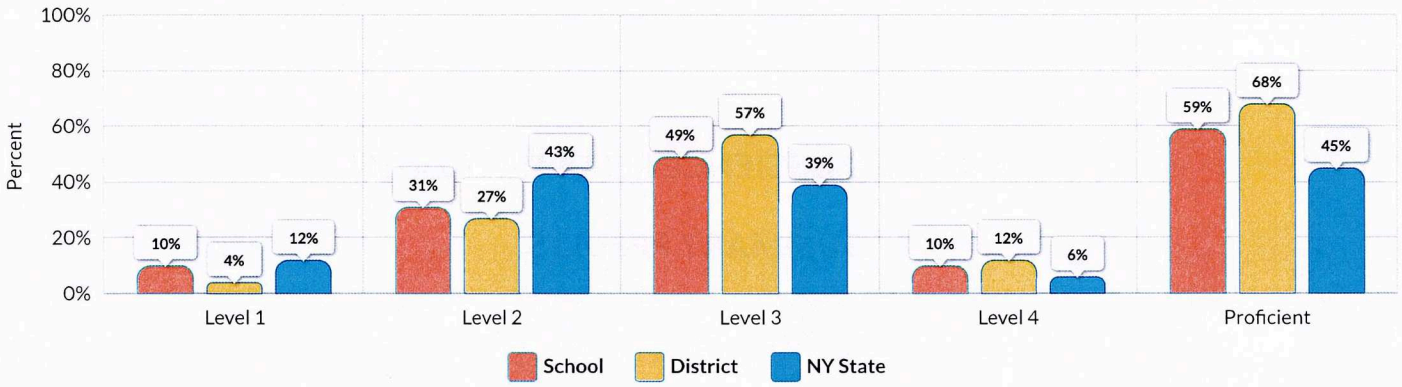
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%
Grades 5 & 8	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



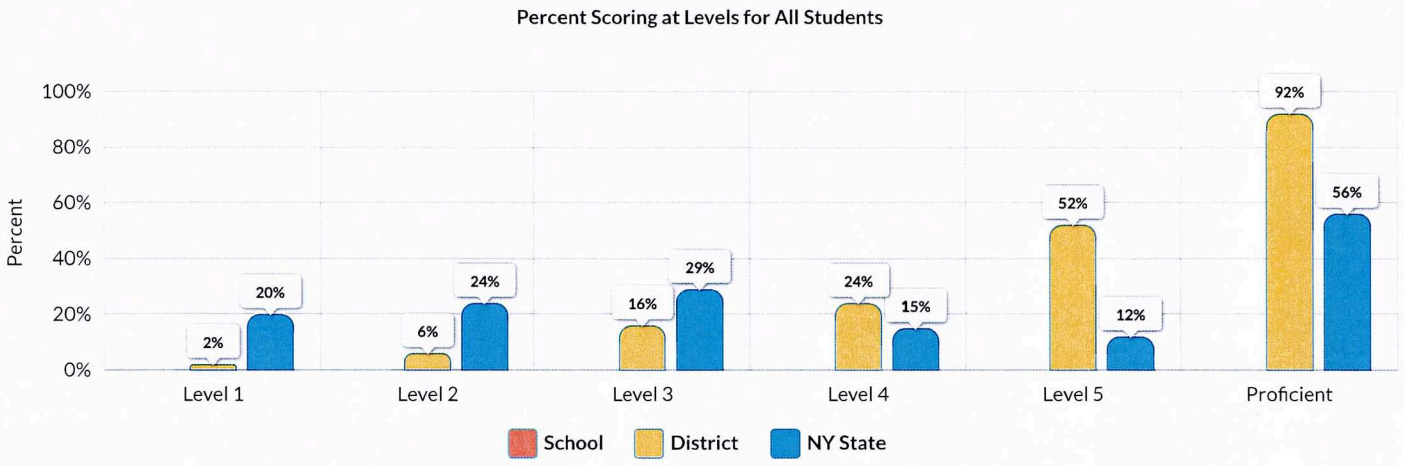
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%
Female	24	2	8%	22	92%	1	5%	8	36%	9	41%	4	18%	13	59%
Male	34	5	15%	29	85%	4	14%	8	28%	16	55%	1	3%	17	59%
General Education Students	52	5	10%	47	90%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	1	14%	6	86%	2	33%	1	17%	3	50%	0	0%	3	50%
White	33	4	12%	29	88%	1	3%	10	34%	15	52%	3	10%	18	62%
Multiracial	8	0	0%	8	100%	1	13%	2	25%	4	50%	1	13%	5	63%
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	3	38%	3	38%	1	13%	4	50%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	53	5	9%	48	91%	–	–	–	–	–	–	–	–	–	–
English Language Learner	7	2	29%	5	71%	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learner	51	5	10%	46	90%	3	7%	14	30%	24	52%	5	11%	29	63%
Not in Foster Care	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	57	7	12%	50	88%	–	–	–	–	–	–	–	–	–	–
Not Migrant	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	58	7	12%	51	88%	5	10%	16	31%	25	49%	5	10%	30	59%

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 ALGEBRA I (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Female	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	5	0	0%	5	100%	0	0%	1	20%	0	0%	3	60%	1	20%
Grade 2	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	7	0	0%	7	100%	0	0%	0	0%	3	43%	3	43%	1	14%

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

	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%

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JEFFERSON ROAD 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	193.1	123.3	136.1
	Math	188.1	127.4	139.5
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	204.8	178.8	182.3
	Math	202.4	190.9	192.4
Black or African American	ELA	166.7	114.8	129
	Math	125	106.7	122.2
Hispanic or Latino	ELA	179.2	107.5	122.9
	Math	158.3	105.6	121.4
Multiracial	ELA	214	125.7	138.1
	Math	198	129	140.8
White	ELA	189.7	123.7	136.4
	Math	188	134.7	145.6
Students with Disabilities	ELA	108.1	68.9	90.7
	Math	127.9	72.5	93.8
Economically Disadvantaged	ELA	–	–	–
	Math	–	–	–

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

ELEMENTARY/MIDDLE 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
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	1	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	3
Hispanic or Latino	4	4	–	–	4
Multiracial	4	4	1	–	4
White	4	4	1	–	4
Students with Disabilities	4	4	2	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	246	194.7	4
	Math	247	188.9	
	Science	69	172.5	
	Combined	562	189.4	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	204.8	4
	Math	21	202.4	
	Science	7	157.1	
	Combined	49	196.9	
Black or African American	ELA	5	200	–
	Math	5	150	
	Science	0	–	
	Combined	10	–	
Hispanic or Latino	ELA	12	179.2	4
	Math	12	158.3	
	Science	2	–	
	Combined	26	171.2	
Multiracial	ELA	25	214	4
	Math	25	198	
	Science	6	200	
	Combined	56	205.4	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	182	191.8	4
	Math	183	189.1	
	Science	54	170.4	
	Combined	419	187.8	
Students with Disabilities	ELA	35	132.9	4
	Math	36	152.8	
	Science	3	–	
	Combined	74	141.2	
Economically Disadvantaged	ELA	3	–	–
	Math	3	–	
	Science	1	–	
	Combined	7	–	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	248	193.1	4
	Math	248	188.1	
	Science	71	167.6	
	Combined	567	187.7	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	204.8	4
	Math	21	202.4	
	Science	8	137.5	
	Combined	50	193	
Black or African American	ELA	6	166.7	–
	Math	6	125	
	Science	1	–	
	Combined	13	–	
Hispanic or Latino	ELA	12	179.2	4
	Math	12	158.3	
	Science	3	–	
	Combined	27	164.8	
Multiracial	ELA	25	214	4
	Math	25	198	
	Science	6	200	
	Combined	56	205.4	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	184	189.7	4
	Math	184	188	
	Science	54	170.4	
	Combined	422	186.5	
Students with Disabilities	ELA	43	108.1	4
	Math	43	127.9	
	Science	7	42.9	
	Combined	93	112.4	
Economically Disadvantaged	ELA	4	–	–
	Math	4	–	
	Science	2	–	
	Combined	10	–	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	313	13,989	44.7	1
Asian or Native Hawaiian/Other Pacific Islander	26	1,569	60.3	4
Black or African American	6	–	–	–
Hispanic or Latino	15	–	–	–
Multiracial	36	1,574	43.7	1
White	230	9,677	42.1	1
Students with Disabilities	44	2,061	46.8	2
Economically Disadvantaged	2	–	–	–

ELEMENTARY/MIDDLE 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	430	6	28	145	251	219.9	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	33	2	2	15	14	203	3
Black or African American	10	–	–	–	–	–	–
Hispanic or Latino	21	0	2	6	13	221.4	4
Multiracial	43	1	1	9	32	230.2	4
White	322	3	22	108	189	220.7	4
Students with Disabilities	72	1	5	20	46	222.2	4
Economically Disadvantaged	9	–	–	–	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

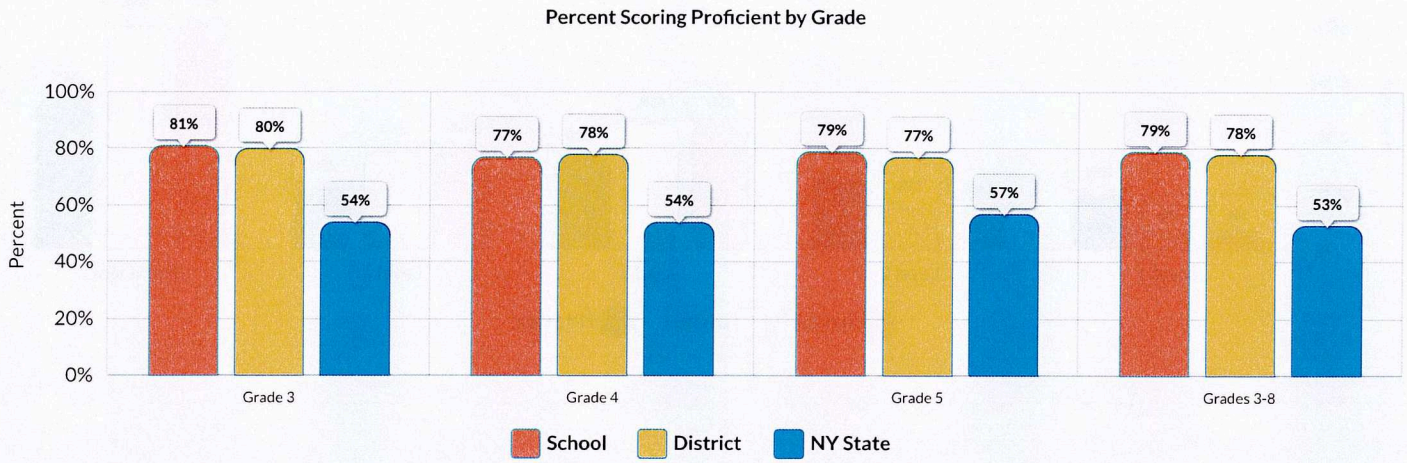
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	264	93.9%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	22	–
Black or African American	–	7	–
Hispanic or Latino	–	13	–
Multiracial	–	26	–
White	✗	195	93.9%
Students with Disabilities	✗	41	75.6%
Economically Disadvantaged	–	4	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	264	94.7%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	22	–
Black or African American	–	7	–
Hispanic or Latino	–	13	–
Multiracial	–	26	–
White	✗	195	94.4%
Students with Disabilities	✗	41	78.1%
Economically Disadvantaged	–	4	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

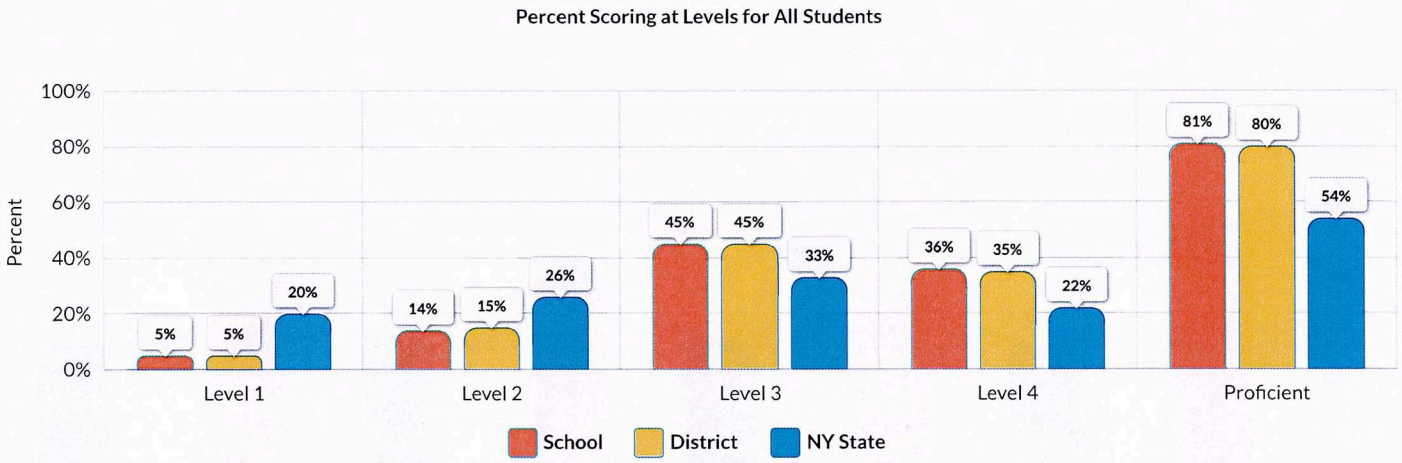
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%
Grade 4	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Grade 5	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Grades 3-8	265	17	6%	248	94%	9	4%	43	17%	106	43%	90	36%	196	79%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

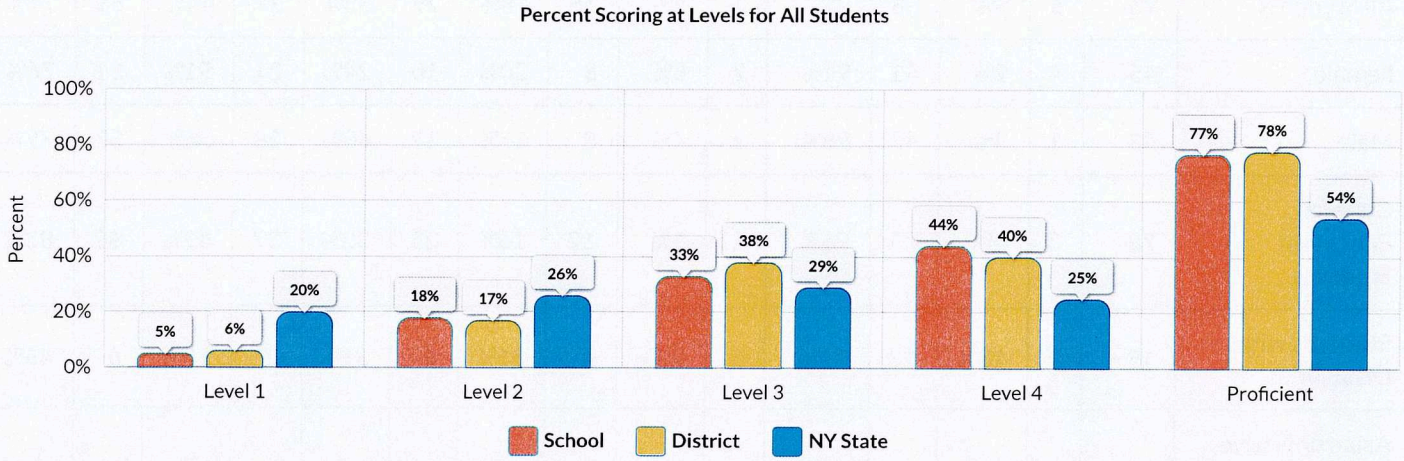
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%
Female	40	1	3%	39	98%	–	–	–	–	–	–	–	–	–	–
Male	50	5	10%	45	90%	3	7%	7	16%	20	44%	15	33%	35	78%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	41	1	2%	40	98%	1	3%	5	13%	18	45%	16	40%	34	85%
General Education Students	76	2	3%	74	97%	1	1%	7	9%	36	49%	30	41%	66	89%
Students with Disabilities	15	4	27%	11	73%	3	27%	5	45%	2	18%	1	9%	3	27%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	1	13%	3	38%	3	38%	6	75%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	68	5	7%	63	93%	3	5%	9	14%	25	40%	26	41%	51	81%
Multiracial	8	1	13%	7	88%	0	0%	1	14%	4	57%	2	29%	6	86%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	6	86%	0	0%	6	86%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	89	6	7%	83	93%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%
Not in Foster Care	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%

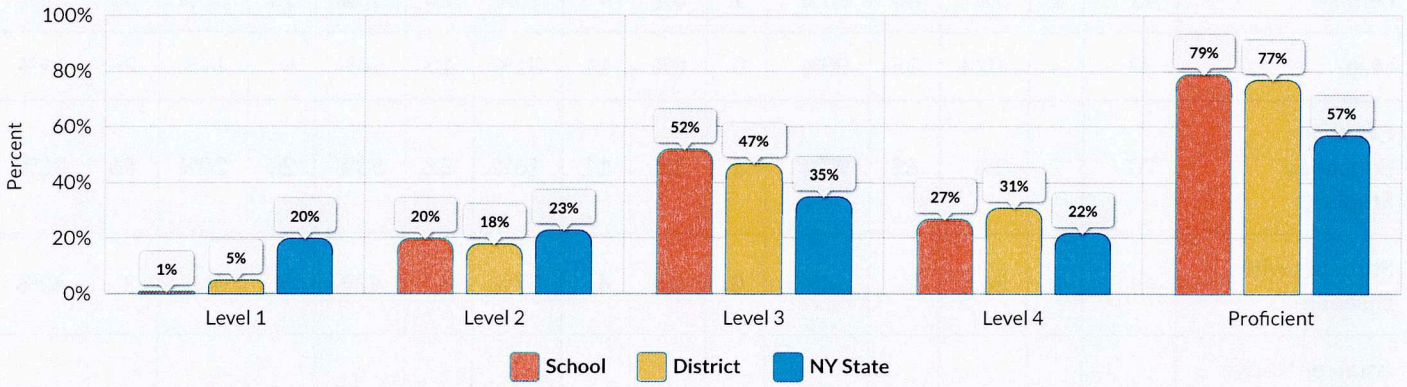
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%
Not Migrant	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%
Parent Not in Armed Forces	91	6	7%	85	93%	4	5%	12	14%	38	45%	31	36%	69	81%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Female	45	4	9%	41	91%	2	5%	8	20%	10	24%	21	51%	31	76%
Male	48	1	2%	47	98%	2	4%	8	17%	19	40%	18	38%	37	79%
General Education Students	78	3	4%	75	96%	1	1%	12	16%	25	33%	37	49%	62	83%
Students with Disabilities	15	2	13%	13	87%	3	23%	4	31%	4	31%	2	15%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	67	4	6%	63	94%	4	6%	11	17%	22	35%	26	41%	48	76%
Multiracial	12	1	8%	11	92%	0	0%	1	9%	4	36%	6	55%	10	91%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	3	38%	1	13%	4	50%	5	63%
Not Economically Disadvantaged	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Non-English Language Learner	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Not in Foster Care	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Not Homeless	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Not Migrant	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%
Parent Not in Armed Forces	93	5	5%	88	95%	4	5%	16	18%	29	33%	39	44%	68	77%

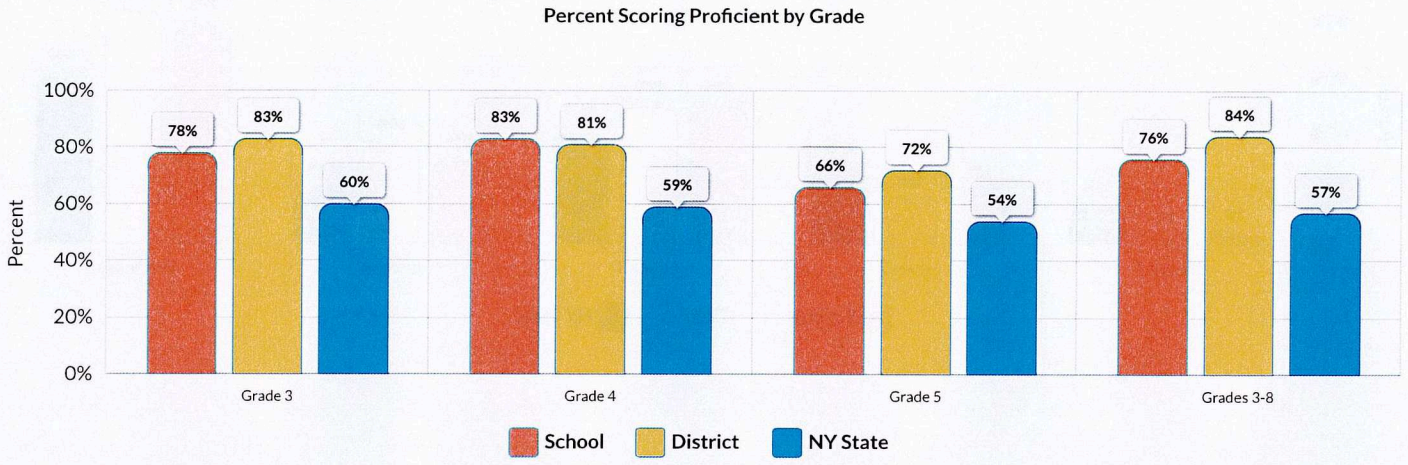
GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Female	42	2	5%	40	95%	1	3%	4	10%	20	50%	15	38%	35	88%
Male	39	4	10%	35	90%	0	0%	11	31%	19	54%	5	14%	24	69%
General Education Students	70	2	3%	68	97%	1	1%	11	16%	36	53%	20	29%	56	82%
Students with Disabilities	11	4	36%	7	64%	0	0%	4	57%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	60	3	5%	57	95%	0	0%	14	25%	31	54%	12	21%	43	75%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	1	9%	5	45%	4	36%	9	82%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	79	5	6%	74	94%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Not in Foster Care	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Not Homeless	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Not Migrant	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%
Parent Not in Armed Forces	81	6	7%	75	93%	1	1%	15	20%	39	52%	20	27%	59	79%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

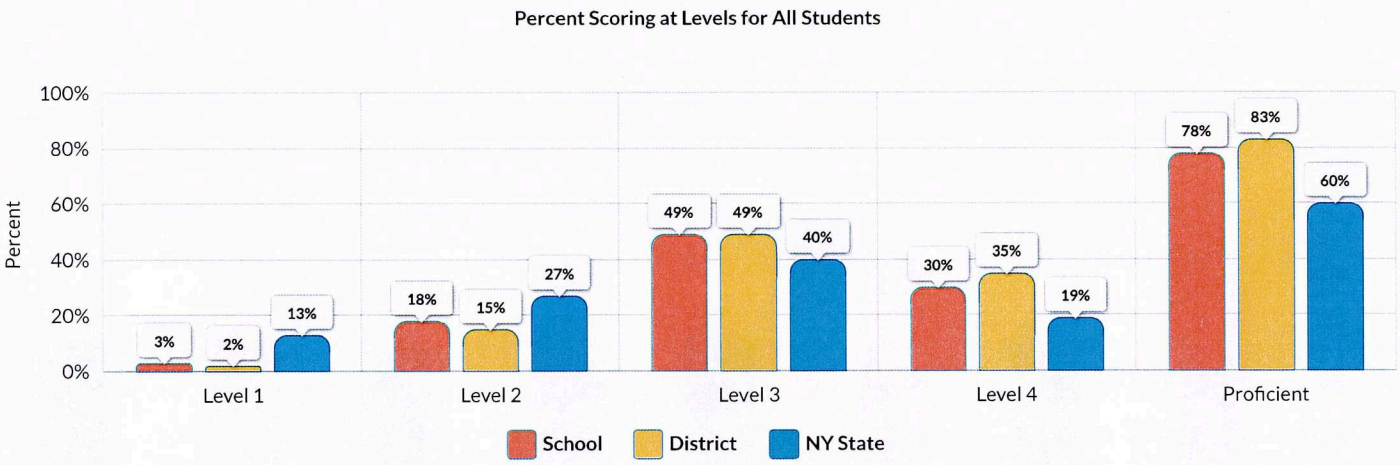
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%
Grade 4	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Grade 5	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Grades 3-8	265	15	6%	250	94%	7	3%	52	21%	121	48%	70	28%	191	76%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

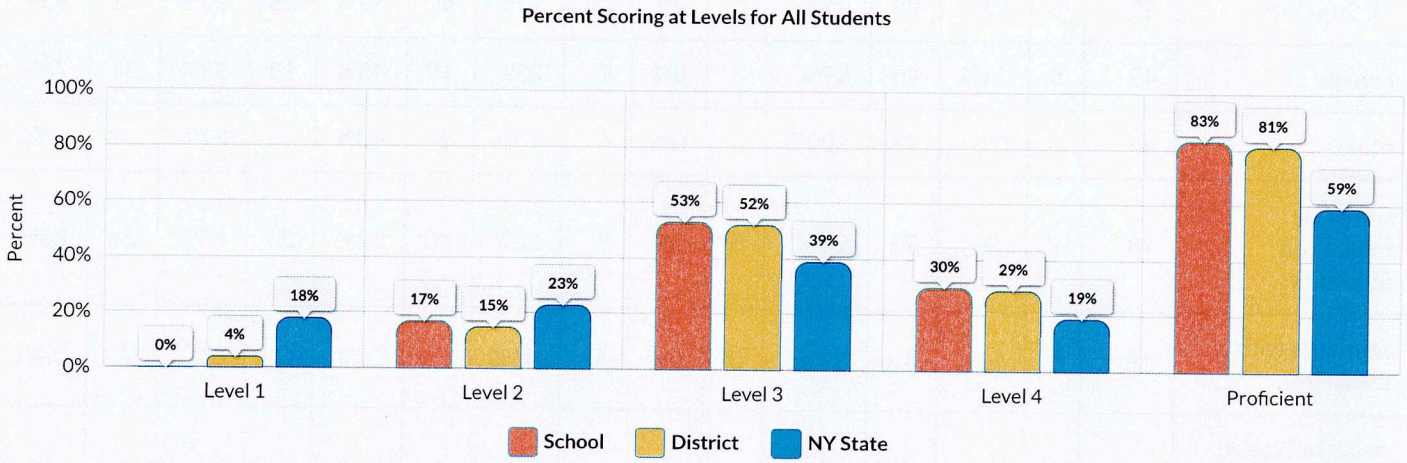
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%
Female	40	0	0%	40	100%	–	–	–	–	–	–	–	–	–	–
Male	50	3	6%	47	94%	1	2%	3	6%	28	60%	15	32%	43	91%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	41	0	0%	41	100%	2	5%	13	32%	15	37%	11	27%	26	63%
General Education Students	76	1	1%	75	99%	1	1%	14	19%	35	47%	25	33%	60	80%
Students with Disabilities	15	2	13%	13	87%	2	15%	2	15%	8	62%	1	8%	9	69%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	5	63%	2	25%	7	88%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	68	3	4%	65	96%	1	2%	10	15%	33	51%	21	32%	54	83%
Multiracial	8	0	0%	8	100%	1	13%	1	13%	3	38%	3	38%	6	75%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	5	71%	2	29%	0	0%	2	29%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	89	3	3%	86	97%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%
Not in Foster Care	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%

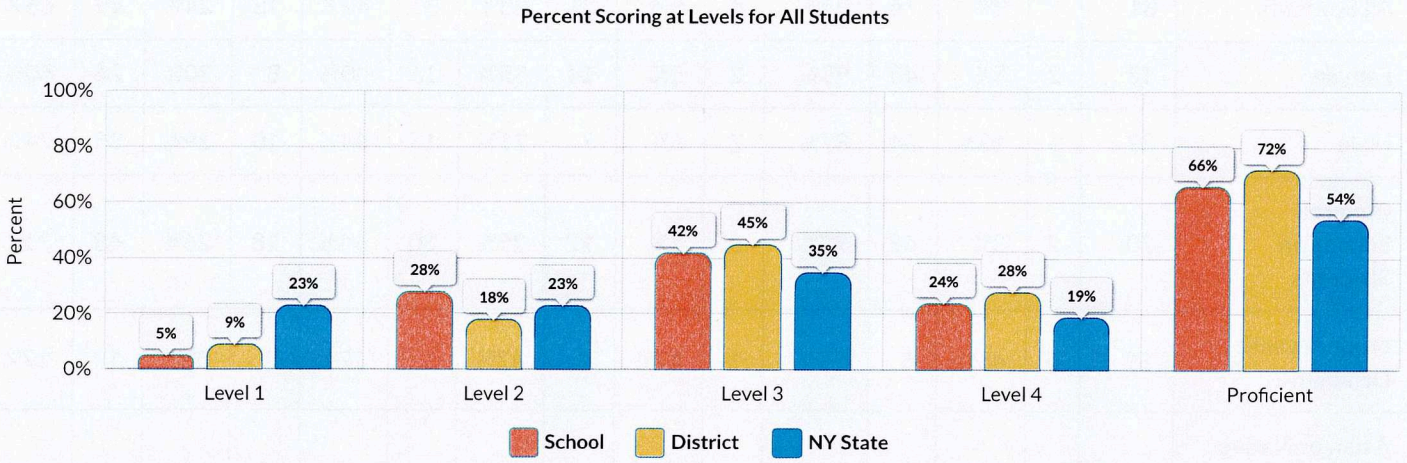
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%
Not Migrant	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%
Parent Not in Armed Forces	91	3	3%	88	97%	3	3%	16	18%	43	49%	26	30%	69	78%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Female	45	5	11%	40	89%	0	0%	9	23%	18	45%	13	33%	31	78%
Male	48	0	0%	48	100%	0	0%	6	13%	29	60%	13	27%	42	88%
General Education Students	78	3	4%	75	96%	0	0%	9	12%	40	53%	26	35%	66	88%
Students with Disabilities	15	2	13%	13	87%	0	0%	6	46%	7	54%	0	0%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	67	4	6%	63	94%	0	0%	11	17%	34	54%	18	29%	52	83%
Multiracial	12	1	8%	11	92%	0	0%	1	9%	9	82%	1	9%	10	91%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	3	38%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Non-English Language Learner	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Not in Foster Care	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Not Homeless	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Not Migrant	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%
Parent Not in Armed Forces	93	5	5%	88	95%	0	0%	15	17%	47	53%	26	30%	73	83%

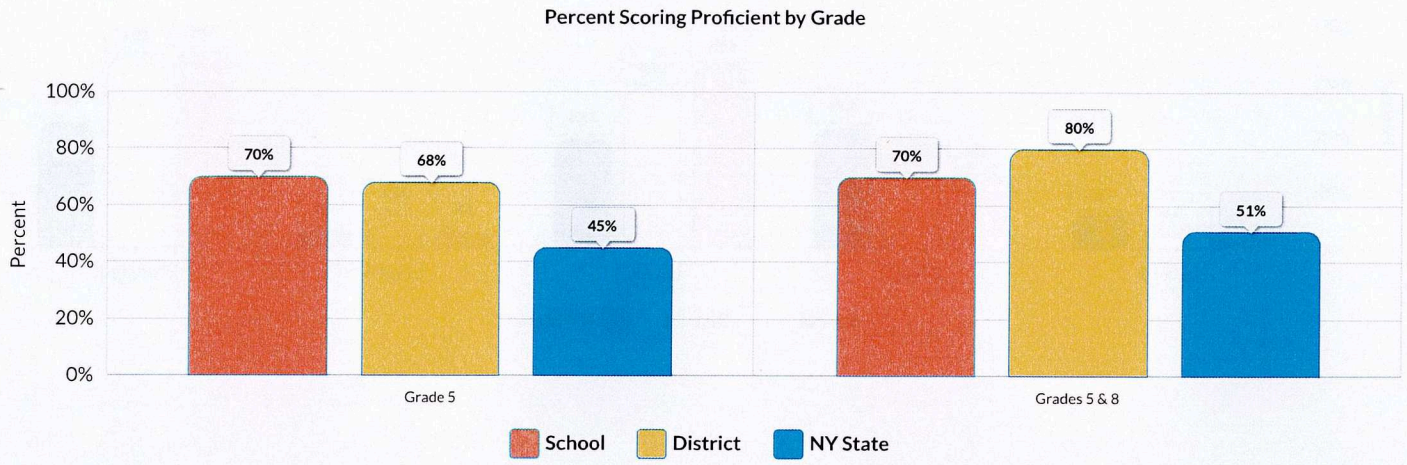
GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Female	42	2	5%	40	95%	2	5%	14	35%	16	40%	8	20%	24	60%
Male	39	5	13%	34	87%	2	6%	7	21%	15	44%	10	29%	25	74%
General Education Students	70	2	3%	68	97%	3	4%	17	25%	30	44%	18	26%	48	71%
Students with Disabilities	11	5	45%	6	55%	1	17%	4	67%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	2	29%	2	29%	3	43%	5	71%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	60	4	7%	56	93%	3	5%	17	30%	22	39%	14	25%	36	64%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	2	18%	7	64%	1	9%	8	73%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	79	6	8%	73	92%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Not in Foster Care	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Not Homeless	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Not Migrant	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%
Parent Not in Armed Forces	81	7	9%	74	91%	4	5%	21	28%	31	42%	18	24%	49	66%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

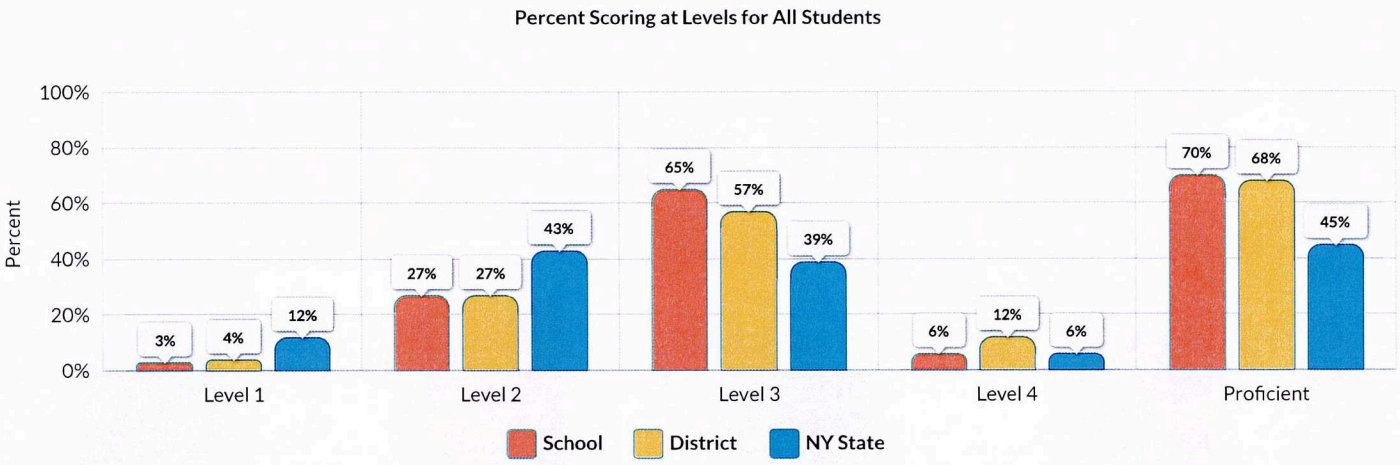
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Grades 5 & 8	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Female	42	3	7%	39	93%	1	3%	14	36%	22	56%	2	5%	24	62%
Male	39	7	18%	32	82%	1	3%	5	16%	24	75%	2	6%	26	81%
General Education Students	70	2	3%	68	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	11	8	73%	3	27%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	3	43%	4	57%	0	0%	4	57%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	60	5	8%	55	92%	1	2%	15	27%	37	67%	2	4%	39	71%
Multiracial	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	79	9	11%	70	89%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Not in Foster Care	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Not Homeless	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Not Migrant	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%
Parent Not in Armed Forces	81	10	12%	71	88%	2	3%	19	27%	46	65%	4	6%	50	70%

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

	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%

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PARK ROAD 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	187.7	123.3	136.1
	Math	187.2	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	205.9	178.8	182.3
	Math	217.6	190.9	192.4
Black or African American	ELA	83.3	114.8	129
	Math	100	106.7	122.2
Hispanic or Latino	ELA	150	107.5	122.9
	Math	135	105.6	121.4
Multiracial	ELA	216.7	125.7	138.1
	Math	200	129	140.8
White	ELA	187.5	123.7	136.4
	Math	187.2	134.7	145.6
English Language Learner	ELA	—	—	—
	Math	—	—	—
Students with Disabilities	ELA	83.3	68.9	90.7
	Math	105.6	72.5	93.8
Economically Disadvantaged	ELA	128.6	110	125
	Math	107.1	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	1	—	—	—	—	—

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

ELEMENTARY/MIDDLE 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
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4
Hispanic or Latino	4	3	–	–	–
Multiracial	4	4	–	–	4
White	4	4	1	–	4
Students with Disabilities	4	4	1	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	185	193.8	4
	Math	186	192.2	
	Science	57	161.4	
	Combined	428	188.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	205.9	4
	Math	17	217.6	
	Science	8	206.3	
	Combined	42	210.7	
Black or African American	ELA	5	100	–
	Math	5	120	
	Science	4	–	
	Combined	14	–	
Hispanic or Latino	ELA	8	187.5	4
	Math	8	168.8	
	Science	4	–	
	Combined	20	167.5	
Multiracial	ELA	12	216.7	4
	Math	12	200	
	Science	3	–	
	Combined	27	200	
White	ELA	143	194.1	4
	Math	144	192.4	
	Science	38	164.5	
	Combined	325	189.8	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Students with Disabilities	ELA	17	105.9	4
	Math	23	123.9	
	Science	7	121.4	
	Combined	47	117	
Economically Disadvantaged	ELA	6	150	–
	Math	6	125	
	Science	5	150	
	Combined	17	–	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	191	187.7	4
	Math	191	187.2	
	Science	57	161.4	
	Combined	439	184.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	205.9	4
	Math	17	217.6	
	Science	8	206.3	
	Combined	42	210.7	
Black or African American	ELA	6	83.3	–
	Math	6	100	
	Science	4	–	
	Combined	16	–	
Hispanic or Latino	ELA	10	150	3
	Math	10	135	
	Science	4	–	
	Combined	24	139.6	
Multiracial	ELA	12	216.7	4
	Math	12	200	
	Science	3	–	
	Combined	27	200	
White	ELA	148	187.5	4
	Math	148	187.2	
	Science	39	160.3	
	Combined	335	184.2	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Students with Disabilities	ELA	27	83.3	4
	Math	27	105.6	
	Science	7	121.4	
	Combined	61	97.5	
Economically Disadvantaged	ELA	7	128.6	–
	Math	7	107.1	
	Science	5	150	
	Combined	19	–	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	232	10,538	45.4	2
Asian or Native Hawaiian/Other Pacific Islander	30	1,814	60.5	4
Black or African American	6	–	–	–
Hispanic or Latino	12	–	–	–
Multiracial	10	–	–	–
White	174	7,577	43.5	1
English Language Learner	2	–	–	–
Students with Disabilities	35	1,293	36.9	1
Economically Disadvantaged	10	–	–	–

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	1	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
English Language Learner	1	–	–	–	–
Students with Disabilities	1	–	–	–	–

ELEMENTARY/MIDDLE 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	354	6	17	96	235	225	4
Asian or Native Hawaiian/Other Pacific Islander	29	2	1	4	22	220.7	4
Black or African American	9	–	–	–	–	–	–
Hispanic or Latino	17	–	–	–	–	–	–
Multiracial	24	0	2	8	14	220.8	4
White	275	3	12	74	186	227.3	4
English Language Learner	1	–	–	–	–	–	–
Students with Disabilities	56	1	4	16	35	220.5	4
Economically Disadvantaged	10	–	–	–	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

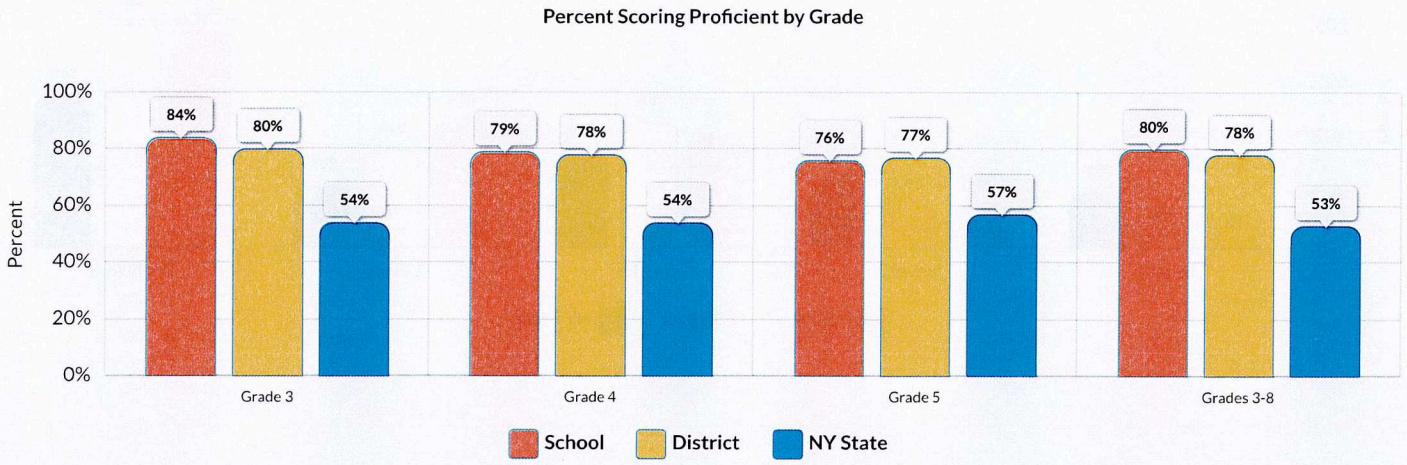
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	204	92.2%
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	–	6	–
Hispanic or Latino	–	10	–
Multiracial	–	12	–
White	✗	159	91.8%
English Language Learner	–	1	–
Students with Disabilities	–	25	–
Economically Disadvantaged	–	7	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	204	92.7%
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	–	6	–
Hispanic or Latino	–	10	–
Multiracial	–	12	–
White	✗	159	92.5%
English Language Learner	–	1	–
Students with Disabilities	–	25	–
Economically Disadvantaged	–	7	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

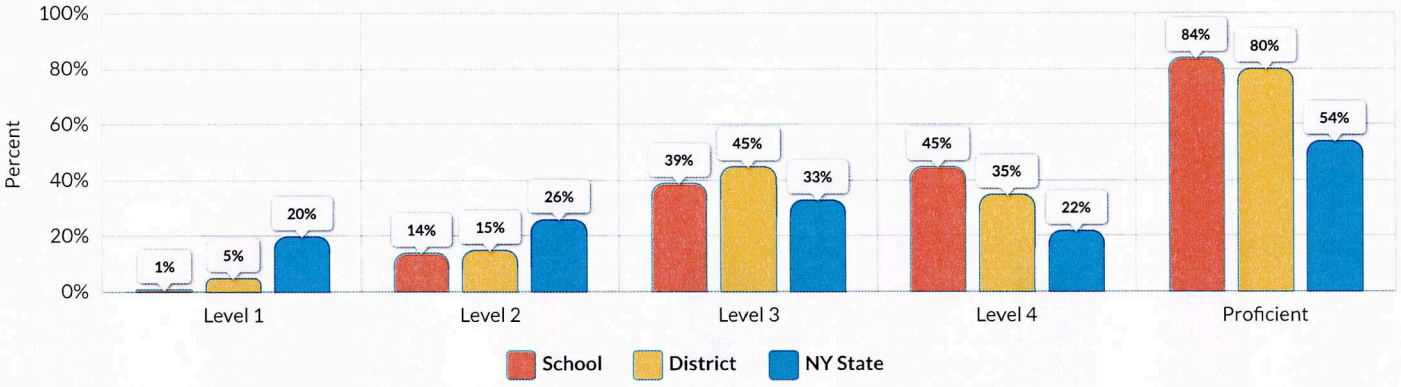
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Grade 4	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
Grade 5	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Grades 3-8	205	17	8%	188	92%	7	4%	31	16%	82	44%	68	36%	150	80%

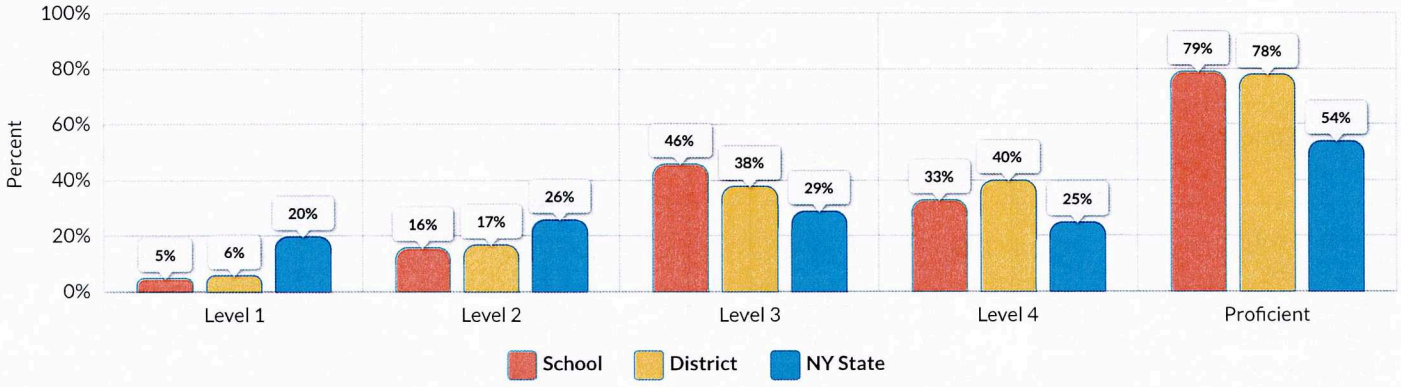
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



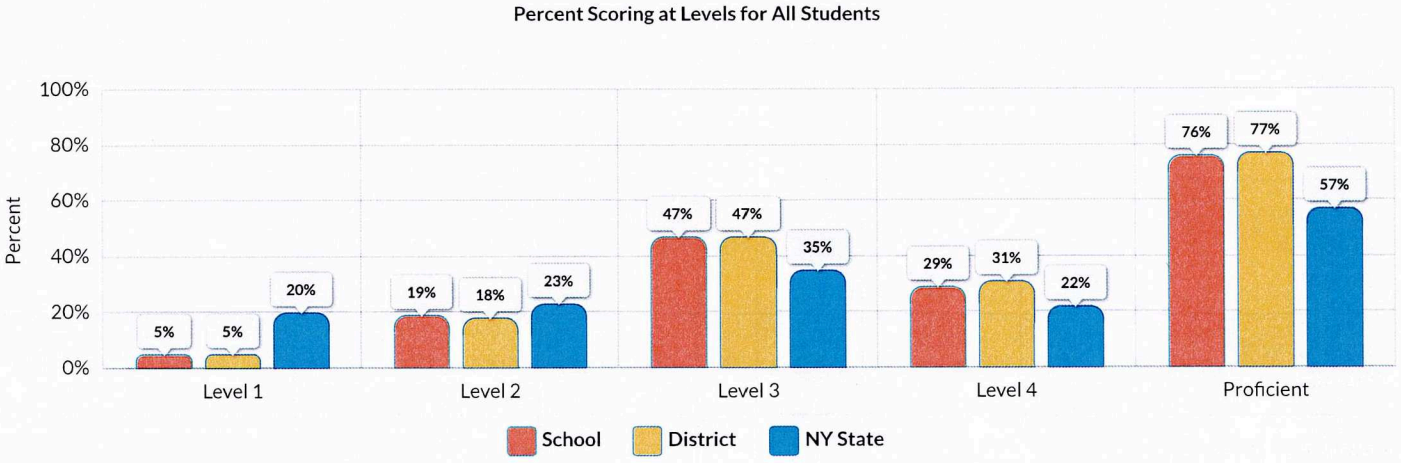
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Female	42	3	7%	39	93%	0	0%	4	10%	15	38%	20	51%	35	90%
Male	31	1	3%	30	97%	1	3%	6	20%	12	40%	11	37%	23	77%
General Education Students	66	1	2%	65	98%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	59	1	2%	58	98%	1	2%	9	16%	22	38%	26	45%	48	83%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	3	21%	11	79%	0	0%	1	9%	5	45%	5	45%	10	91%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	71	3	4%	68	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Not in Foster Care	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Not Homeless	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Not Migrant	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%
Parent Not in Armed Forces	73	4	5%	69	95%	1	1%	10	14%	27	39%	31	45%	58	84%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
Female	38	4	11%	34	89%	0	0%	4	12%	17	50%	13	38%	30	88%
Male	30	3	10%	27	90%	3	11%	6	22%	11	41%	7	26%	18	67%
General Education Students	60	4	7%	56	93%	0	0%	8	14%	28	50%	20	36%	48	86%
Students with Disabilities	8	3	38%	5	63%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	2	25%	2	25%	3	38%	5	63%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	55	7	13%	48	87%	2	4%	7	15%	23	48%	16	33%	39	81%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Not Economically Disadvantaged	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	67	7	10%	60	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
Not Homeless	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
Not Migrant	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%
Parent Not in Armed Forces	68	7	10%	61	90%	3	5%	10	16%	28	46%	20	33%	48	79%

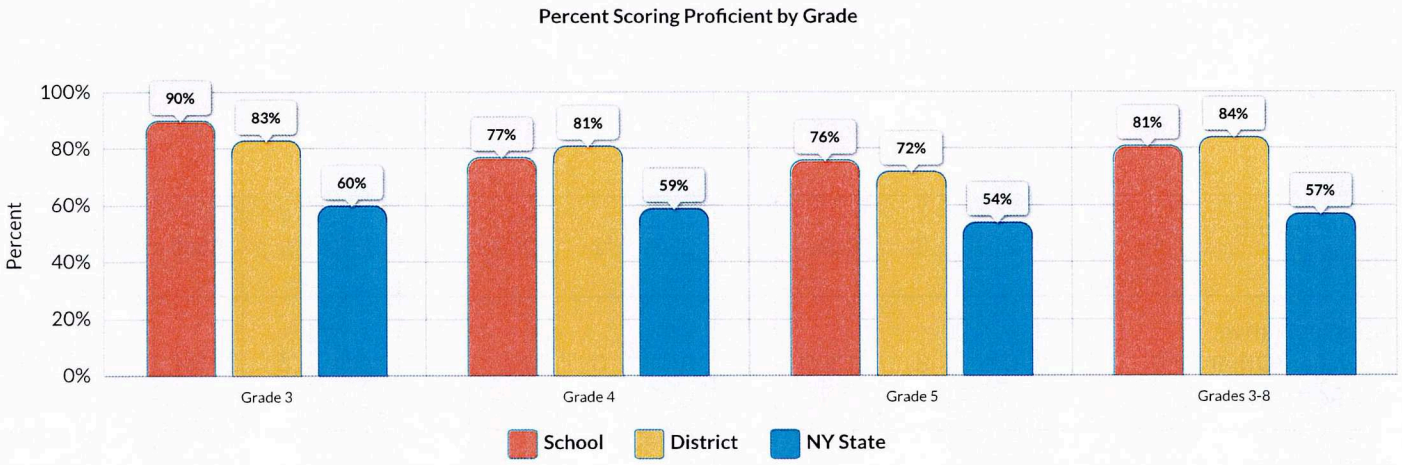
GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Female	31	5	16%	26	84%	0	0%	5	19%	13	50%	8	31%	21	81%
Male	33	1	3%	32	97%	3	9%	6	19%	14	44%	9	28%	23	72%
General Education Students	54	4	7%	50	93%	1	2%	9	18%	24	48%	16	32%	40	80%
Students with Disabilities	10	2	20%	8	80%	2	25%	2	25%	3	38%	1	13%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	45	5	11%	40	89%	1	3%	10	25%	19	48%	10	25%	29	73%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	2	20%	1	10%	6	60%	1	10%	7	70%
Economically Disadvantaged	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Not Economically Disadvantaged	59	6	10%	53	90%	2	4%	10	19%	26	49%	15	28%	41	77%
Non-English Language Learner	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Not in Foster Care	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Not Homeless	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Not Migrant	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%
Parent Not in Armed Forces	64	6	9%	58	91%	3	5%	11	19%	27	47%	17	29%	44	76%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

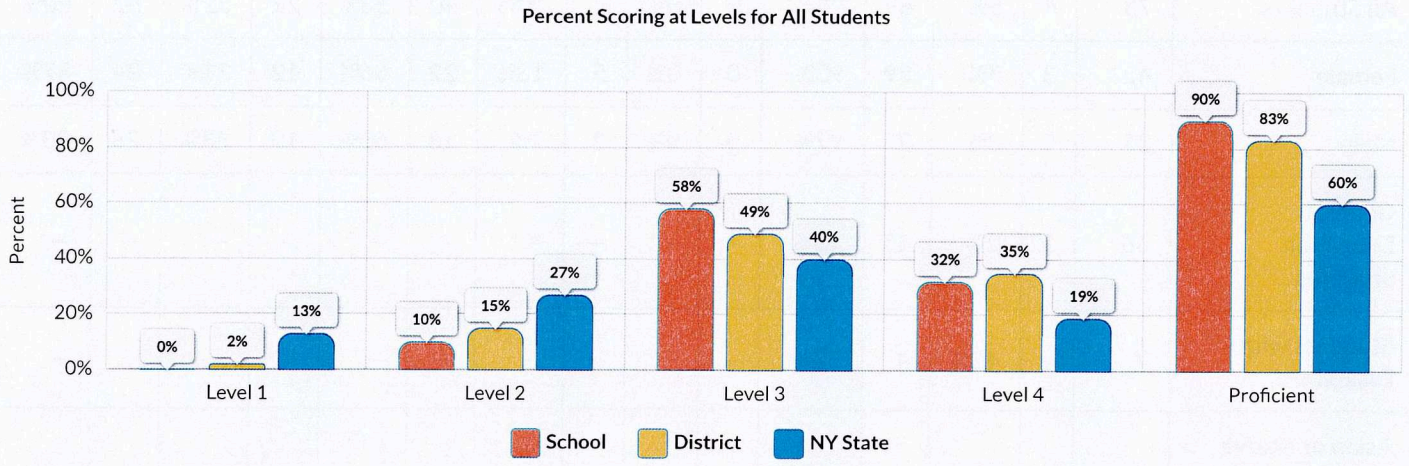
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Grade 4	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
Grade 5	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Grades 3-8	205	16	8%	189	92%	9	5%	26	14%	96	51%	58	31%	154	81%

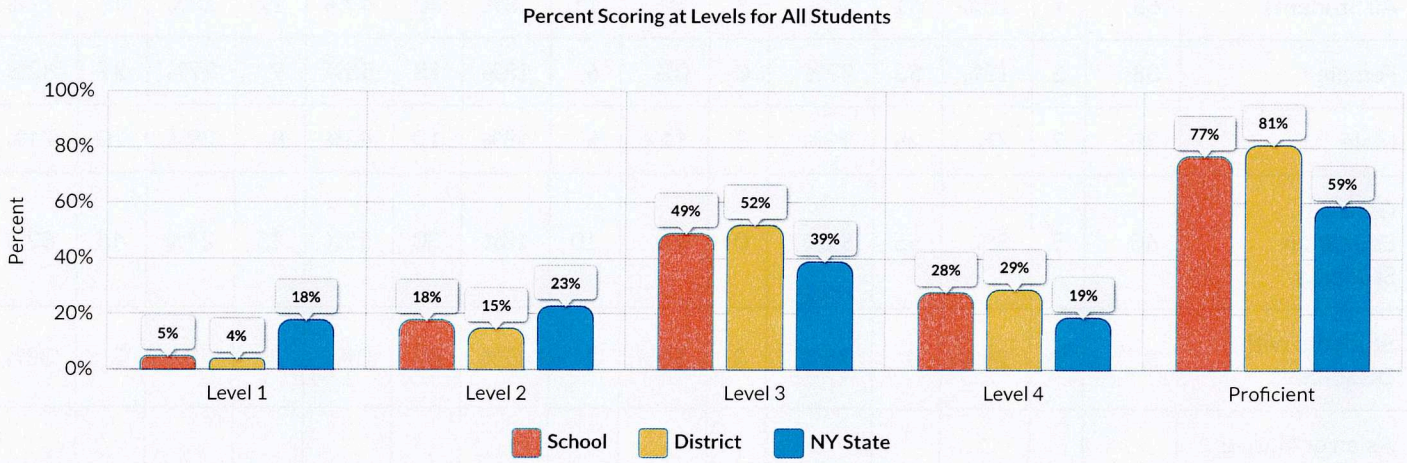
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS



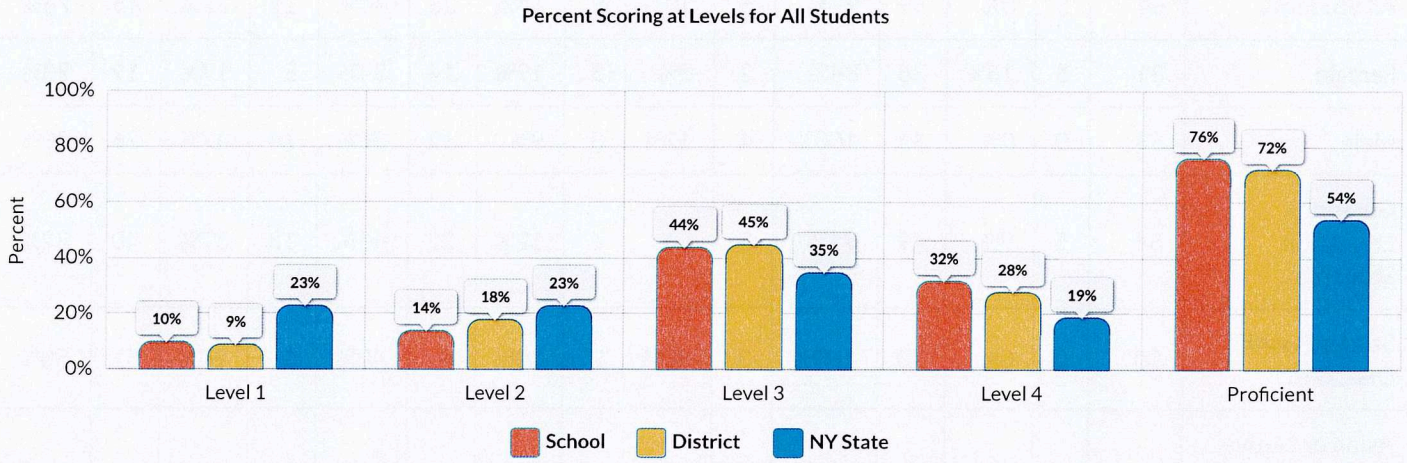
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Female	42	3	7%	39	93%	0	0%	5	13%	22	56%	12	31%	34	87%
Male	31	1	3%	30	97%	0	0%	2	7%	18	60%	10	33%	28	93%
General Education Students	66	1	2%	65	98%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	59	1	2%	58	98%	0	0%	7	12%	32	55%	19	33%	51	88%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	3	21%	11	79%	0	0%	0	0%	8	73%	3	27%	11	100%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	71	3	4%	68	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Not in Foster Care	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Not Homeless	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Not Migrant	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%
Parent Not in Armed Forces	73	4	5%	69	95%	0	0%	7	10%	40	58%	22	32%	62	90%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
Female	38	5	13%	33	87%	0	0%	6	18%	18	55%	9	27%	27	82%
Male	30	2	7%	28	93%	3	11%	5	18%	12	43%	8	29%	20	71%
General Education Students	60	5	8%	55	92%	0	0%	10	18%	30	55%	15	27%	45	82%
Students with Disabilities	8	2	25%	6	75%	3	50%	1	17%	0	0%	2	33%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	1	13%	2	25%	4	50%	6	75%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	55	7	13%	48	87%	2	4%	9	19%	24	50%	13	27%	37	77%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Not Economically Disadvantaged	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	67	7	10%	60	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
Not Homeless	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
Not Migrant	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%
Parent Not in Armed Forces	68	7	10%	61	90%	3	5%	11	18%	30	49%	17	28%	47	77%

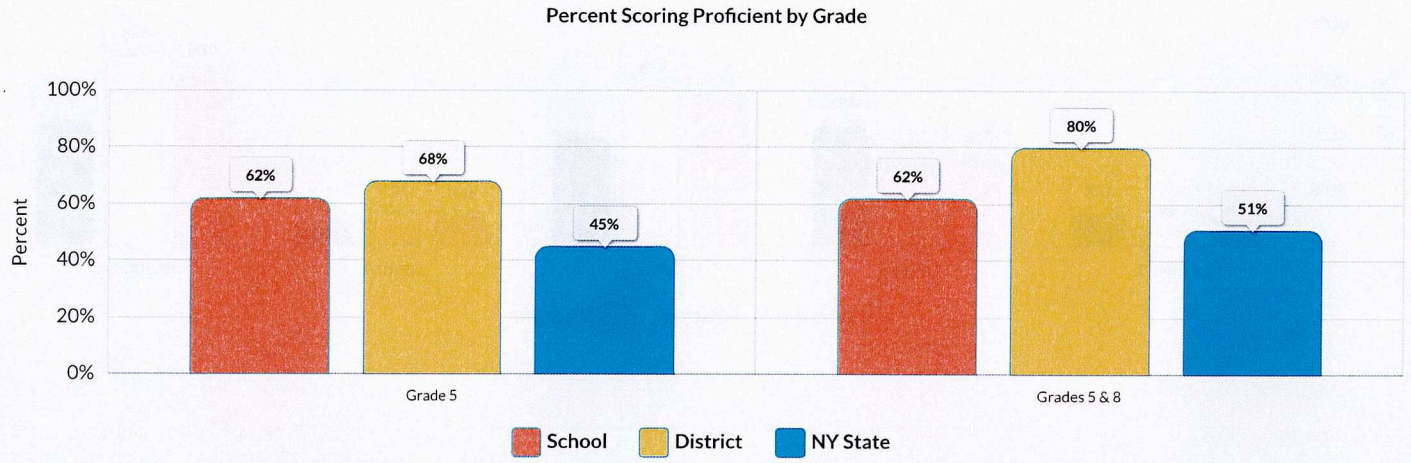
GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Female	31	5	16%	26	84%	2	8%	5	19%	14	54%	5	19%	19	73%
Male	33	0	0%	33	100%	4	12%	3	9%	12	36%	14	42%	26	79%
General Education Students	54	5	9%	49	91%	3	6%	6	12%	22	45%	18	37%	40	82%
Students with Disabilities	10	0	0%	10	100%	3	30%	2	20%	4	40%	1	10%	5	50%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	45	4	9%	41	91%	4	10%	5	12%	21	51%	11	27%	32	78%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	2	20%	3	30%	4	40%	1	10%	5	50%
Economically Disadvantaged	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	59	5	8%	54	92%	4	7%	7	13%	25	46%	18	33%	43	80%
Non-English Language Learner	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Not in Foster Care	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Not Homeless	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Not Migrant	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%
Parent Not in Armed Forces	64	5	8%	59	92%	6	10%	8	14%	26	44%	19	32%	45	76%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

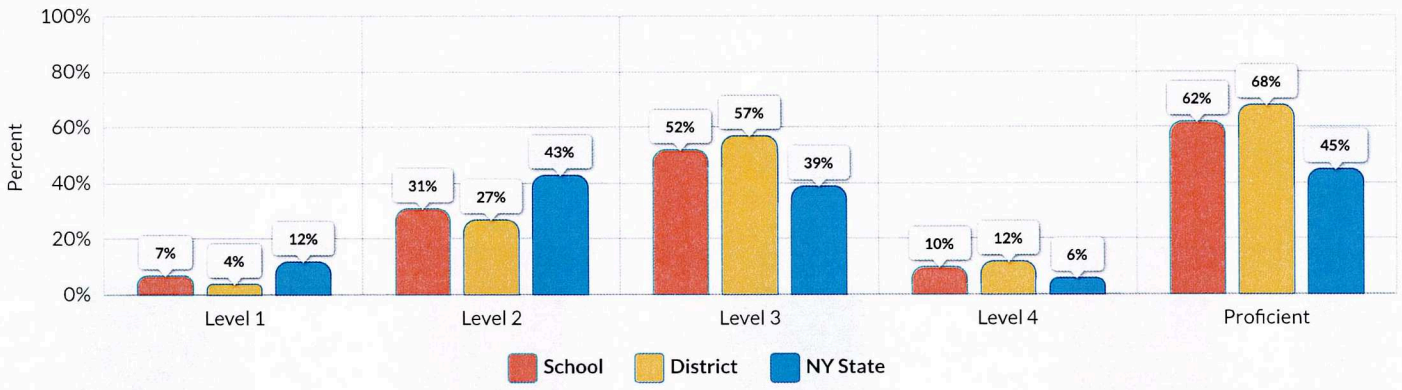
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Grades 5 & 8	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Female	31	4	13%	27	87%	1	4%	9	33%	14	52%	3	11%	17	63%
Male	33	2	6%	31	94%	3	10%	9	29%	16	52%	3	10%	19	61%
General Education Students	54	3	6%	51	94%	3	6%	14	27%	29	57%	5	10%	34	67%
Students with Disabilities	10	3	30%	7	70%	1	14%	4	57%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	45	6	13%	39	87%	2	5%	12	31%	22	56%	3	8%	25	64%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	2	18%	5	45%	4	36%	0	0%	4	36%
Economically Disadvantaged	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	59	6	10%	53	90%	4	8%	15	28%	29	55%	5	9%	34	64%
Non-English Language Learner	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Not in Foster Care	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Not Homeless	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Not Migrant	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%
Parent Not in Armed Forces	64	6	9%	58	91%	4	7%	18	31%	30	52%	6	10%	36	62%

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 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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

	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%

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MENDON CENTER ELEMENTARY 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	185.6	123.3	136.1
	Math	190.5	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	197.1	178.8	182.3
	Math	213	190.9	192.4
Black or African American	ELA	145.8	114.8	129
	Math	158.3	106.7	122.2
Hispanic or Latino	ELA	135	107.5	122.9
	Math	160	105.6	121.4
Multiracial	ELA	219.2	125.7	138.1
	Math	207.7	129	140.8
White	ELA	176.5	123.7	136.4
	Math	178.3	134.7	145.6
English Language Learner	ELA	88.9	93	110.8
	Math	155.6	103.7	119.8
Students with Disabilities	ELA	106.3	68.9	90.7
	Math	115.6	72.5	93.8
Economically Disadvantaged	ELA	150	110	125
	Math	130	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	19	—	—	—	—	—

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

ELEMENTARY/MIDDLE 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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	3	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4
Black or African American	4	3	–	–	–
Hispanic or Latino	3	3	–	–	3
Multiracial	4	4	3	–	4
White	4	4	3	–	4
English Language Learner	4	4	–	–	4
Students with Disabilities	4	4	2	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	329	185.6	4
	Math	325	191.7	
	Science	107	170.6	
	Combined	761	186.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	103	197.1	4
	Math	100	213	
	Science	35	175.7	
	Combined	238	200.6	
Black or African American	ELA	11	159.1	4
	Math	11	172.7	
	Science	1	–	
	Combined	23	167.4	
Hispanic or Latino	ELA	10	135	3
	Math	10	160	
	Science	4	–	
	Combined	24	147.9	
Multiracial	ELA	26	219.2	4
	Math	26	207.7	
	Science	14	182.1	
	Combined	66	206.8	
White	ELA	179	178.5	4
	Math	178	180.3	
	Science	53	165.1	
	Combined	410	177.6	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	9	88.9	4
	Math	9	155.6	
	Science	2	–	
	Combined	20	120	
Students with Disabilities	ELA	41	124.4	4
	Math	41	135.4	
	Science	12	133.3	
	Combined	94	130.3	
Economically Disadvantaged	ELA	4	–	–
	Math	4	–	
	Science	2	–	
	Combined	10	–	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	329	185.6	4
	Math	327	190.5	
	Science	111	164.4	
	Combined	767	184.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	103	197.1	4
	Math	100	213	
	Science	35	175.7	
	Combined	238	200.6	
Black or African American	ELA	12	145.8	3
	Math	12	158.3	
	Science	2	–	
	Combined	26	148.1	
Hispanic or Latino	ELA	10	135	3
	Math	10	160	
	Science	4	–	
	Combined	24	147.9	
Multiracial	ELA	26	219.2	4
	Math	26	207.7	
	Science	14	182.1	
	Combined	66	206.8	
White	ELA	181	176.5	4
	Math	180	178.3	
	Science	58	150.9	
	Combined	419	173.7	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	9	88.9	4
	Math	9	155.6	
	Science	2	–	
	Combined	20	120	
Students with Disabilities	ELA	48	106.3	4
	Math	48	115.6	
	Science	17	94.1	
	Combined	113	108.4	
Economically Disadvantaged	ELA	5	150	–
	Math	5	130	
	Science	2	–	
	Combined	12	–	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	414	22,265	53.8	3
Asian or Native Hawaiian/Other Pacific Islander	134	7,936	59.2	4
Black or African American	14	–	–	–
Hispanic or Latino	12	–	–	–
Multiracial	34	1,807	53.1	3
White	220	11,046	50.2	3
English Language Learner	8	–	–	–
Students with Disabilities	52	2,596	49.9	2
Economically Disadvantaged	4	–	–	–

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	19	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	–	–	–	–
White	6	–	–	–	–
English Language Learner	19	–	–	–	–
Students with Disabilities	2	–	–	–	–

ELEMENTARY/MIDDLE 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	553	14	32	159	348	220.6	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	146	7	12	31	96	215.1	4
Black or African American	17	–	–	–	–	–	–
Hispanic or Latino	21	1	3	5	12	204.8	3
Multiracial	46	1	1	10	34	230.4	4
White	322	4	14	108	196	223.6	4
English Language Learner	23	1	1	7	14	217.4	4
Students with Disabilities	82	3	4	26	49	217.7	4
Economically Disadvantaged	12	–	–	–	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

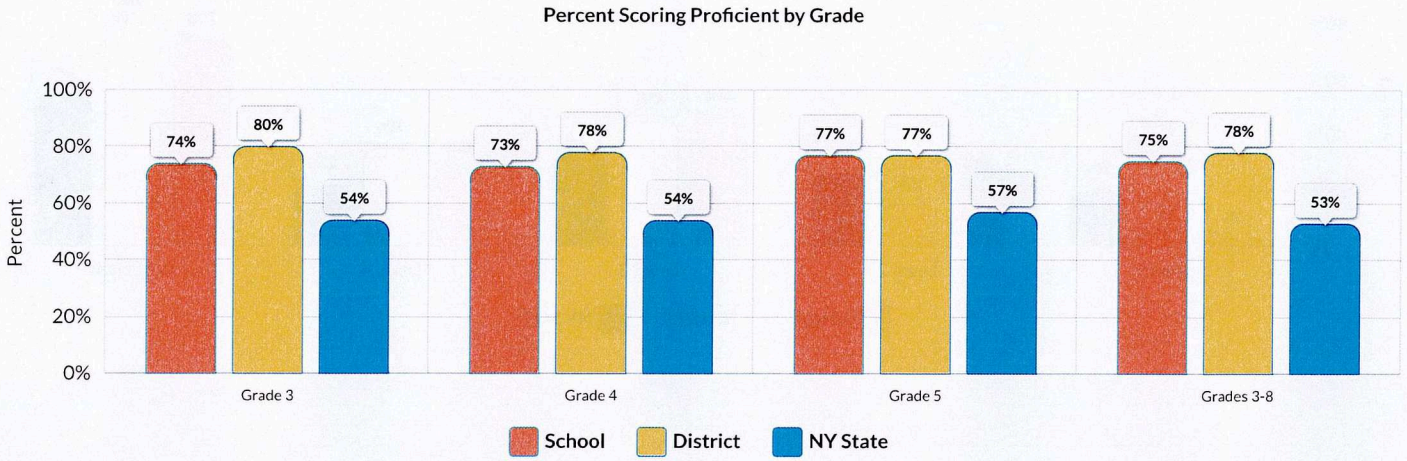
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	353	94.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	104	99%
Black or African American	–	13	–
Hispanic or Latino	–	14	–
Multiracial	–	28	–
White	✗	194	93.8%
English Language Learner	–	11	–
Students with Disabilities	✗	48	79.2%
Economically Disadvantaged	–	5	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	351	94.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	104	96.2%
Black or African American	–	13	–
Hispanic or Latino	–	14	–
Multiracial	–	28	–
White	✗	192	94.3%
English Language Learner	–	11	–
Students with Disabilities	✗	48	79.2%
Economically Disadvantaged	–	5	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

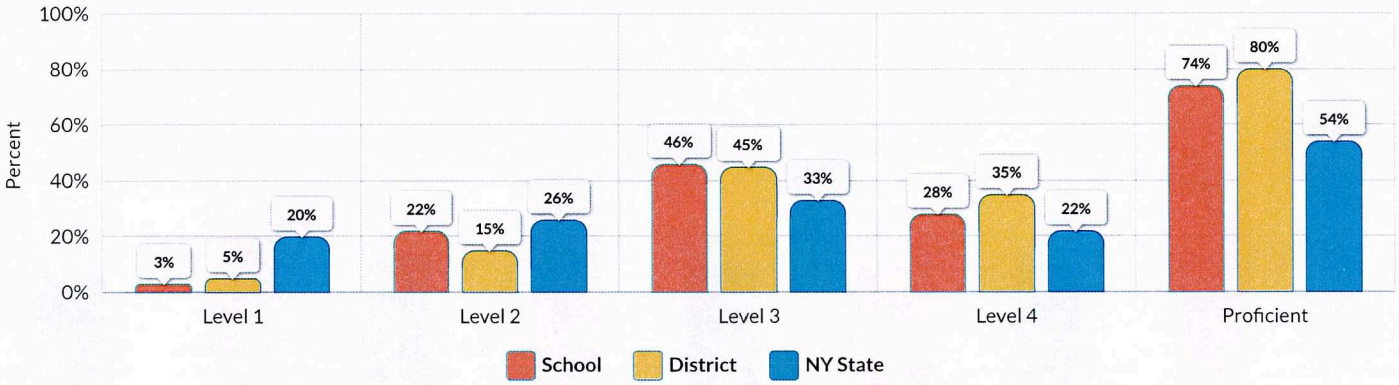
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%
Grade 4	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%
Grade 5	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%
Grades 3-8	354	20	6%	334	94%	18	5%	67	20%	138	41%	111	33%	249	75%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

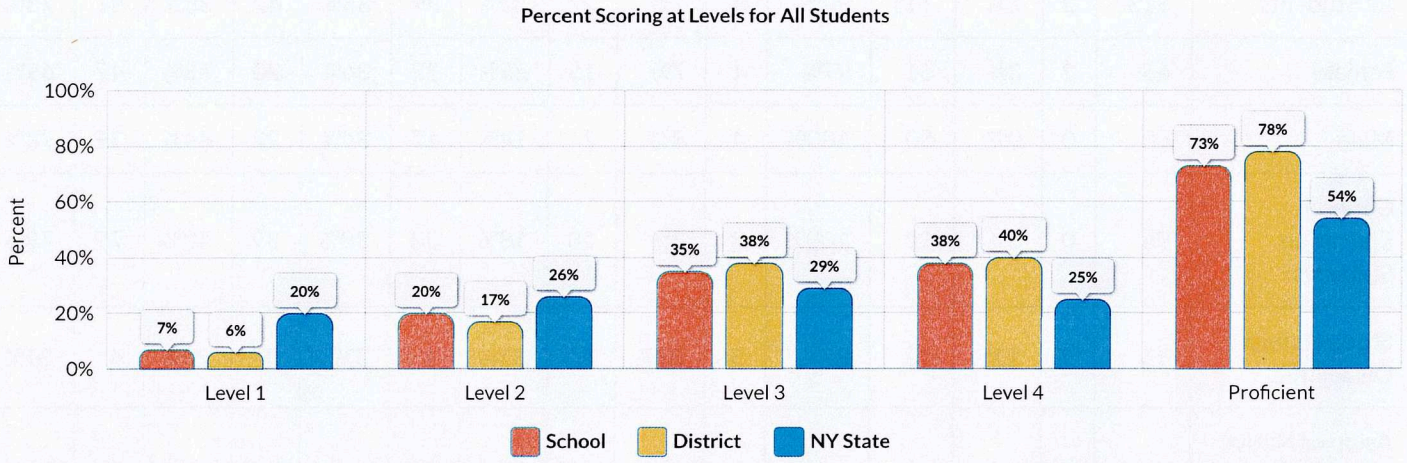
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%
Female	63	4	6%	59	94%	2	3%	12	20%	25	42%	20	34%	45	76%
Male	58	1	2%	57	98%	2	4%	14	25%	28	49%	13	23%	41	72%
General Education Students	106	3	3%	103	97%	2	2%	24	23%	46	45%	31	30%	77	75%
Students with Disabilities	15	2	13%	13	87%	2	15%	2	15%	7	54%	2	15%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	33	100%	1	3%	8	24%	16	48%	8	24%	24	73%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
White	70	2	3%	68	97%	3	4%	14	21%	32	47%	19	28%	51	75%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	118	4	3%	114	97%	–	–	–	–	–	–	–	–	–	–
English Language Learner	6	1	17%	5	83%	1	20%	3	60%	1	20%	0	0%	1	20%
Non-English Language Learner	115	4	3%	111	97%	3	3%	23	21%	52	47%	33	30%	85	77%
Not in Foster Care	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%
Not Homeless	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%
Parent Not in Armed Forces	121	5	4%	116	96%	4	3%	26	22%	53	46%	33	28%	86	74%

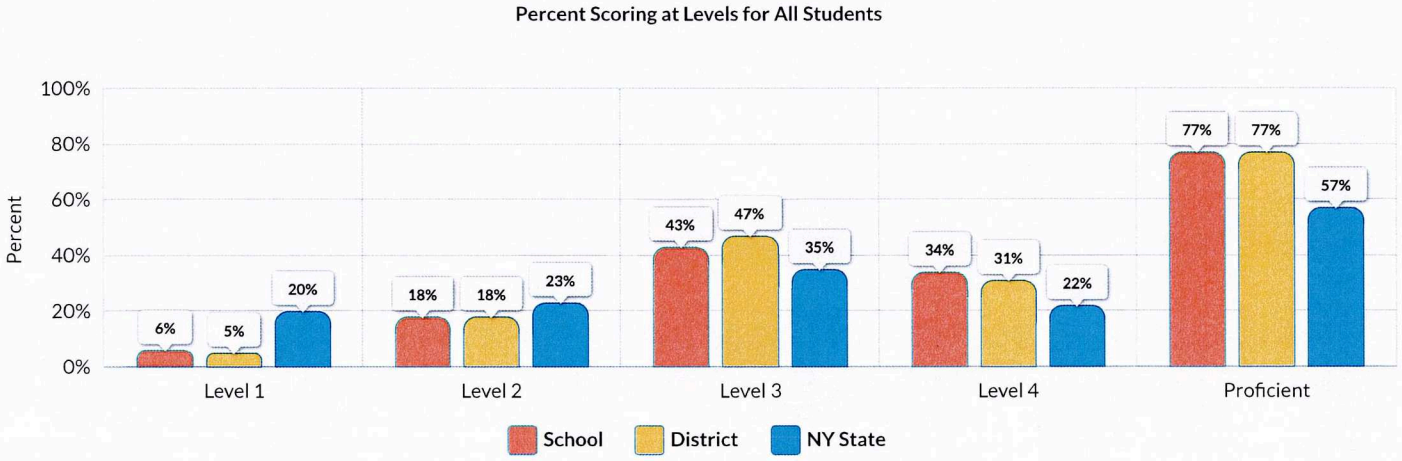
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%
Female	63	2	3%	61	97%	4	7%	15	25%	22	36%	20	33%	42	69%
Male	50	0	0%	50	100%	4	8%	7	14%	17	34%	22	44%	39	78%
General Education Students	98	0	0%	98	100%	3	3%	18	18%	38	39%	39	40%	77	79%
Students with Disabilities	15	2	13%	13	87%	5	38%	4	31%	1	8%	3	23%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	35	100%	2	6%	4	11%	9	26%	20	57%	29	83%
Black or African American	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	63	2	3%	61	97%	4	7%	14	23%	25	41%	18	30%	43	70%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	2	25%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	111	2	2%	109	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%
Not Homeless	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%
Not Migrant	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	113	2	2%	111	98%	8	7%	22	20%	39	35%	42	38%	81	73%

GRADE 5 ELA RESULTS

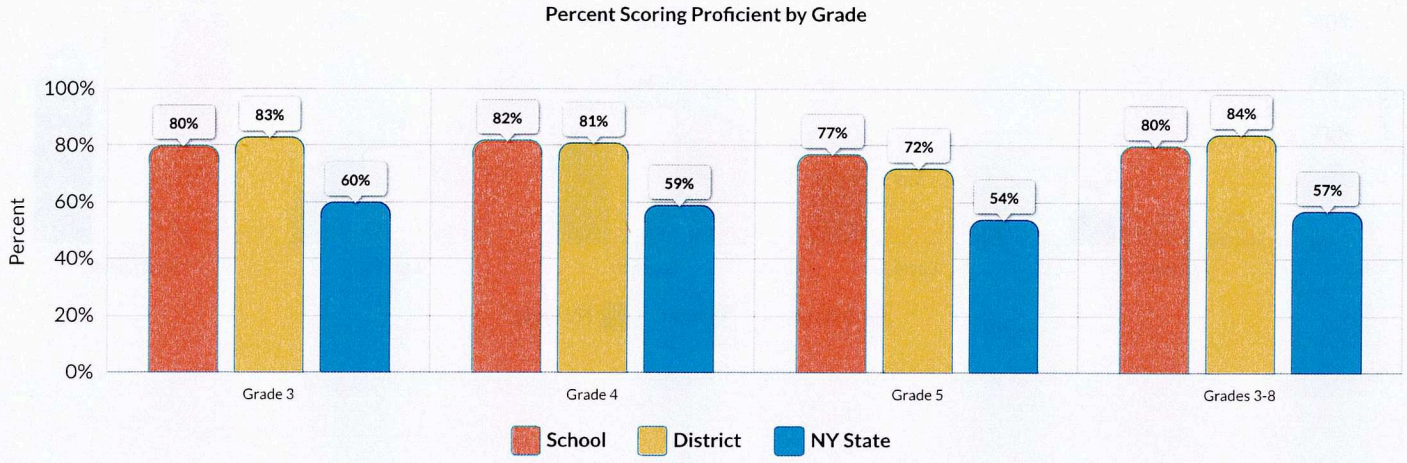


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%
Female	55	6	11%	49	89%	3	6%	7	14%	21	43%	18	37%	39	80%
Male	65	7	11%	58	89%	3	5%	12	21%	25	43%	18	31%	43	74%
General Education Students	101	6	6%	95	94%	1	1%	16	17%	43	45%	35	37%	78	82%
Students with Disabilities	19	7	37%	12	63%	5	42%	3	25%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	36	1	3%	35	97%	1	3%	6	17%	10	29%	18	51%	28	80%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
White	62	9	15%	53	85%	3	6%	12	23%	30	57%	8	15%	38	72%
Multiracial	14	1	7%	13	93%	1	8%	0	0%	4	31%	8	62%	12	92%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	118	13	11%	105	89%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	117	12	10%	105	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%
Not Homeless	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%
Parent Not in Armed Forces	120	13	11%	107	89%	6	6%	19	18%	46	43%	36	34%	82	77%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

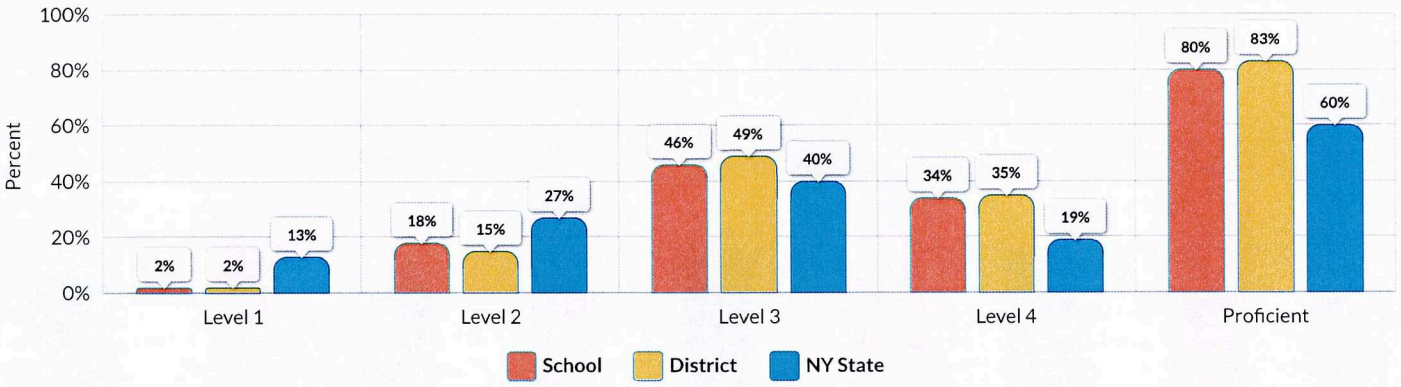
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%
Grade 4	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
Grade 5	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%
Grades 3-8	354	22	6%	332	94%	12	4%	55	17%	170	51%	95	29%	265	80%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

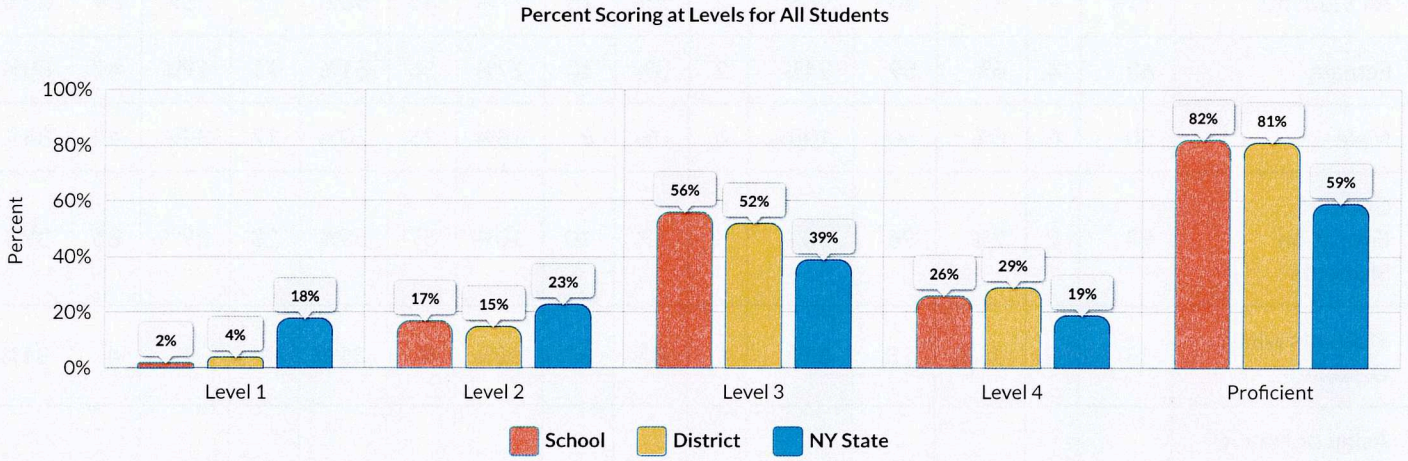
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%
Female	63	4	6%	59	94%	2	3%	12	20%	29	49%	16	27%	45	76%
Male	58	0	0%	58	100%	0	0%	9	16%	25	43%	24	41%	49	84%
General Education Students	106	2	2%	104	98%	0	0%	18	17%	49	47%	37	36%	86	83%
Students with Disabilities	15	2	13%	13	87%	2	15%	3	23%	5	38%	3	23%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	33	100%	0	0%	2	6%	15	45%	16	48%	31	94%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	70	2	3%	68	97%	2	3%	16	24%	32	47%	18	26%	50	74%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	118	3	3%	115	97%	–	–	–	–	–	–	–	–	–	–
English Language Learner	6	0	0%	6	100%	0	0%	3	50%	3	50%	0	0%	3	50%
Non-English Language Learner	115	4	3%	111	97%	2	2%	18	16%	51	46%	40	36%	91	82%
Not in Foster Care	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%
Not Homeless	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%

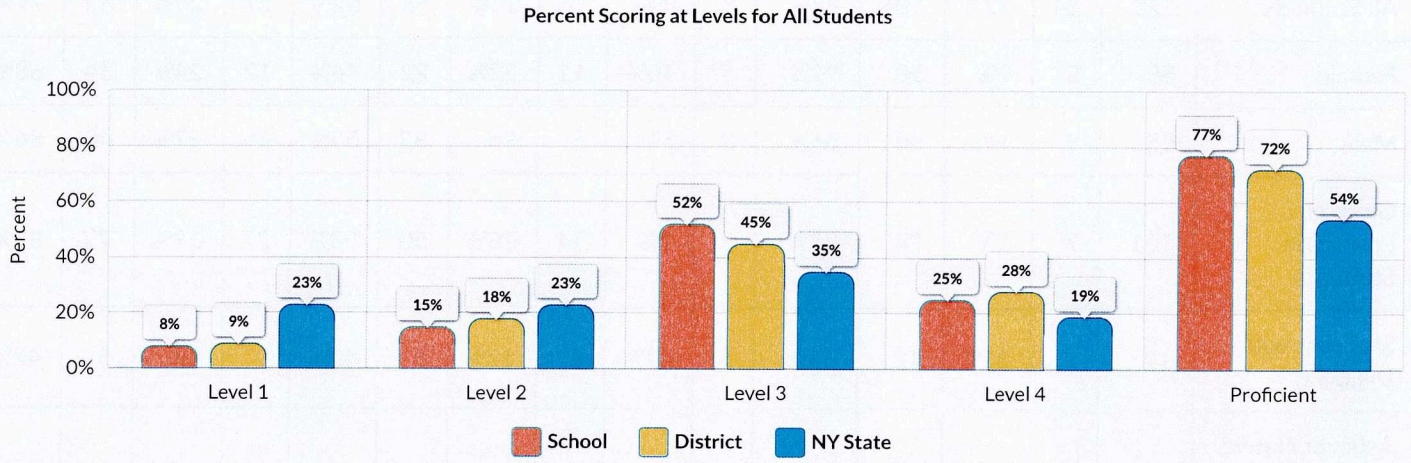
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%
Parent Not in Armed Forces	121	4	3%	117	97%	2	2%	21	18%	54	46%	40	34%	94	80%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
Female	63	4	6%	59	94%	2	3%	10	17%	36	61%	11	19%	47	80%
Male	50	0	0%	50	100%	0	0%	8	16%	25	50%	17	34%	42	84%
General Education Students	98	2	2%	96	98%	1	1%	10	10%	57	59%	28	29%	85	89%
Students with Disabilities	15	2	13%	13	87%	1	8%	8	62%	4	31%	0	0%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	35	1	3%	34	97%	1	3%	1	3%	15	44%	17	50%	32	94%
Black or African American	7	0	0%	7	100%	0	0%	4	57%	3	43%	0	0%	3	43%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	63	3	5%	60	95%	1	2%	11	18%	40	67%	8	13%	48	80%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	2	25%	3	38%	3	38%	6	75%
Not Economically Disadvantaged	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	111	4	4%	107	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
Not Homeless	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
Not Migrant	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%
Parent Not in Armed Forces	113	4	4%	109	96%	2	2%	18	17%	61	56%	28	26%	89	82%

GRADE 5 MATH RESULTS

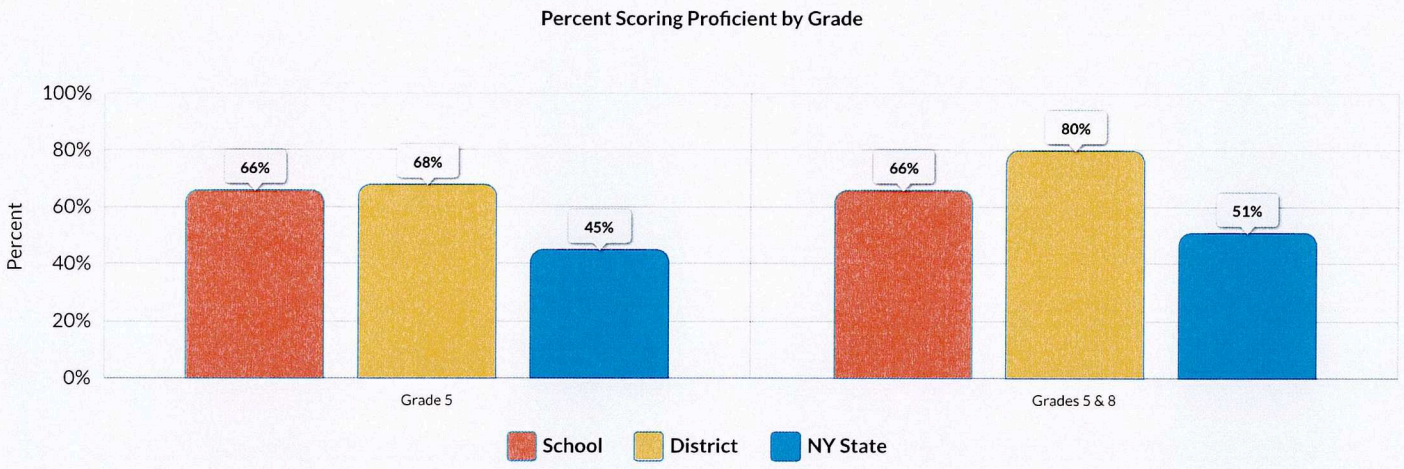


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%
Female	55	5	9%	50	91%	5	10%	11	22%	22	44%	12	24%	34	68%
Male	65	9	14%	56	86%	3	5%	5	9%	33	59%	15	27%	48	86%
General Education Students	101	7	7%	94	93%	3	3%	14	15%	50	53%	27	29%	77	82%
Students with Disabilities	19	7	37%	12	63%	5	42%	2	17%	5	42%	0	0%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	36	3	8%	33	92%	1	3%	3	9%	16	48%	13	39%	29	88%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
White	62	9	15%	53	85%	4	8%	10	19%	30	57%	9	17%	39	74%
Multiracial	14	1	7%	13	93%	0	0%	2	15%	8	62%	3	23%	11	85%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	3	43%	1	14%	1	14%	2	29%	3	43%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	118	14	12%	104	88%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	117	14	12%	103	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%
Not Homeless	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%
Parent Not in Armed Forces	120	14	12%	106	88%	8	8%	16	15%	55	52%	27	25%	82	77%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

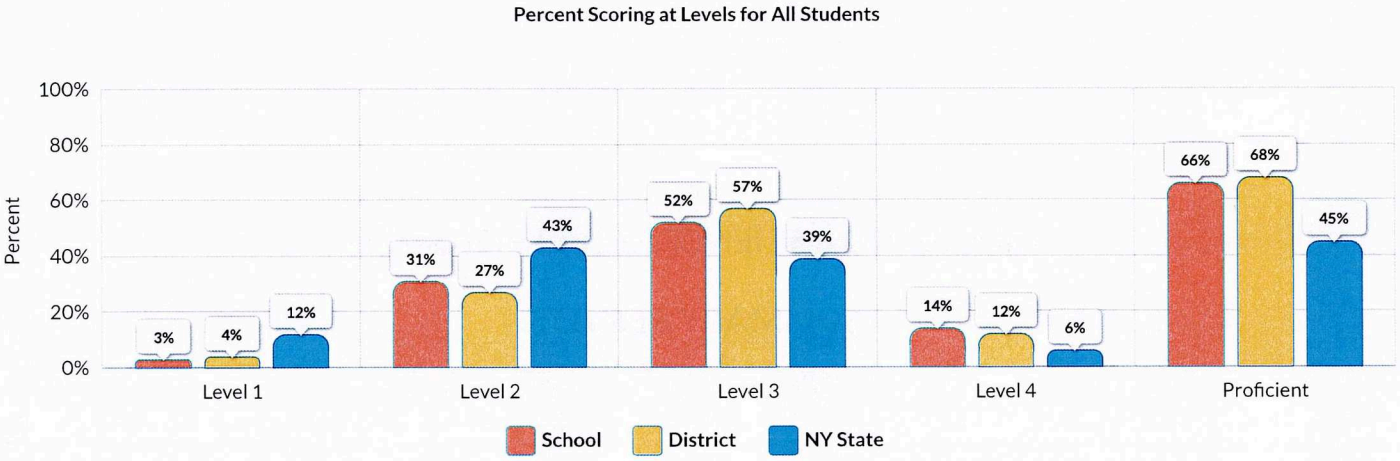
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%
Grades 5 & 8	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



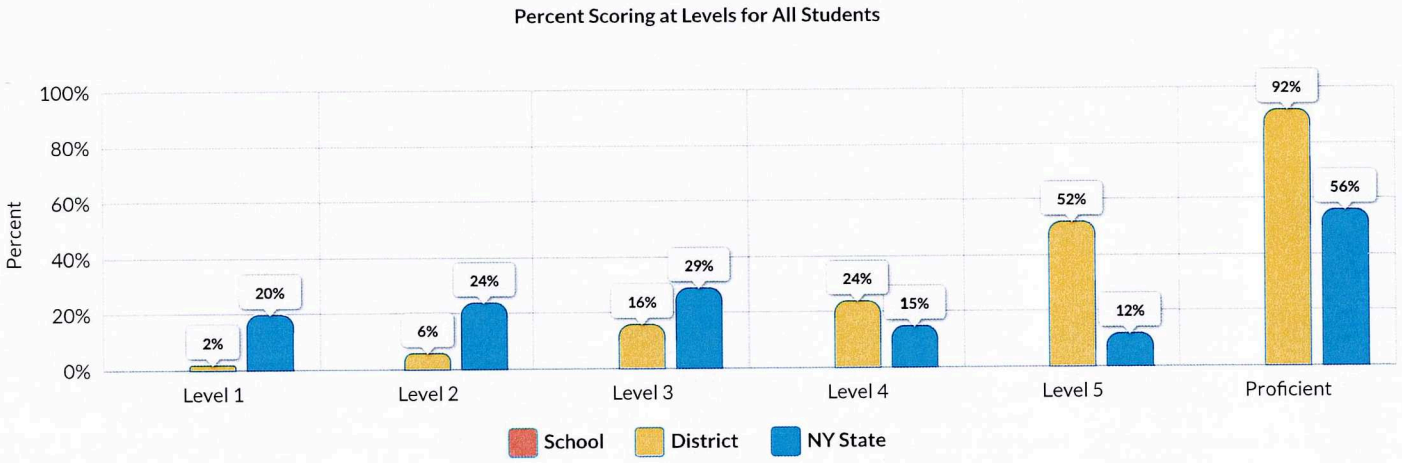
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%
Female	55	6	11%	49	89%	1	2%	16	33%	24	49%	8	16%	32	65%
Male	65	6	9%	59	91%	2	3%	18	31%	32	54%	7	12%	39	66%
General Education Students	101	5	5%	96	95%	2	2%	28	29%	51	53%	15	16%	66	69%
Students with Disabilities	19	7	37%	12	63%	1	8%	6	50%	5	42%	0	0%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	36	1	3%	35	97%	1	3%	9	26%	20	57%	5	14%	25	71%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
White	62	9	15%	53	85%	2	4%	19	36%	23	43%	9	17%	32	60%
Multiracial	14	0	0%	14	100%	0	0%	3	21%	10	71%	1	7%	11	79%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	3	50%	3	50%	0	0%	3	50%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	118	12	10%	106	90%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	117	11	9%	106	91%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%
Not Homeless	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%
Parent Not in Armed Forces	120	12	10%	108	90%	3	3%	34	31%	56	52%	15	14%	71	66%

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 ALGEBRA I (2024-25)



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

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	0	0%	1	14%	2	29%	4	57%
Grade 1	7	2	29%	5	71%	0	0%	0	0%	1	20%	4	80%	0	0%
Grade 2	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	6	0	0%	6	100%	1	17%	0	0%	0	0%	2	33%	3	50%
Grade 4	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–

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

	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%

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THORNELL ROAD 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	200.2	123.3	136.1
	Math	203.9	127.4	139.5
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	197.8	178.8	182.3
	Math	178.3	190.9	192.4
Black or African American	ELA	–	–	–
	Math	–	–	–
Hispanic or Latino	ELA	190.9	107.5	122.9
	Math	163.6	105.6	121.4
Multiracial	ELA	216.7	125.7	138.1
	Math	209.1	129	140.8
White	ELA	198	123.7	136.4
	Math	209	134.7	145.6
English Language Learner	ELA	–	–	–
	Math	–	–	–
Students with Disabilities	ELA	134.1	68.9	90.7
	Math	161	72.5	93.8
Economically Disadvantaged	ELA	–	–	–
	Math	–	–	–

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	1	—	—	—	—	—

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

ELEMENTARY/MIDDLE 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
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	1	–	4
Hispanic or Latino	4	4	–	–	4
Multiracial	4	4	4	–	4
White	4	4	2	–	4
Students with Disabilities	4	4	1	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	242	200.2	4
	Math	241	203.9	
	Science	58	194.8	
	Combined	541	201.3	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	23	197.8	4
	Math	22	186.4	
	Science	4	–	
	Combined	49	193.9	
Black or African American	ELA	3	–	–
	Math	3	–	
	Science	1	–	
	Combined	7	–	
Hispanic or Latino	ELA	10	210	4
	Math	10	180	
	Science	3	–	
	Combined	23	193.5	
Multiracial	ELA	33	216.7	4
	Math	33	209.1	
	Science	4	–	
	Combined	70	213.6	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	172	198	4
	Math	172	209	
	Science	45	191.1	
	Combined	389	202.1	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Students with Disabilities	ELA	38	144.7	4
	Math	37	178.4	
	Science	3	–	
	Combined	78	161.5	
Economically Disadvantaged	ELA	4	–	–
	Math	4	–	
	Science	1	–	
	Combined	9	–	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	242	200.2	4
	Math	241	203.9	
	Science	63	179.4	
	Combined	546	199.5	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	23	197.8	4
	Math	23	178.3	
	Science	5	170	
	Combined	51	186.3	
Black or African American	ELA	3	–	–
	Math	3	–	
	Science	1	–	
	Combined	7	–	
Hispanic or Latino	ELA	11	190.9	4
	Math	11	163.6	
	Science	4	–	
	Combined	26	171.2	
Multiracial	ELA	33	216.7	4
	Math	33	209.1	
	Science	4	–	
	Combined	70	213.6	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	172	198	4
	Math	172	209	
	Science	48	179.2	
	Combined	392	200.5	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Students with Disabilities	ELA	41	134.1	4
	Math	41	161	
	Science	7	71.4	
	Combined	89	141.6	
Economically Disadvantaged	ELA	4	–	–
	Math	4	–	
	Science	1	–	
	Combined	9	–	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	272	13,533	49.8	2
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	707	35.4	1
Black or African American	4	–	–	–
Hispanic or Latino	10	–	–	–
Multiracial	34	1,981	58.3	4
White	202	10,086	49.9	2
Students with Disabilities	31	1,264	40.8	1
Economically Disadvantaged	4	–	–	–

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	1	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
English Language Learner	1	–	–	–	–
Students with Disabilities	1	–	–	–	–

ELEMENTARY/MIDDLE 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	427	8	22	99	298	226	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	39	2	4	7	26	212.8	4
Black or African American	10	–	–	–	–	–	–
Hispanic or Latino	24	0	2	10	12	216.7	4
Multiracial	46	0	1	13	32	232.6	4
White	307	5	14	66	222	228.3	4
English Language Learner	1	–	–	–	–	–	–
Students with Disabilities	70	2	7	18	43	215	4
Economically Disadvantaged	10	–	–	–	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

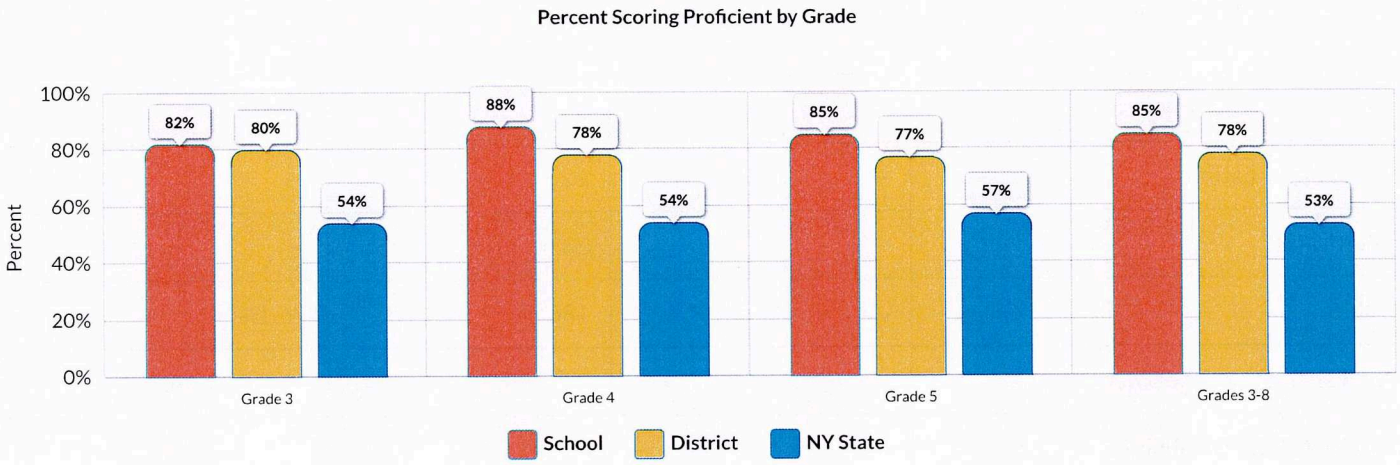
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	253	96.1%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	24	–
Black or African American	–	3	–
Hispanic or Latino	–	12	–
Multiracial	–	33	–
White	✓	180	96.1%
English Language Learner	–	1	–
Students with Disabilities	–	39	–
Economically Disadvantaged	–	4	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	253	95.7%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	24	–
Black or African American	–	3	–
Hispanic or Latino	–	12	–
Multiracial	–	33	–
White	✓	180	96.1%
English Language Learner	–	1	–
Students with Disabilities	–	39	–
Economically Disadvantaged	–	4	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

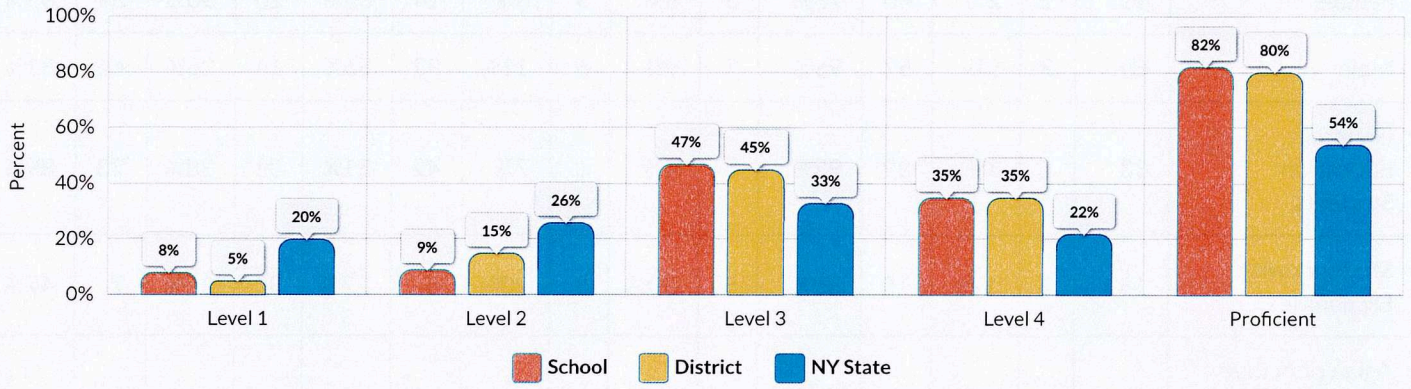
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Grade 4	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%
Grade 5	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Grades 3-8	253	12	5%	241	95%	12	5%	24	10%	108	45%	97	40%	205	85%

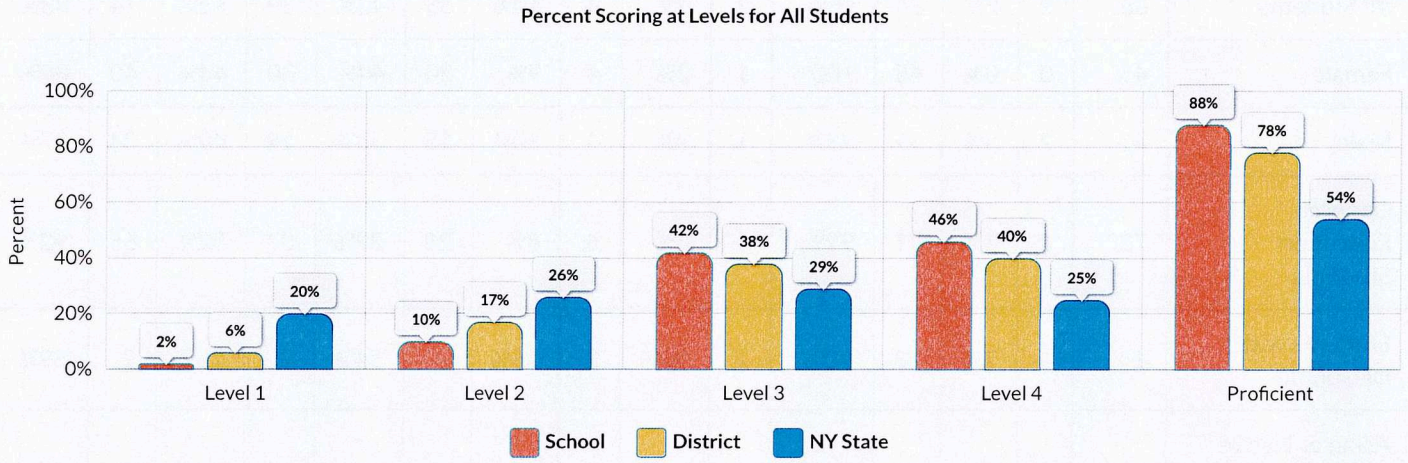
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



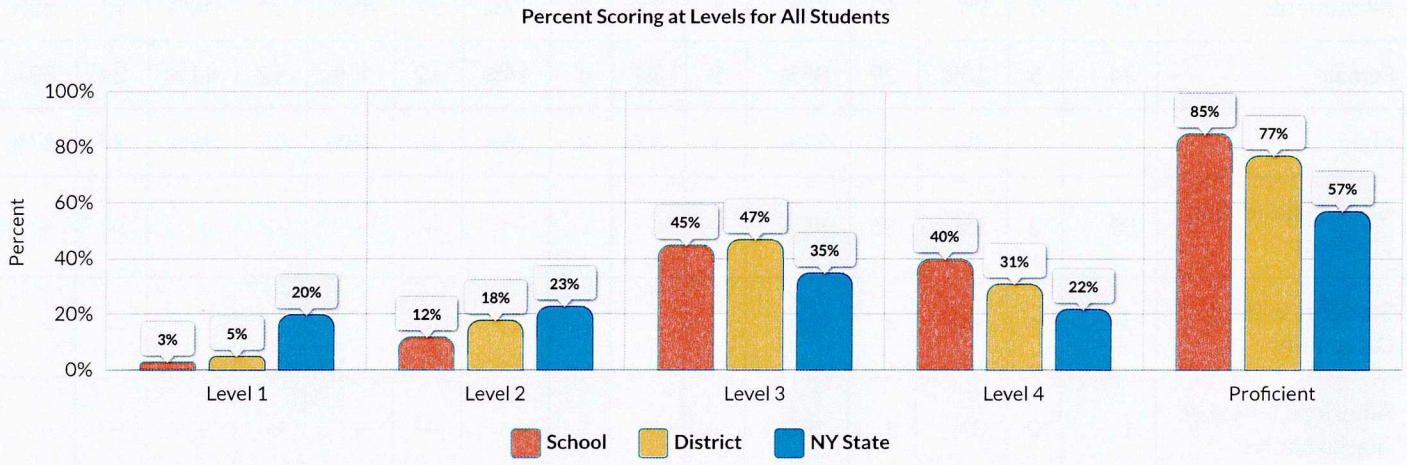
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Female	41	1	2%	40	98%	3	8%	3	8%	14	35%	20	50%	34	85%
Male	60	3	5%	57	95%	5	9%	6	11%	32	56%	14	25%	46	81%
General Education Students	83	1	1%	82	99%	3	4%	6	7%	42	51%	31	38%	73	89%
Students with Disabilities	18	3	17%	15	83%	5	33%	3	20%	4	27%	3	20%	7	47%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	70	2	3%	68	97%	7	10%	6	9%	30	44%	25	37%	55	81%
Multiracial	16	1	6%	15	94%	0	0%	2	13%	10	67%	3	20%	13	87%
Small Group Total: Race & Ethnicity	15	1	7%	14	93%	1	7%	1	7%	6	43%	6	43%	12	86%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	100	4	4%	96	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Not in Foster Care	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Not Homeless	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Not Migrant	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%
Parent Not in Armed Forces	101	4	4%	97	96%	8	8%	9	9%	46	47%	34	35%	80	82%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%
Female	45	0	0%	45	100%	1	2%	4	9%	20	44%	20	44%	40	89%
Male	41	2	5%	39	95%	1	3%	4	10%	15	38%	19	49%	34	87%
General Education Students	72	1	1%	71	99%	0	0%	6	8%	28	39%	37	52%	65	92%
Students with Disabilities	14	1	7%	13	93%	2	15%	2	15%	7	54%	2	15%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	1	11%	1	11%	3	33%	4	44%	7	78%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	59	2	3%	57	97%	1	2%	6	11%	25	44%	25	44%	50	88%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	5	38%	8	62%	13	100%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	84	2	2%	82	98%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	2	2%	83	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%
Not Homeless	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%
Not Migrant	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%
Parent Not in Armed Forces	86	2	2%	84	98%	2	2%	8	10%	35	42%	39	46%	74	88%

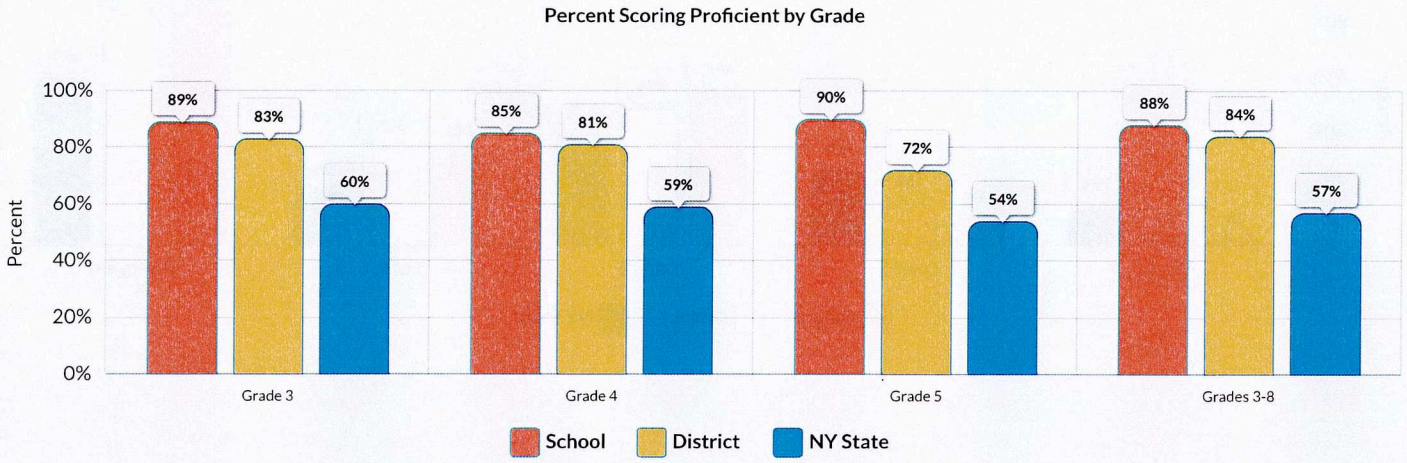
GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Female	34	5	15%	29	85%	1	3%	4	14%	12	41%	12	41%	24	83%
Male	32	1	3%	31	97%	1	3%	3	10%	15	48%	12	39%	27	87%
General Education Students	59	3	5%	56	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	51	4	8%	47	92%	2	4%	5	11%	23	49%	17	36%	40	85%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	0	0%	2	15%	4	31%	7	54%	11	85%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	65	6	9%	59	91%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Not in Foster Care	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Not Homeless	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Not Migrant	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%
Parent Not in Armed Forces	66	6	9%	60	91%	2	3%	7	12%	27	45%	24	40%	51	85%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

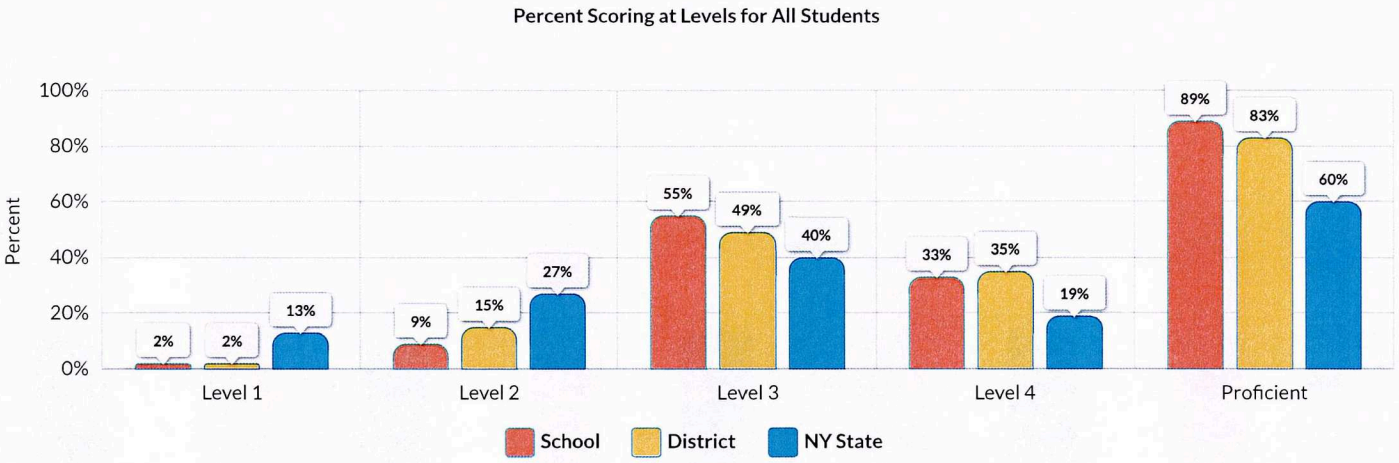
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Grade 4	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%
Grade 5	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Grades 3-8	253	13	5%	240	95%	6	3%	24	10%	120	50%	90	38%	210	88%

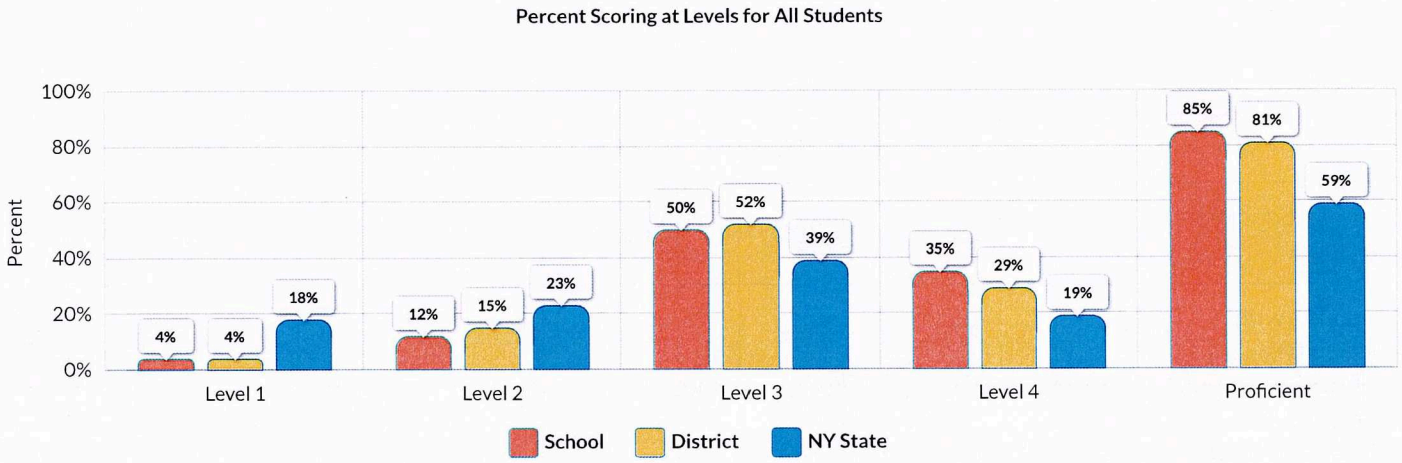
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Female	41	3	7%	38	93%	1	3%	4	11%	23	61%	10	26%	33	87%
Male	60	2	3%	58	97%	1	2%	5	9%	30	52%	22	38%	52	90%
General Education Students	83	2	2%	81	98%	1	1%	6	7%	46	57%	28	35%	74	91%
Students with Disabilities	18	3	17%	15	83%	1	7%	3	20%	7	47%	4	27%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	70	3	4%	67	96%	1	1%	5	7%	37	55%	24	36%	61	91%
Multiracial	16	1	6%	15	94%	0	0%	3	20%	9	60%	3	20%	12	80%
Small Group Total: Race & Ethnicity	15	1	7%	14	93%	1	7%	1	7%	7	50%	5	36%	12	86%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	100	5	5%	95	95%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Not in Foster Care	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Not Homeless	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Not Migrant	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%
Parent Not in Armed Forces	101	5	5%	96	95%	2	2%	9	9%	53	55%	32	33%	85	89%

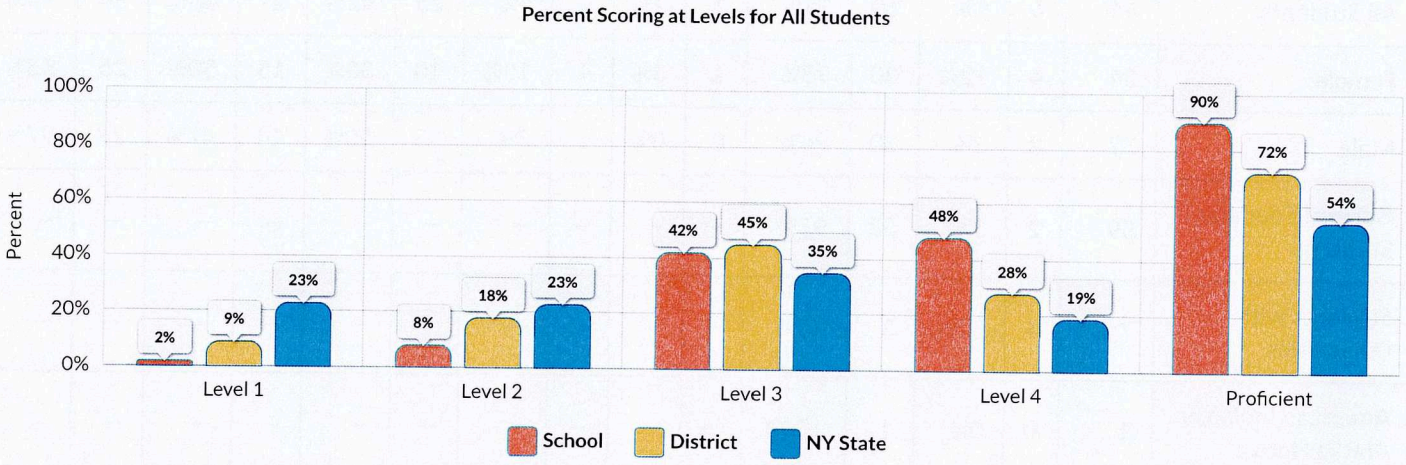
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%
Female	45	1	2%	44	98%	2	5%	5	11%	22	50%	15	34%	37	84%
Male	41	1	2%	40	98%	1	3%	5	13%	20	50%	14	35%	34	85%
General Education Students	72	1	1%	71	99%	1	1%	8	11%	36	51%	26	37%	62	87%
Students with Disabilities	14	1	7%	13	93%	2	15%	2	15%	6	46%	3	23%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	2	25%	1	13%	3	38%	2	25%	5	63%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	59	1	2%	58	98%	0	0%	6	10%	33	57%	19	33%	52	90%
Multiracial	13	0	0%	13	100%	0	0%	1	8%	4	31%	8	62%	12	92%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	84	2	2%	82	98%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	2	2%	83	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%
Not Homeless	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%
Not Migrant	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	2	2%	84	98%	3	4%	10	12%	42	50%	29	35%	71	85%

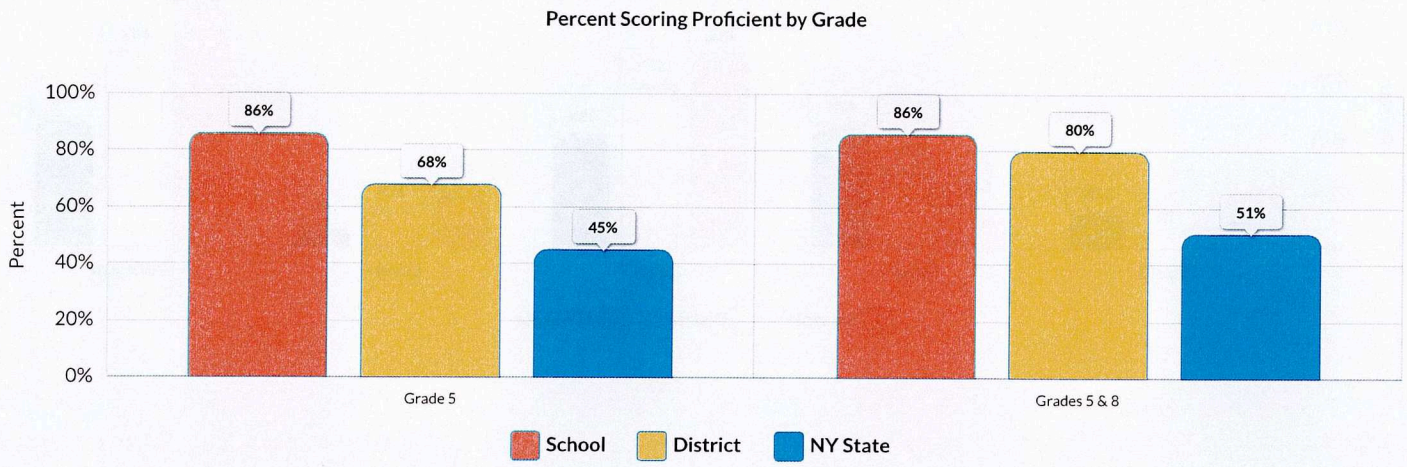
GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Female	34	4	12%	30	88%	1	3%	4	13%	10	33%	15	50%	25	83%
Male	32	2	6%	30	94%	0	0%	1	3%	15	50%	14	47%	29	97%
General Education Students	59	2	3%	57	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	51	4	8%	47	92%	1	2%	3	6%	20	43%	23	49%	43	91%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	0	0%	2	15%	5	38%	6	46%	11	85%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	65	6	9%	59	91%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Not in Foster Care	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Not Homeless	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Not Migrant	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%
Parent Not in Armed Forces	66	6	9%	60	91%	1	2%	5	8%	25	42%	29	48%	54	90%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

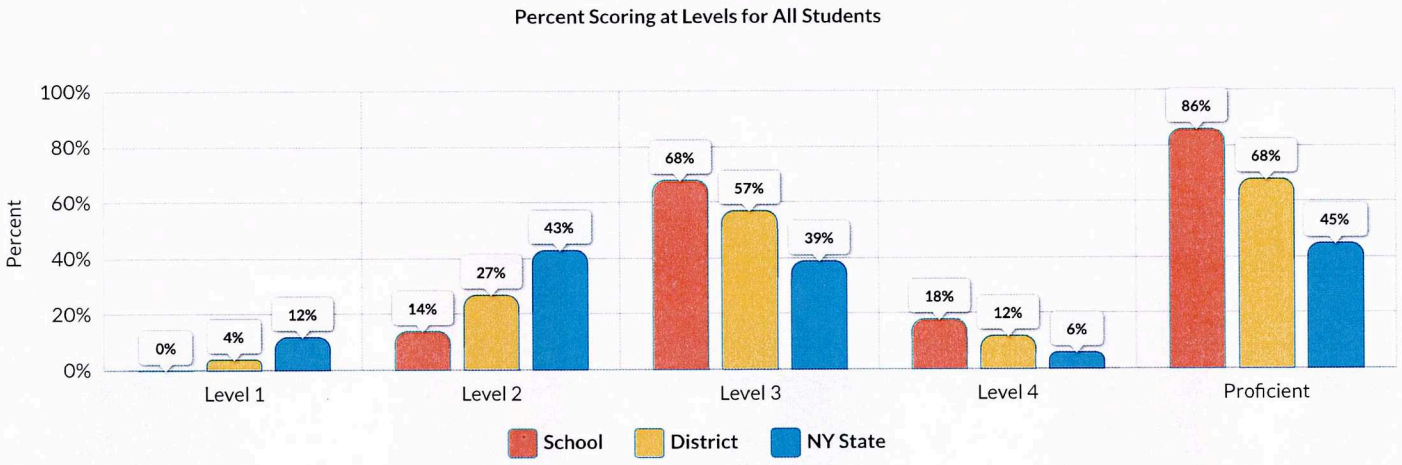
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Grades 5 & 8	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Female	34	5	15%	29	85%	0	0%	4	14%	20	69%	5	17%	25	86%
Male	32	4	13%	28	88%	0	0%	4	14%	19	68%	5	18%	24	86%
General Education Students	59	4	7%	55	93%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	5	71%	2	29%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	51	7	14%	44	86%	0	0%	7	16%	31	70%	6	14%	37	84%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	0	0%	1	8%	8	62%	4	31%	12	92%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	65	9	14%	56	86%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Not in Foster Care	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Not Homeless	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Not Migrant	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%
Parent Not in Armed Forces	66	9	14%	57	86%	0	0%	8	14%	39	68%	10	18%	49	86%

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 4	1	0	0%	1	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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

	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%

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BARKER ROAD MIDDLE 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	177.9	123.3	136.1
	Math	196	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	216.4	178.8	182.3
	Math	231	190.9	192.4
Black or African American	ELA	120.5	114.8	129
	Math	127.3	106.7	122.2
Hispanic or Latino	ELA	127.4	107.5	122.9
	Math	158.3	105.6	121.4
Multiracial	ELA	184.5	125.7	138.1
	Math	190.5	129	140.8
White	ELA	172.2	123.7	136.4
	Math	191.1	134.7	145.6
Students with Disabilities	ELA	103.5	68.9	90.7
	Math	118.6	72.5	93.8
Economically Disadvantaged	ELA	107.5	110	125
	Math	117.5	110	125

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

ELEMENTARY/MIDDLE 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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	3	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4
Black or African American	3	2	1	–	4
Hispanic or Latino	4	3	3	–	3
Multiracial	4	4	3	–	4
White	4	4	3	–	4
Students with Disabilities	4	4	4	–	4
Economically Disadvantaged	4	3	2	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	605	198.8	4
	Math	627	211.3	
	Science	204	215.9	
	Combined	1,436	206.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	128	216.4	4
	Math	129	231	
	Science	42	227.4	
	Combined	299	224.2	
Black or African American	ELA	19	139.5	3
	Math	19	147.4	
	Science	3	–	
	Combined	41	148.8	
Hispanic or Latino	ELA	31	172.6	4
	Math	34	195.6	
	Science	7	235.7	
	Combined	72	189.6	
Multiracial	ELA	37	209.5	4
	Math	37	216.2	
	Science	10	225	
	Combined	84	214.3	
White	ELA	390	196.9	4
	Math	408	208.9	
	Science	142	210.9	
	Combined	940	204.3	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	79	148.1	4
	Math	82	163.4	
	Science	19	184.2	
	Combined	180	158.9	
Economically Disadvantaged	ELA	14	153.6	4
	Math	15	156.7	
	Science	4	–	
	Combined	33	160.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	676	177.9	4
	Math	676	196	
	Science	220	200.2	
	Combined	1,572	188.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	128	216.4	4
	Math	129	231	
	Science	42	227.4	
	Combined	299	224.2	
Black or African American	ELA	22	120.5	2
	Math	22	127.3	
	Science	5	130	
	Combined	49	124.5	
Hispanic or Latino	ELA	42	127.4	3
	Math	42	158.3	
	Science	10	165	
	Combined	94	145.2	
Multiracial	ELA	42	184.5	4
	Math	42	190.5	
	Science	12	187.5	
	Combined	96	187.5	
White	ELA	446	172.2	4
	Math	446	191.1	
	Science	153	195.8	
	Combined	1,045	183.7	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	113	103.5	4
	Math	113	118.6	
	Science	32	123.4	
	Combined	258	112.6	
Economically Disadvantaged	ELA	20	107.5	3
	Math	20	117.5	
	Science	5	160	
	Combined	45	117.8	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	1,144	60,738	53.1	3
Asian or Native Hawaiian/Other Pacific Islander	237	13,238	55.9	4
Black or African American	31	1,332	43	1
Hispanic or Latino	60	3,050	50.8	3
Multiracial	66	3,563	54	3
White	750	39,555	52.7	3
Students with Disabilities	138	7,728	56	4
Economically Disadvantaged	27	1,313	48.6	2

ELEMENTARY/MIDDLE 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	720	14	37	197	472	223.8	4
Asian or Native Hawaiian/Other Pacific Islander	135	1	4	28	102	233.3	4
Black or African American	23	1	1	7	14	217.4	4
Hispanic or Latino	44	3	3	12	26	209.1	3
Multiracial	45	1	3	13	28	220	4
White	473	8	26	137	302	223	4
Students with Disabilities	121	4	10	37	70	214	4
Economically Disadvantaged	21	0	4	10	7	197.6	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	716	85.1%
Asian or Native Hawaiian/Other Pacific Islander	✓	135	97%
Black or African American	–	23	–
Hispanic or Latino	✗	44	70.5%
Multiracial	✗	44	84.1%
White	✗	470	83.2%
Students with Disabilities	✗	107	64.5%
Economically Disadvantaged	–	21	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	716	88.1%
Asian or Native Hawaiian/Other Pacific Islander	✓	135	97.8%
Black or African American	–	23	–
Hispanic or Latino	✗	44	77.3%
Multiracial	✗	44	84.1%
White	✗	470	87%
Students with Disabilities	✗	107	66.4%
Economically Disadvantaged	–	21	–

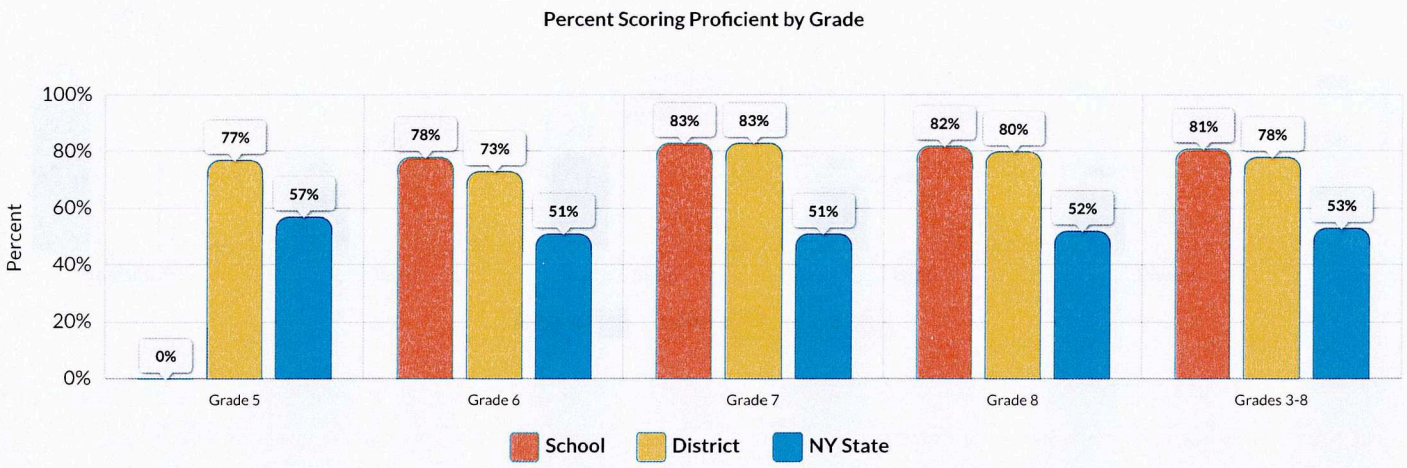
SECONDARY ATTENDANCE

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	1	–	–	–	–	–	–
White	1	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

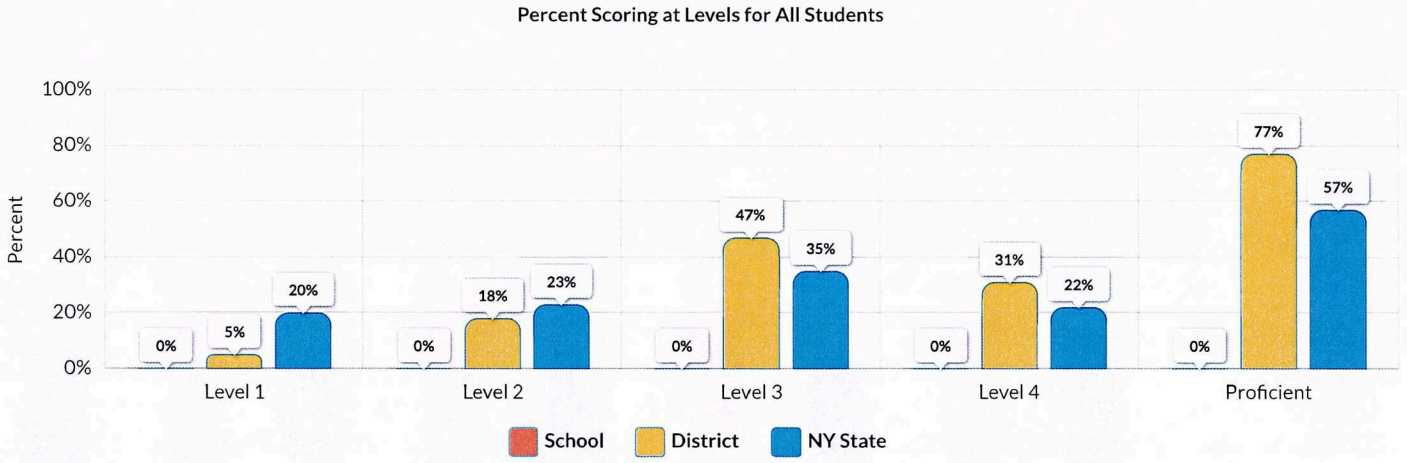
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Grade 7	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Grade 8	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Grades 3-8	717	111	15%	606	85%	26	4%	90	15%	219	36%	271	45%	490	81%

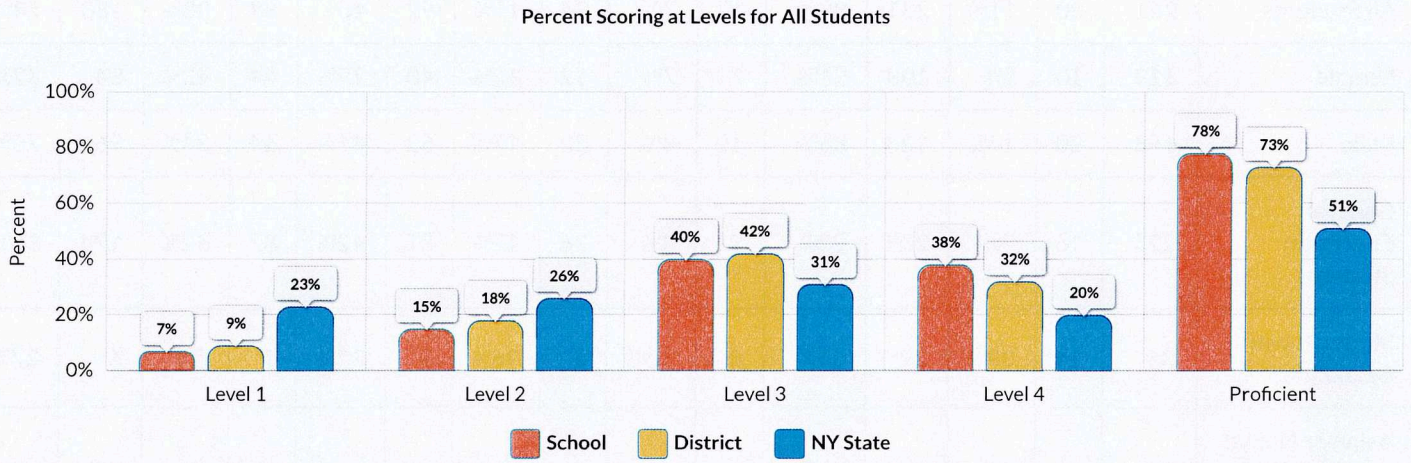
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 ELA RESULTS



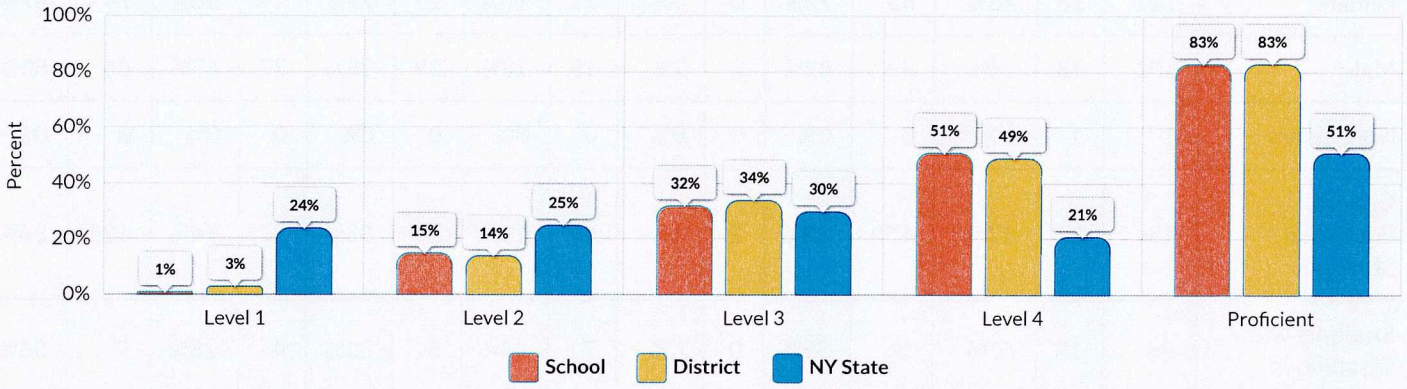
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

GRADE 6 ELA RESULTS



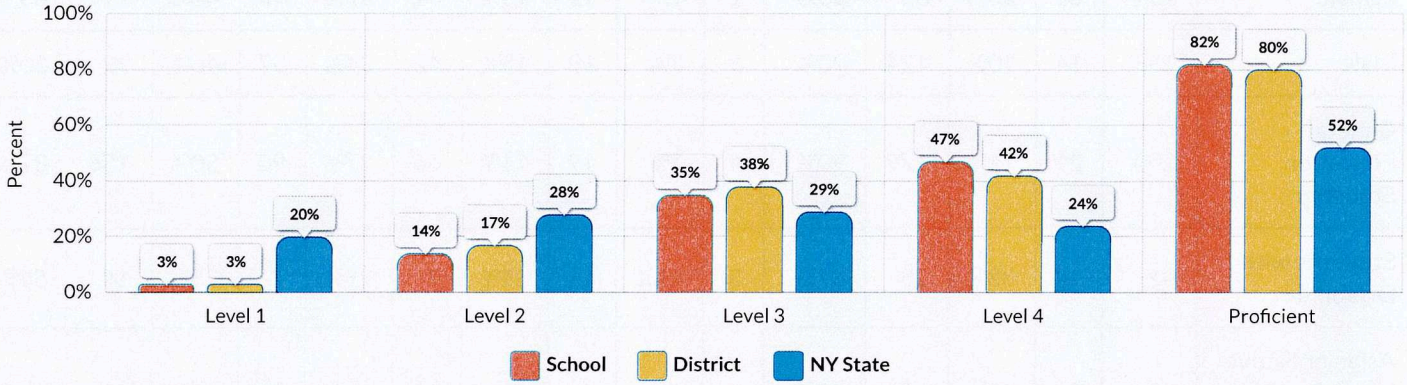
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Female	113	10	9%	103	91%	7	7%	12	12%	40	39%	44	43%	84	82%
Male	148	20	14%	128	86%	10	8%	22	17%	52	41%	44	34%	96	75%
General Education Students	225	16	7%	209	93%	9	4%	26	12%	87	42%	87	42%	174	83%
Students with Disabilities	36	14	39%	22	61%	8	36%	8	36%	5	23%	1	5%	6	27%
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	0	0%	5	9%	22	42%	26	49%	48	91%
Black or African American	8	0	0%	8	100%	4	50%	1	13%	2	25%	1	13%	3	38%
Hispanic or Latino	16	2	13%	14	88%	4	29%	3	21%	4	29%	3	21%	7	50%
White	169	25	15%	144	85%	9	6%	24	17%	57	40%	54	38%	111	77%
Multiracial	14	2	14%	12	86%	0	0%	1	8%	7	58%	4	33%	11	92%
Economically Disadvantaged	12	4	33%	8	67%	2	25%	1	13%	4	50%	1	13%	5	63%
Not Economically Disadvantaged	249	26	10%	223	90%	15	7%	33	15%	88	39%	87	39%	175	78%
Non-English Language Learner	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Not in Foster Care	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Not Homeless	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Not Migrant	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%
Parent Not in Armed Forces	261	30	11%	231	89%	17	7%	34	15%	92	40%	88	38%	180	78%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Female	111	26	23%	85	77%	0	0%	11	13%	25	29%	49	58%	74	87%
Male	101	18	18%	83	82%	2	2%	15	18%	29	35%	37	45%	66	80%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	184	32	17%	152	83%	2	1%	19	13%	49	32%	82	54%	131	86%
Students with Disabilities	29	13	45%	16	55%	0	0%	7	44%	5	31%	4	25%	9	56%
Asian or Native Hawaiian/Other Pacific Islander	37	3	8%	34	92%	0	0%	5	15%	8	24%	21	62%	29	85%
Black or African American	10	2	20%	8	80%	1	13%	3	38%	1	13%	3	38%	4	50%
Hispanic or Latino	16	6	38%	10	63%	0	0%	1	10%	5	50%	4	40%	9	90%
White	134	33	25%	101	75%	1	1%	15	15%	35	35%	50	50%	85	84%
Multiracial	16	1	6%	15	94%	0	0%	2	13%	5	33%	8	53%	13	87%
Economically Disadvantaged	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	209	44	21%	165	79%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Not in Foster Care	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Not Homeless	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Not Migrant	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%
Parent Not in Armed Forces	213	45	21%	168	79%	2	1%	26	15%	54	32%	86	51%	140	83%

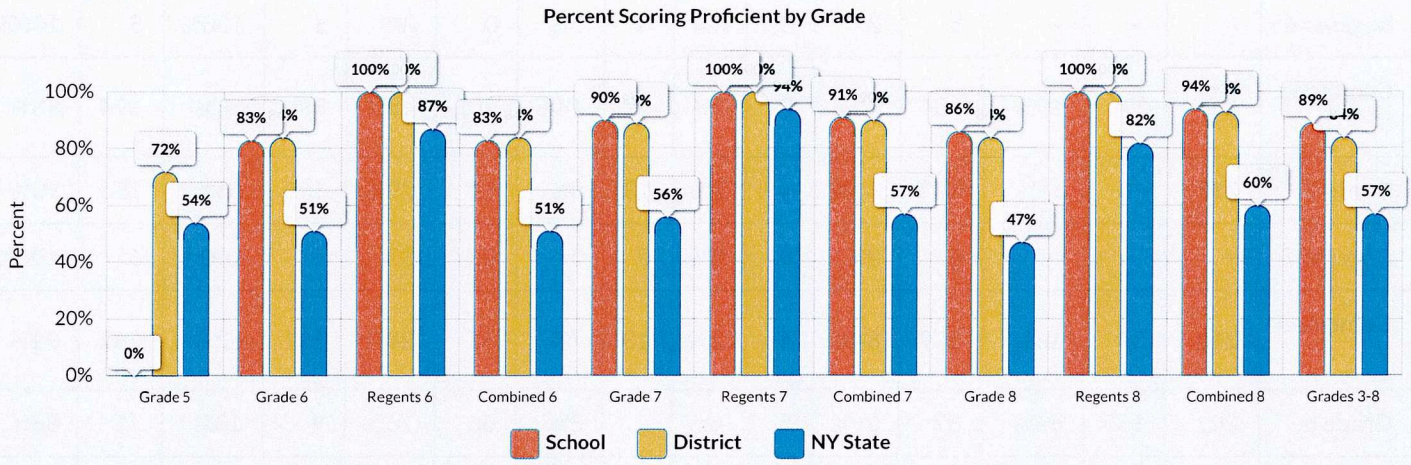
GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Female	104	21	20%	83	80%	1	1%	11	13%	31	37%	40	48%	71	86%
Male	138	14	10%	124	90%	6	5%	19	15%	42	34%	57	46%	99	80%
General Education Students	200	21	11%	179	90%	4	2%	19	11%	66	37%	90	50%	156	87%
Students with Disabilities	42	14	33%	28	67%	3	11%	11	39%	7	25%	7	25%	14	50%
Asian or Native Hawaiian/Other Pacific Islander	43	0	0%	43	100%	1	2%	4	9%	10	23%	28	65%	38	88%
Black or African American	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	5	42%	7	58%	–	–	–	–	–	–	–	–	–	–
White	168	24	14%	144	86%	5	3%	25	17%	53	37%	61	42%	114	79%
Multiracial	14	4	29%	10	71%	1	10%	0	0%	4	40%	5	50%	9	90%
Small Group Total: Race & Ethnicity	17	7	41%	10	59%	0	0%	1	10%	6	60%	3	30%	9	90%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	237	33	14%	204	86%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Not in Foster Care	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Not Homeless	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Not Migrant	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%
Parent Not in Armed Forces	242	35	14%	207	86%	7	3%	30	14%	73	35%	97	47%	170	82%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

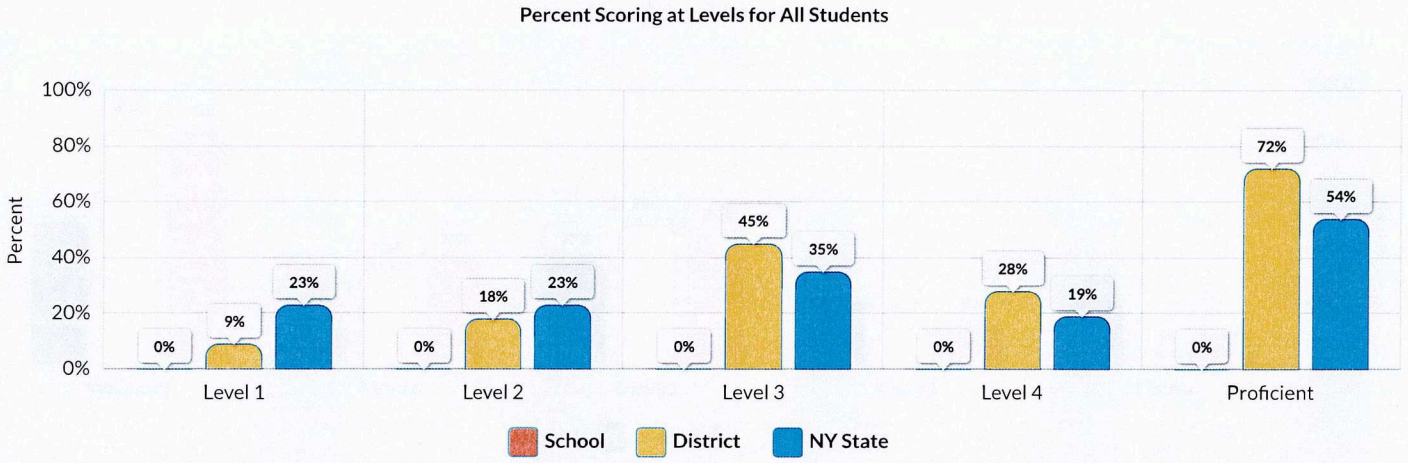
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Regents 6	—	—	—	5	2%	0	0%	0	0%	0	0%	5	100%	5	100%
Combined 6	261	27	10%	234	90%	8	3%	32	14%	105	45%	89	38%	194	83%
Grade 7	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Regents 7	—	—	—	6	3%	0	0%	0	0%	0	0%	6	100%	6	100%
Combined 7	213	34	16%	179	84%	4	2%	13	7%	51	28%	111	62%	162	91%
Grade 8	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Regents 8	—	—	—	128	53%	0	0%	0	0%	1	1%	127	99%	128	100%
Combined 8	242	27	11%	215	89%	5	2%	7	3%	67	31%	136	63%	203	94%
Grades 3-8	717	89	12%	628	88%	17	3%	52	8%	223	36%	336	54%	559	89%

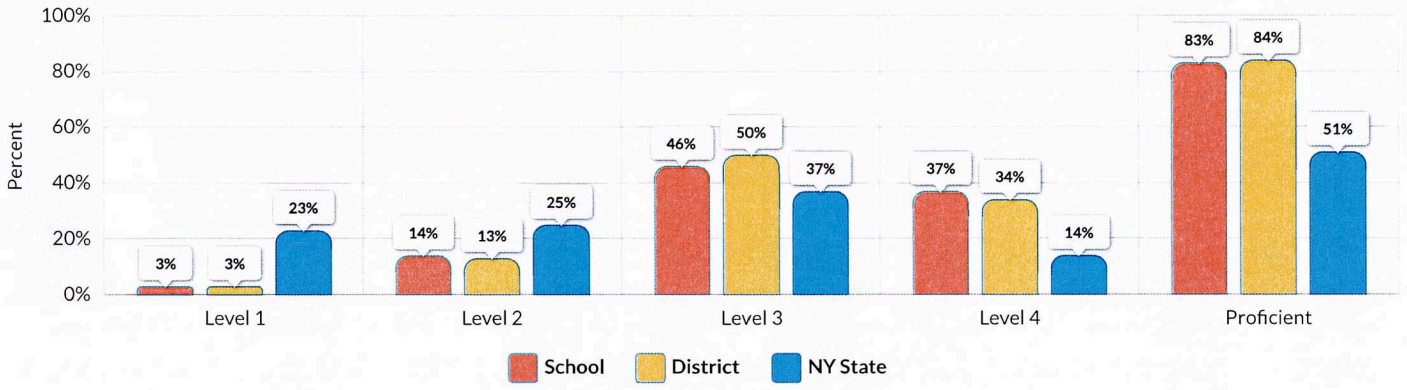
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 MATH RESULTS



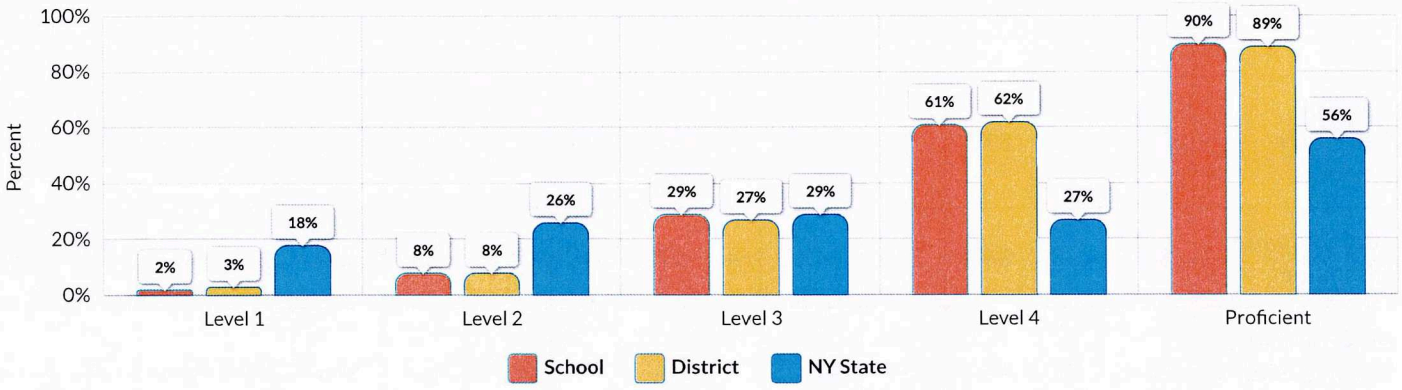
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

GRADE 6 MATH RESULTS



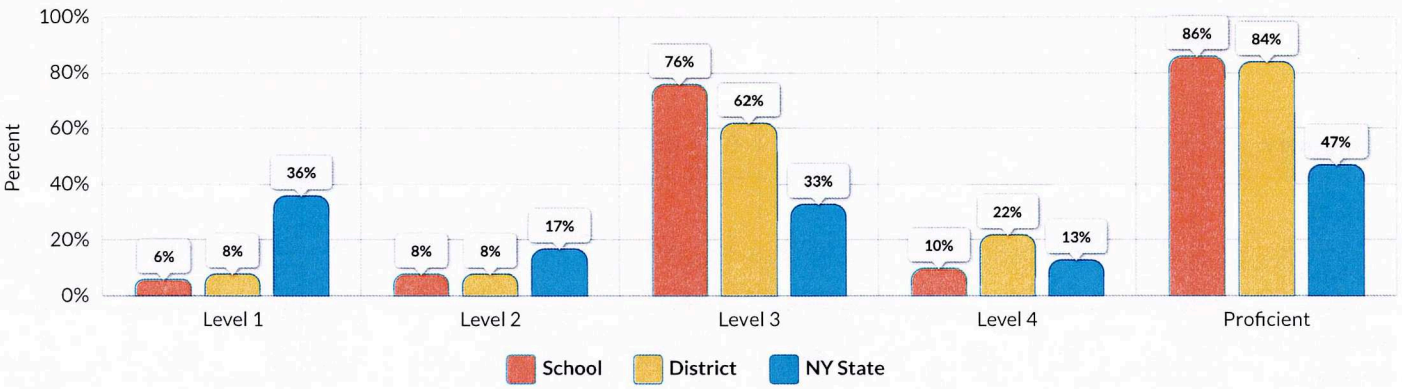
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Female	113	13	12%	100	88%	3	3%	16	16%	44	44%	37	37%	81	81%
Male	148	19	13%	129	87%	5	4%	16	12%	61	47%	47	36%	108	84%
General Education Students	225	19	8%	206	92%	4	2%	24	12%	95	46%	83	40%	178	86%
Students with Disabilities	36	13	36%	23	64%	4	17%	8	35%	10	43%	1	4%	11	48%
Asian or Native Hawaiian/Other Pacific Islander	54	5	9%	49	91%	0	0%	2	4%	19	39%	28	57%	47	96%
Black or African American	8	0	0%	8	100%	3	38%	2	25%	2	25%	1	13%	3	38%
Hispanic or Latino	16	2	13%	14	88%	1	7%	5	36%	4	29%	4	29%	8	57%
White	169	23	14%	146	86%	4	3%	23	16%	73	50%	46	32%	119	82%
Multiracial	14	2	14%	12	86%	0	0%	0	0%	7	58%	5	42%	12	100%
Economically Disadvantaged	12	4	33%	8	67%	1	13%	3	38%	4	50%	0	0%	4	50%
Not Economically Disadvantaged	249	28	11%	221	89%	7	3%	29	13%	101	46%	84	38%	185	84%
Non-English Language Learner	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Not in Foster Care	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Not Homeless	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Not Migrant	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%
Parent Not in Armed Forces	261	32	12%	229	88%	8	3%	32	14%	105	46%	84	37%	189	83%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Female	111	20	18%	91	82%	1	1%	5	5%	30	33%	55	60%	85	93%
Male	101	19	19%	82	81%	3	4%	8	10%	21	26%	50	61%	71	87%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	184	27	15%	157	85%	1	1%	9	6%	48	31%	99	63%	147	94%
Students with Disabilities	29	13	45%	16	55%	3	19%	4	25%	3	19%	6	38%	9	56%
Asian or Native Hawaiian/Other Pacific Islander	37	2	5%	35	95%	1	3%	1	3%	8	23%	25	71%	33	94%
Black or African American	10	2	20%	8	80%	2	25%	1	13%	2	25%	3	38%	5	63%
Hispanic or Latino	16	4	25%	12	75%	0	0%	1	8%	7	58%	4	33%	11	92%
White	134	28	21%	106	79%	1	1%	9	8%	28	26%	68	64%	96	91%
Multiracial	16	4	25%	12	75%	0	0%	1	8%	6	50%	5	42%	11	92%
Economically Disadvantaged	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	209	39	19%	170	81%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Not in Foster Care	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Not Homeless	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Not Migrant	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%
Parent Not in Armed Forces	213	40	19%	173	81%	4	2%	13	8%	51	29%	105	61%	156	90%

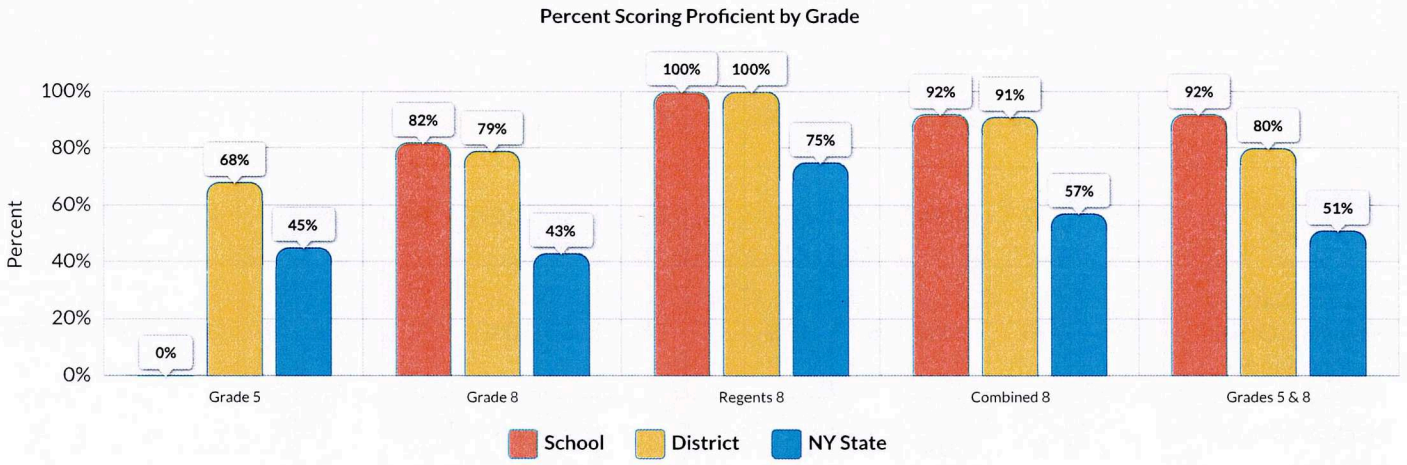
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Female	104	64	62%	40	38%	2	5%	4	10%	29	73%	5	13%	34	85%
Male	138	91	66%	47	34%	3	6%	3	6%	37	79%	4	9%	41	87%
General Education Students	200	138	69%	62	31%	0	0%	4	6%	50	81%	8	13%	58	94%
Students with Disabilities	42	17	40%	25	60%	5	20%	3	12%	16	64%	1	4%	17	68%
Asian or Native Hawaiian/Other Pacific Islander	43	35	81%	8	19%	0	0%	0	0%	7	88%	1	13%	8	100%
Black or African American	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	9	75%	3	25%	–	–	–	–	–	–	–	–	–	–
White	168	96	57%	72	43%	4	6%	7	10%	53	74%	8	11%	61	85%
Multiracial	14	11	79%	3	21%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	31	24	77%	7	23%	1	14%	0	0%	6	86%	0	0%	6	86%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	237	153	65%	84	35%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Not in Foster Care	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Not Homeless	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Not Migrant	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%
Parent Not in Armed Forces	242	155	64%	87	36%	5	6%	7	8%	66	76%	9	10%	75	86%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

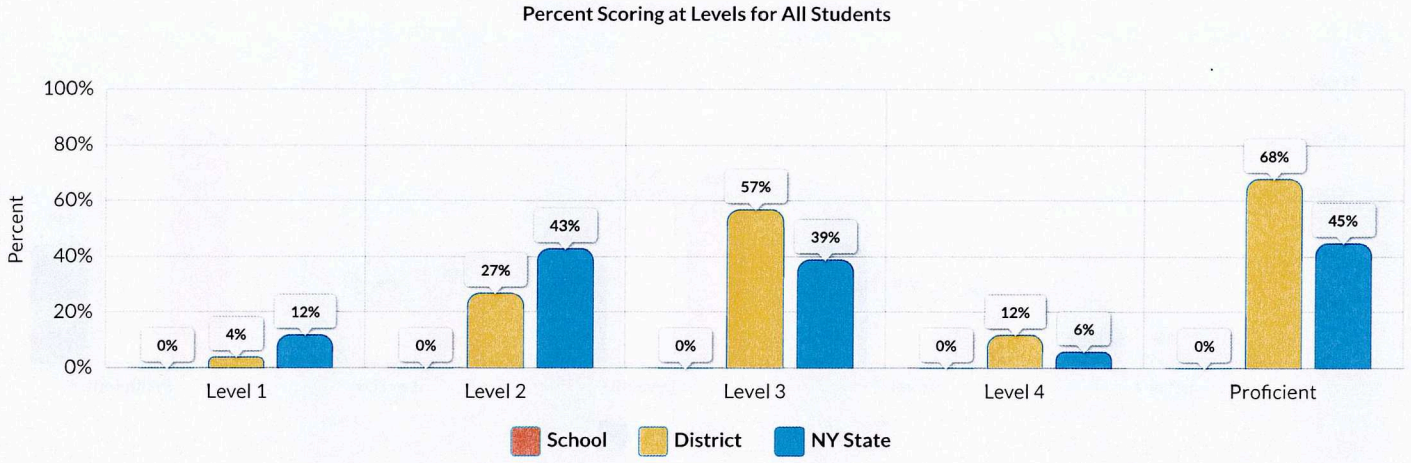
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Regents 8	—	—	—	115	48%	0	0%	0	0%	3	3%	28	24%	115	100%
Combined 8	242	38	16%	204	84%	1	0%	15	7%	55	27%	49	24%	188	92%
Grades 5 & 8	243	39	16%	204	84%	1	0%	15	7%	55	27%	49	24%	188	92%

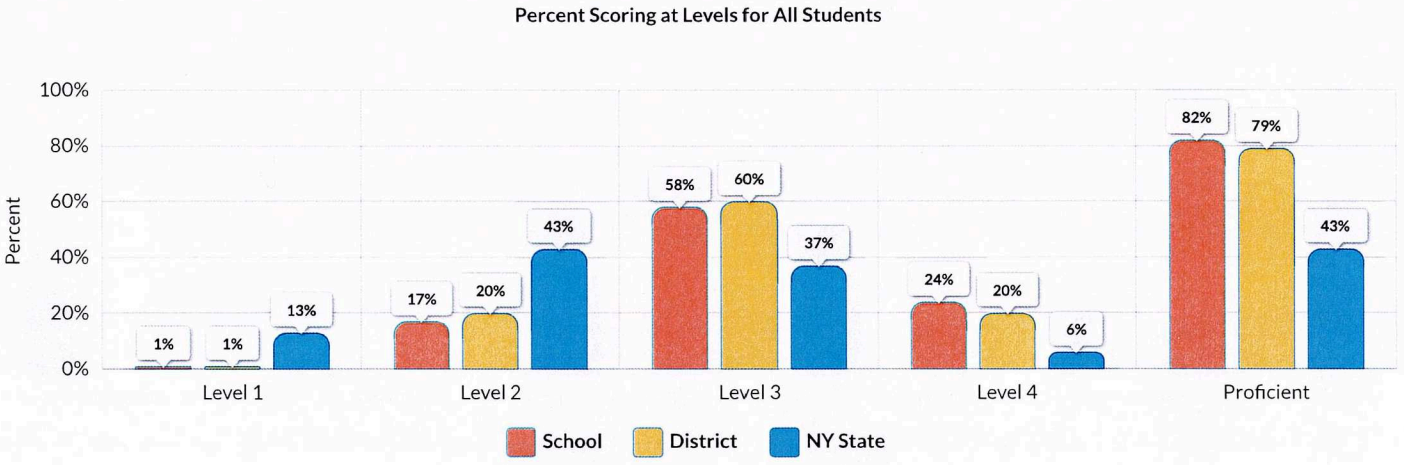
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

GRADE 8 SCIENCE RESULTS

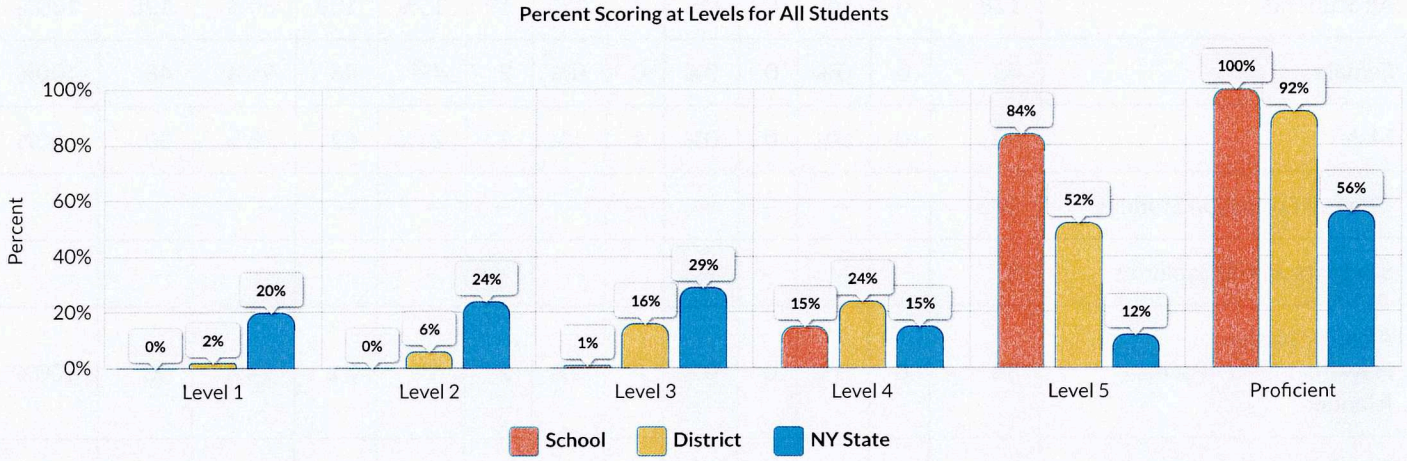


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Female	104	67	64%	37	36%	0	0%	5	14%	26	70%	6	16%	32	86%
Male	138	86	62%	52	38%	1	2%	10	19%	26	50%	15	29%	41	79%
General Education Students	200	125	63%	75	38%	1	1%	10	13%	45	60%	19	25%	64	85%
Students with Disabilities	42	28	67%	14	33%	0	0%	5	36%	7	50%	2	14%	9	64%
Asian or Native Hawaiian/Other Pacific Islander	43	33	77%	10	23%	0	0%	1	10%	4	40%	5	50%	9	90%
Black or African American	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	9	75%	3	25%	–	–	–	–	–	–	–	–	–	–
White	168	97	58%	71	42%	1	1%	14	20%	41	58%	15	21%	56	79%
Multiracial	14	10	71%	4	29%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	31	23	74%	8	26%	0	0%	0	0%	7	88%	1	13%	8	100%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	237	151	64%	86	36%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Not in Foster Care	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Not Homeless	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Not Migrant	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%
Parent Not in Armed Forces	242	153	63%	89	37%	1	1%	15	17%	52	58%	21	24%	73	82%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

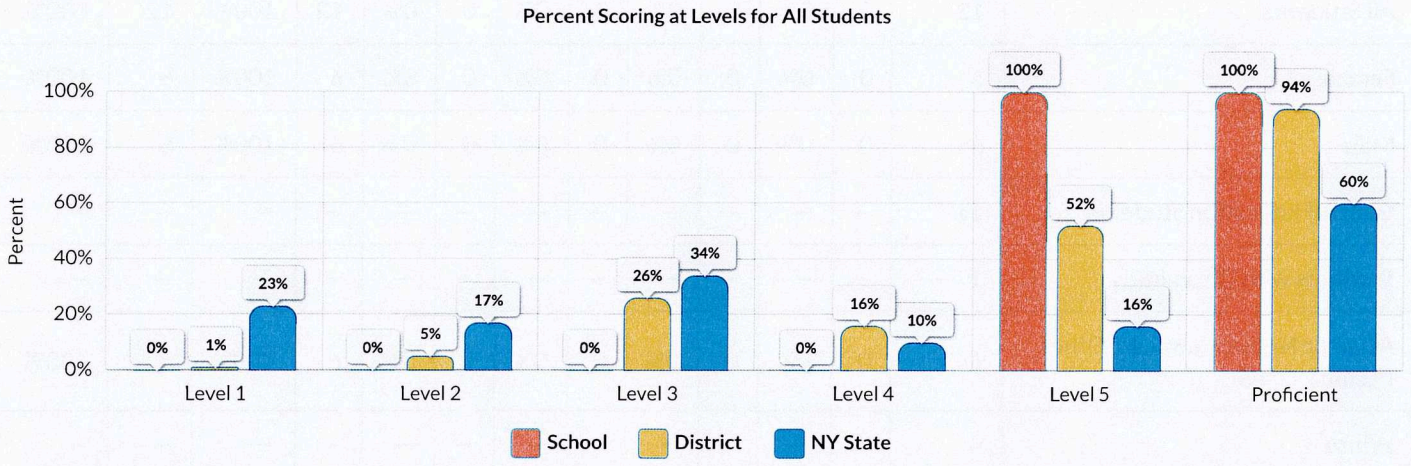
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



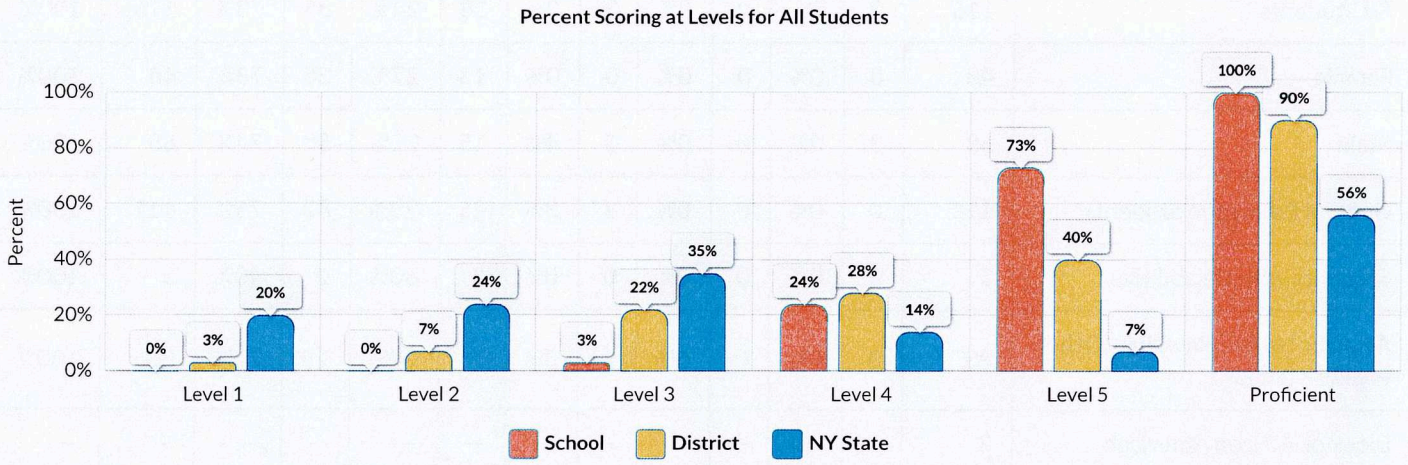
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%
Female	48	0	0%	0	0%	0	0%	2	4%	46	96%	48	100%
Male	80	0	0%	0	0%	1	1%	17	21%	62	78%	80	100%
General Education Students	125	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	0	0%	0	0%	2	6%	31	94%	33	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–	–	–
White	79	0	0%	0	0%	1	1%	15	19%	63	80%	79	100%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%
Not in Foster Care	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%
Not Homeless	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%
Not Migrant	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%
Parent Not in Armed Forces	128	0	0%	0	0%	1	1%	19	15%	108	84%	128	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Female	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Male	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
General Education Students	11	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
White	4	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Economically Disadvantaged	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Non-English Language Learner	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Not in Foster Care	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Not Homeless	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Not Migrant	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Parent Not in Armed Forces	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	100%
Female	48	0	0%	0	0%	0	0%	13	27%	35	73%	48	100%
Male	68	0	0%	0	0%	3	4%	15	22%	50	74%	68	100%
General Education Students	111	0	0%	0	0%	3	3%	25	23%	83	75%	111	100%
Students with Disabilities	5	0	0%	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	0	0%	1	3%	9	27%	23	70%	33	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	71	0	0%	0	0%	2	3%	17	24%	52	73%	71	100%
Multiracial	6	0	0%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	115	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	100%
Not in Foster Care	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	100%
Not Homeless	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	100%
Not Migrant	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	100%
Parent Not in Armed Forces	116	0	0%	0	0%	3	3%	28	24%	85	73%	116	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
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)

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%

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PITTSFORD-MENDON 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	229.5	134.9	148.3
	Math	196.2	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	234.3	140.5	152.9
	Math	217.1	114.8	129
Black or African American	ELA	213.6	95	115
	Math	186.4	37.8	64.8
Hispanic or Latino	ELA	221.9	99.6	118.8
	Math	162.5	43.4	69.5
Multiracial	ELA	238.5	144.6	156.4
	Math	234.6	63.5	86.2
White	ELA	229.6	170.2	177.6
	Math	192.7	74.7	95.6
Students with Disabilities	ELA	173.6	75.4	98.7
	Math	129.2	29.3	57.8
Economically Disadvantaged	ELA	222.2	103.2	121.8
	Math	144.4	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	231	98.3%	87.5%	88.8%
	5-Year	218	99.5%	89.4%	90.5%
	6-Year	256	100%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	36	100%	93.4%	93.6%
	5-Year	20	100%	94.2%	94.5%
	6-Year	29	100%	93.7%	94.3%
Black or African American	4-Year	10	–	–	–
	5-Year	11	–	–	–
	6-Year	4	–	–	–
Hispanic or Latino	4-Year	15	–	–	–
	5-Year	13	–	–	–
	6-Year	12	–	–	–
Multiracial	4-Year	6	–	–	–
	5-Year	12	–	–	–
	6-Year	15	–	–	–
White	4-Year	164	98.2%	91.7%	92.3%
	5-Year	162	99.4%	92.9%	93.4%
	6-Year	196	100%	93.1%	93.7%
Students with Disabilities	4-Year	19	–	–	–
	5-Year	25	100%	73%	76.8%
	6-Year	18	–	–	–
Economically Disadvantaged	4-Year	6	–	–	–
	5-Year	2	–	–	–
	6-Year	7	–	–	–

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	–	4	4
Black or African American	4	4	–	–	4	–
Hispanic or Latino	4	4	–	–	4	–
Multiracial	4	4	–	–	4	–
White	4	4	4	–	4	4
Students with Disabilities	4	4	4	–	4	4
Economically Disadvantaged	4	4	–	–	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	239	229.5	219.8	4
	Math	238	197.1		
	Science	238	233.8		
	Social Studies	236	225.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	35	234.3	230.3	4
	Math	35	217.1		
	Science	35	240		
	Social Studies	35	234.3		
Black or African American	ELA	11	213.6	205.7	4
	Math	11	186.4		
	Science	10	215		
	Social Studies	11	213.6		
Hispanic or Latino	ELA	16	221.9	205.4	4
	Math	15	173.3		
	Science	16	215.6		
	Social Studies	16	218.8		
Multiracial	ELA	13	238.5	240.4	4
	Math	13	234.6		
	Science	13	246.2		
	Social Studies	13	246.2		
White	ELA	164	229.6	218.2	4
	Math	164	192.7		
	Science	164	234.5		
	Social Studies	161	223		
Students with Disabilities	ELA	36	173.6	165.8	4
	Math	36	129.2		
	Science	36	208.3		
	Social Studies	33	166.7		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	9	222.2	197.7	4
	Math	8	162.5		
	Science	9	205.6		
	Social Studies	9	205.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	239	229.5	218.8	4
	Math	239	196.2		
	Science	239	232.8		
	Social Studies	239	222.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	35	234.3	230.3	4
	Math	35	217.1		
	Science	35	240		
	Social Studies	35	234.3		
Black or African American	ELA	11	213.6	201.8	4
	Math	11	186.4		
	Science	11	195.5		
	Social Studies	11	213.6		
Hispanic or Latino	ELA	16	221.9	202.2	4
	Math	16	162.5		
	Science	16	215.6		
	Social Studies	16	218.8		
Multiracial	ELA	13	238.5	240.4	4
	Math	13	234.6		
	Science	13	246.2		
	Social Studies	13	246.2		
White	ELA	164	229.6	217.4	4
	Math	164	192.7		
	Science	164	234.5		
	Social Studies	164	218.9		
Students with Disabilities	ELA	36	173.6	163.1	4
	Math	36	129.2		
	Science	36	208.3		
	Social Studies	36	152.8		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	9	222.2	192.2	4
	Math	9	144.4		
	Science	9	205.6		
	Social Studies	9	205.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	231	227	98.3%	99.3%	4
	5-year	218	217	99.5%		
	6-year	256	256	100%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	36	36	100%	100%	4
	5-year	20	20	100%		
	6-year	29	29	100%		
Black or African American	4-year	10	–	–	–	–
	5-year	11	–	–		
	6-year	4	–	–		
Hispanic or Latino	4-year	15	–	–	–	–
	5-year	13	–	–		
	6-year	12	–	–		
Multiracial	4-year	6	–	–	–	–
	5-year	12	–	–		
	6-year	15	–	–		
White	4-year	164	161	98.2%	99.2%	4
	5-year	162	161	99.4%		
	6-year	196	196	100%		
Students with Disabilities	4-year	19	–	–	100%	4
	5-year	25	25	100%		
	6-year	18	–	–		
Economically Disadvantaged	4-year	6	–	–	–	–
	5-year	2	–	–		
	6-year	7	–	–		

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	920	39	50	227	604	218.9	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	146	3	9	36	98	223.3	4
Black or African American	34	3	3	10	18	200	4
Hispanic or Latino	61	2	2	23	34	218	4
Multiracial	60	3	1	14	42	223.3	4
White	618	28	35	144	411	218.5	4
Students with Disabilities	163	14	12	40	97	205.2	4
Economically Disadvantaged	32	1	1	14	16	215.6	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	Acountability Level
All Students	244	0	229	1	7	1	7	191.4	4
Asian or Native Hawaiian/Other Pacific Islander	35	0	35	0	0	0	0	200	4
Black or African American	12	0	–	–	–	–	–	–	–
Hispanic or Latino	16	0	–	–	–	–	–	–	–
Multiracial	13	0	–	–	–	–	–	–	–
White	168	0	158	0	3	1	7	190.2	4
Students with Disabilities	37	0	27	1	4	1	5	162.2	4
Economically Disadvantaged	9	0	–	–	–	–	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	240	99.6%
Asian or Native Hawaiian/Other Pacific Islander	–	35	–
Black or African American	–	11	–
Hispanic or Latino	–	19	–
Multiracial	–	13	–
White	✓	162	99.4%
Students with Disabilities	–	25	–
Economically Disadvantaged	–	9	–

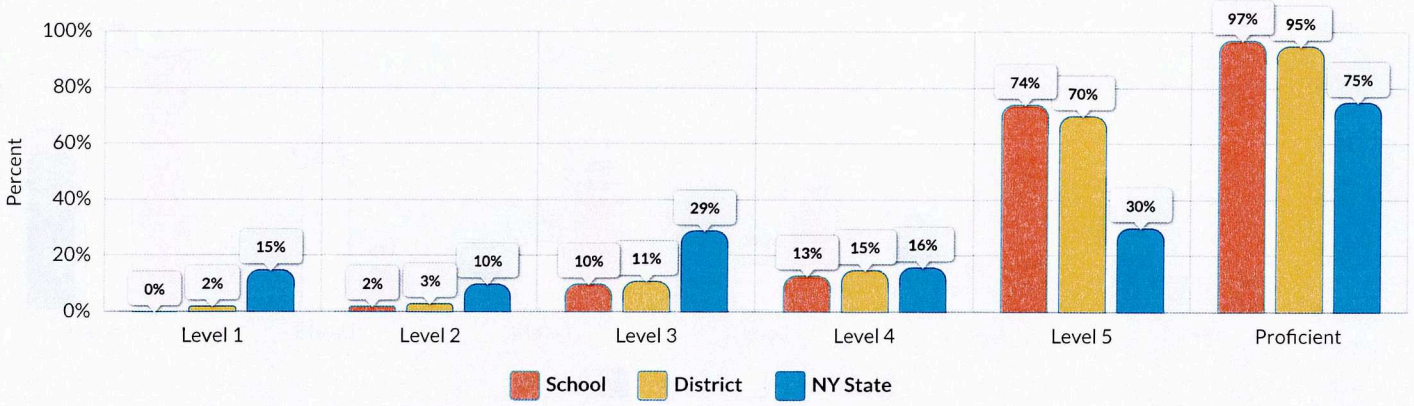
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	240	99.2%
Asian or Native Hawaiian/Other Pacific Islander	–	35	–
Black or African American	–	11	–
Hispanic or Latino	–	19	–
Multiracial	–	13	–
White	✓	162	99.4%
Students with Disabilities	–	25	–
Economically Disadvantaged	–	9	–

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

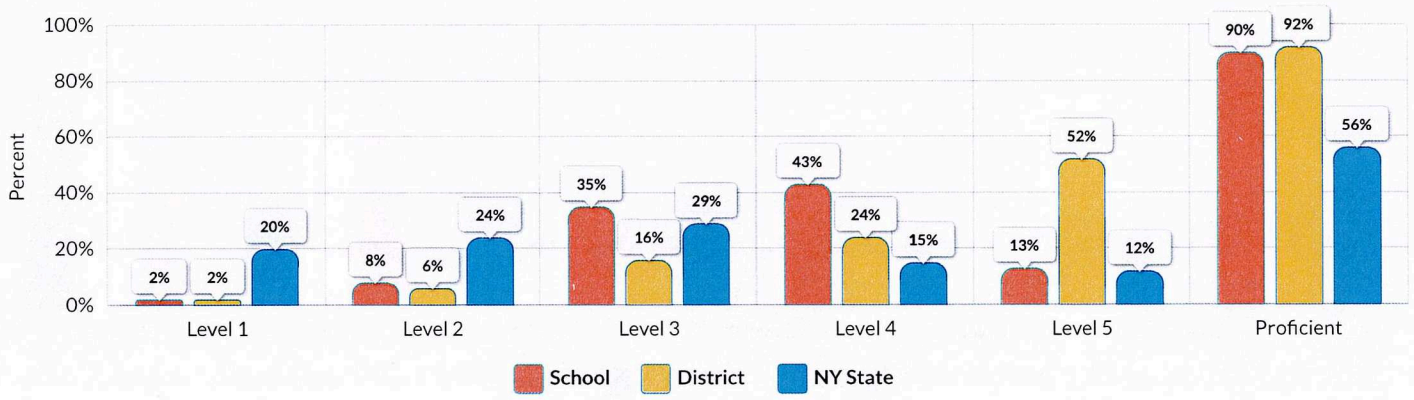
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



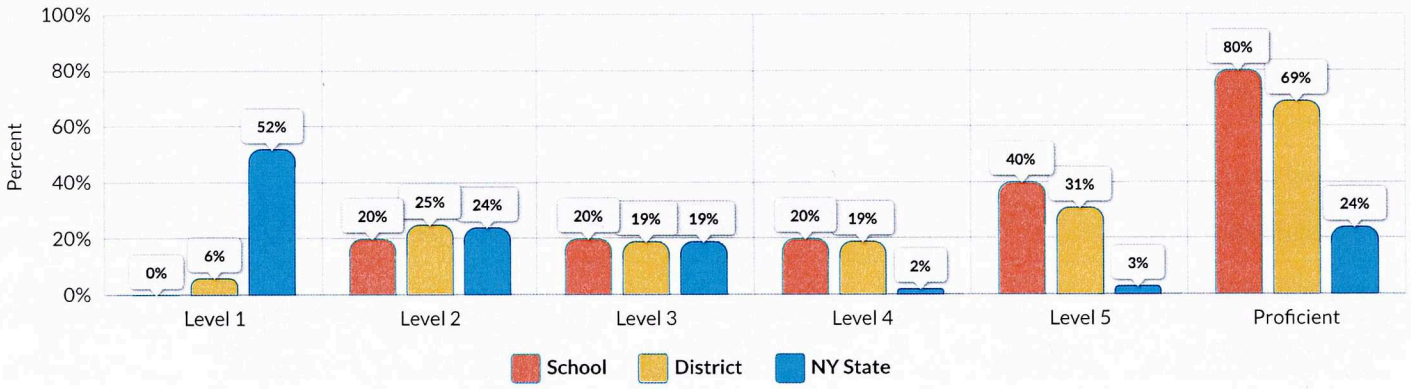
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	1	0%	5	2%	21	10%	27	13%	153	74%	201	97%
Female	90	1	1%	2	2%	3	3%	11	12%	73	81%	87	97%
Male	117	0	0%	3	3%	18	15%	16	14%	80	68%	114	97%
General Education Students	178	1	1%	1	1%	12	7%	19	11%	145	81%	176	99%
Students with Disabilities	29	0	0%	4	14%	9	31%	8	28%	8	28%	25	86%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	0	0%	1	3%	2	6%	32	91%	35	100%
Black or African American	8	0	0%	1	13%	2	25%	2	25%	3	38%	7	88%
Hispanic or Latino	18	1	6%	1	6%	2	11%	2	11%	12	67%	16	89%
White	132	0	0%	2	2%	16	12%	19	14%	95	72%	130	98%
Multiracial	14	0	0%	1	7%	0	0%	2	14%	11	79%	13	93%
Economically Disadvantaged	8	0	0%	1	13%	3	38%	0	0%	4	50%	7	88%
Not Economically Disadvantaged	199	1	1%	4	2%	18	9%	27	14%	149	75%	194	97%
Non-English Language Learner	207	1	0%	5	2%	21	10%	27	13%	153	74%	201	97%
Not in Foster Care	207	1	0%	5	2%	21	10%	27	13%	153	74%	201	97%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	206	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	207	1	0%	5	2%	21	10%	27	13%	153	74%	201	97%
Parent Not in Armed Forces	207	1	0%	5	2%	21	10%	27	13%	153	74%	201	97%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



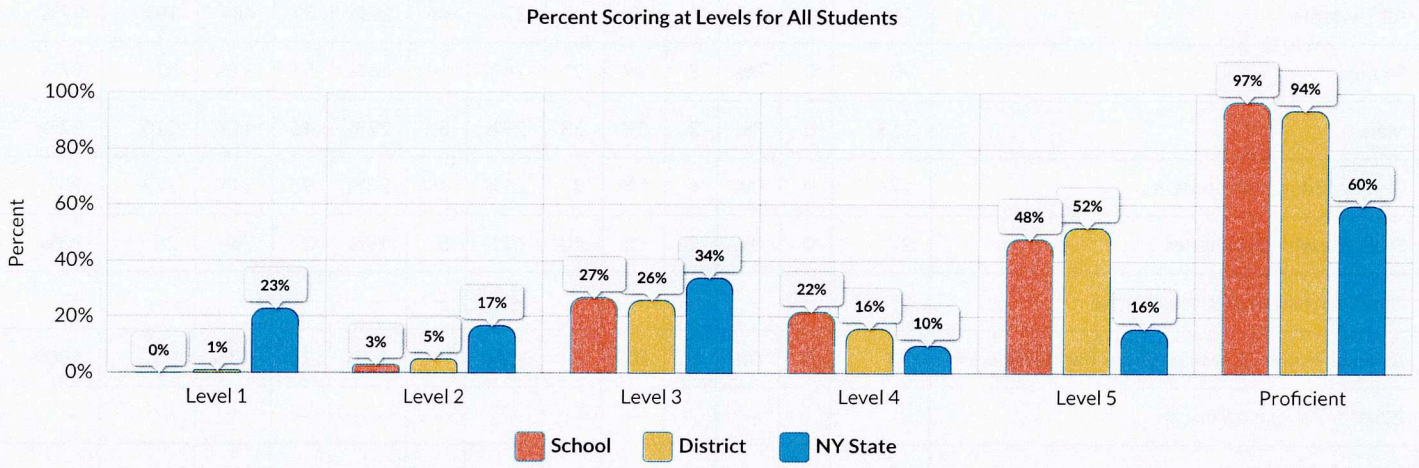
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	2	2%	9	8%	39	35%	48	43%	14	13%	101	90%
Female	45	–	–	–	–	–	–	–	–	–	–	–	–
Male	66	2	3%	7	11%	23	35%	31	47%	3	5%	57	86%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	46	0	0%	2	4%	16	35%	17	37%	11	24%	44	96%
General Education Students	80	2	3%	4	5%	22	28%	39	49%	13	16%	74	93%
Students with Disabilities	32	0	0%	5	16%	17	53%	9	28%	1	3%	27	84%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	1	6%	5	28%	9	50%	2	11%	16	89%
Black or African American	9	0	0%	0	0%	7	78%	2	22%	0	0%	9	100%
Hispanic or Latino	10	0	0%	2	20%	4	40%	4	40%	0	0%	8	80%
White	69	1	1%	6	9%	22	32%	31	45%	9	13%	62	90%
Multiracial	6	0	0%	0	0%	1	17%	2	33%	3	50%	6	100%
Economically Disadvantaged	9	0	0%	1	11%	6	67%	1	11%	1	11%	8	89%
Not Economically Disadvantaged	103	2	2%	8	8%	33	32%	47	46%	13	13%	93	90%
Non-English Language Learner	112	2	2%	9	8%	39	35%	48	43%	14	13%	101	90%
Not in Foster Care	112	2	2%	9	8%	39	35%	48	43%	14	13%	101	90%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	111	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	112	2	2%	9	8%	39	35%	48	43%	14	13%	101	90%
Parent Not in Armed Forces	112	2	2%	9	8%	39	35%	48	43%	14	13%	101	90%

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



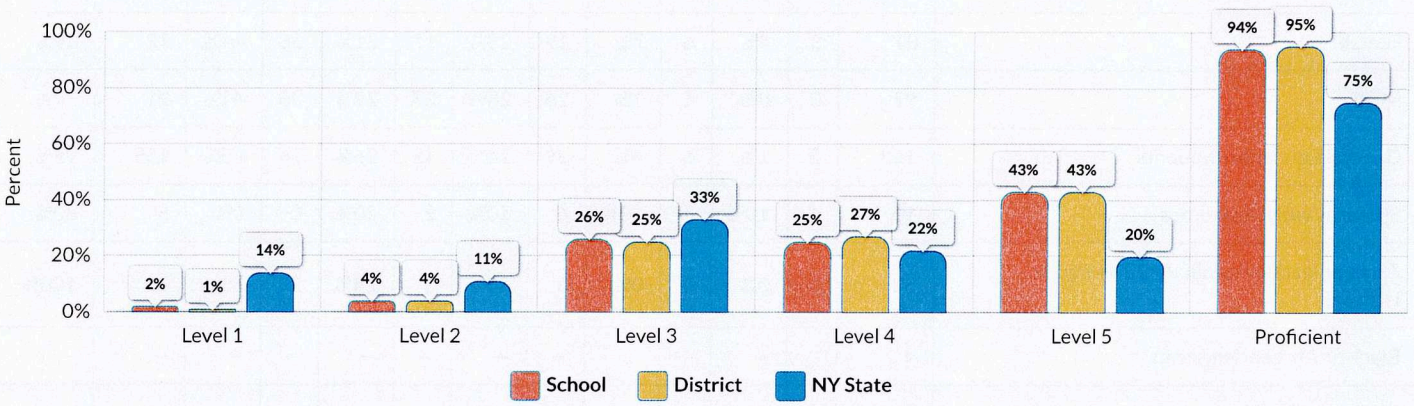
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Female	1	–	–	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
General Education Students	4	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Not Economically Disadvantaged	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Non-English Language Learner	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Not in Foster Care	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Not Homeless	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Not Migrant	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Parent Not in Armed Forces	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%

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



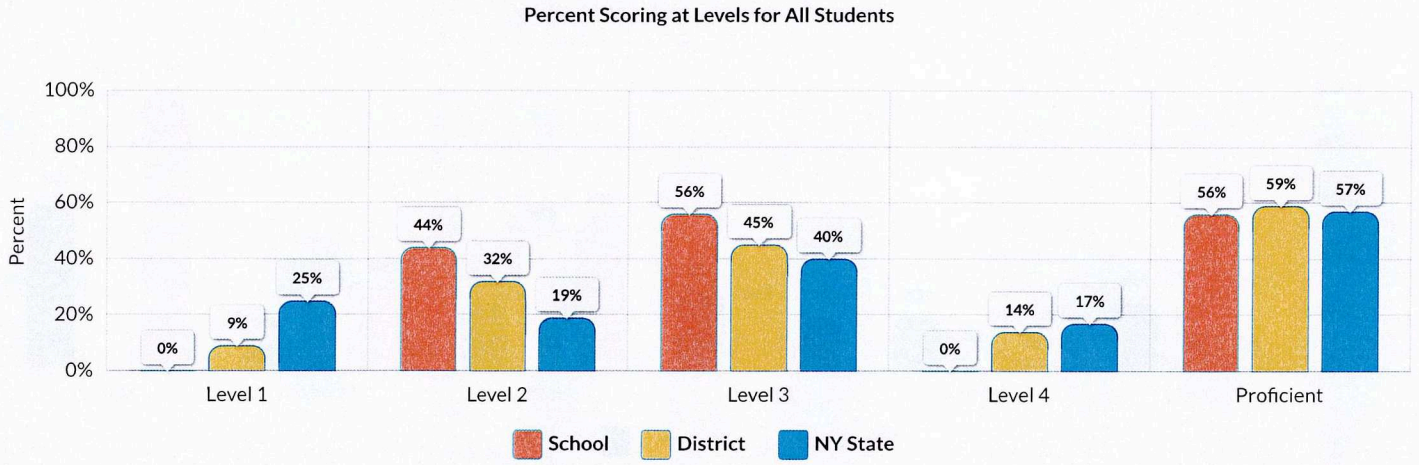
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	0	0%	6	3%	55	27%	45	22%	97	48%	197	97%
Female	90	0	0%	3	3%	22	24%	14	16%	51	57%	87	97%
Male	113	0	0%	3	3%	33	29%	31	27%	46	41%	110	97%
General Education Students	176	0	0%	4	2%	37	21%	40	23%	95	54%	172	98%
Students with Disabilities	27	0	0%	2	7%	18	67%	5	19%	2	7%	25	93%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	0	0%	3	13%	4	17%	16	70%	23	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	–	–	–	–	–	–	–	–	–	–	–	–
White	151	0	0%	6	4%	40	26%	37	25%	68	45%	145	96%
Multiracial	15	0	0%	0	0%	4	27%	2	13%	9	60%	15	100%
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	8	57%	2	14%	4	29%	14	100%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	199	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	203	0	0%	6	3%	55	27%	45	22%	97	48%	197	97%
Not in Foster Care	203	0	0%	6	3%	55	27%	45	22%	97	48%	197	97%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	202	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	203	0	0%	6	3%	55	27%	45	22%	97	48%	197	97%
Parent Not in Armed Forces	203	0	0%	6	3%	55	27%	45	22%	97	48%	197	97%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



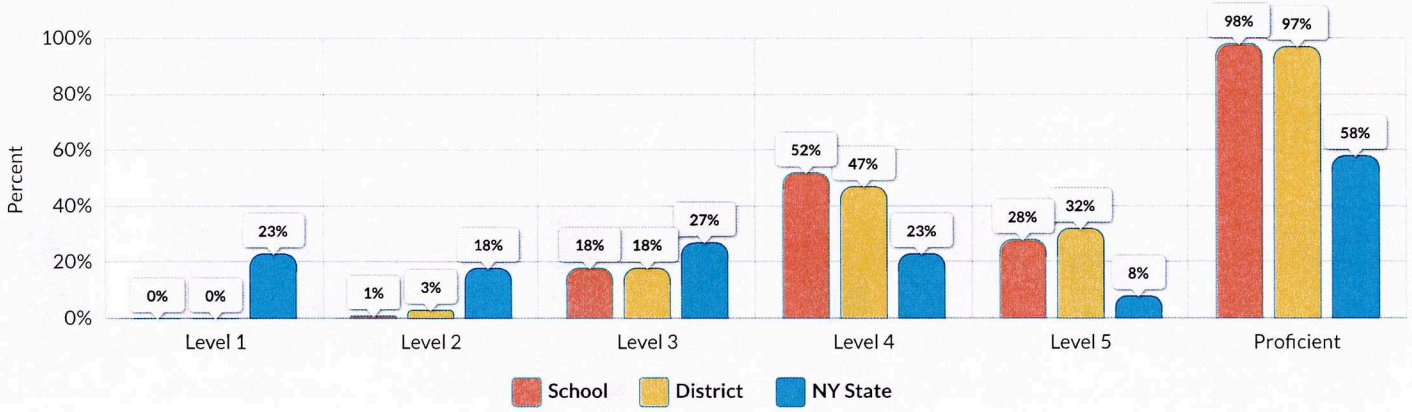
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	3	2%	7	4%	45	26%	44	25%	74	43%	163	94%
Female	81	3	4%	6	7%	19	23%	17	21%	36	44%	72	89%
Male	92	0	0%	1	1%	26	28%	27	29%	38	41%	91	99%
General Education Students	163	2	1%	6	4%	39	24%	42	26%	74	45%	155	95%
Students with Disabilities	10	1	10%	1	10%	6	60%	2	20%	0	0%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	0	0%	5	15%	8	24%	20	61%	33	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	–	–	–	–	–	–	–
White	117	1	1%	4	3%	34	29%	33	28%	45	38%	112	96%
Multiracial	12	1	8%	0	0%	3	25%	2	17%	6	50%	11	92%
Small Group Total: Race & Ethnicity	11	1	9%	3	27%	3	27%	1	9%	3	27%	7	64%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	169	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	173	3	2%	7	4%	45	26%	44	25%	74	43%	163	94%
Not in Foster Care	173	3	2%	7	4%	45	26%	44	25%	74	43%	163	94%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	172	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	173	3	2%	7	4%	45	26%	44	25%	74	43%	163	94%
Parent Not in Armed Forces	173	3	2%	7	4%	45	26%	44	25%	74	43%	163	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



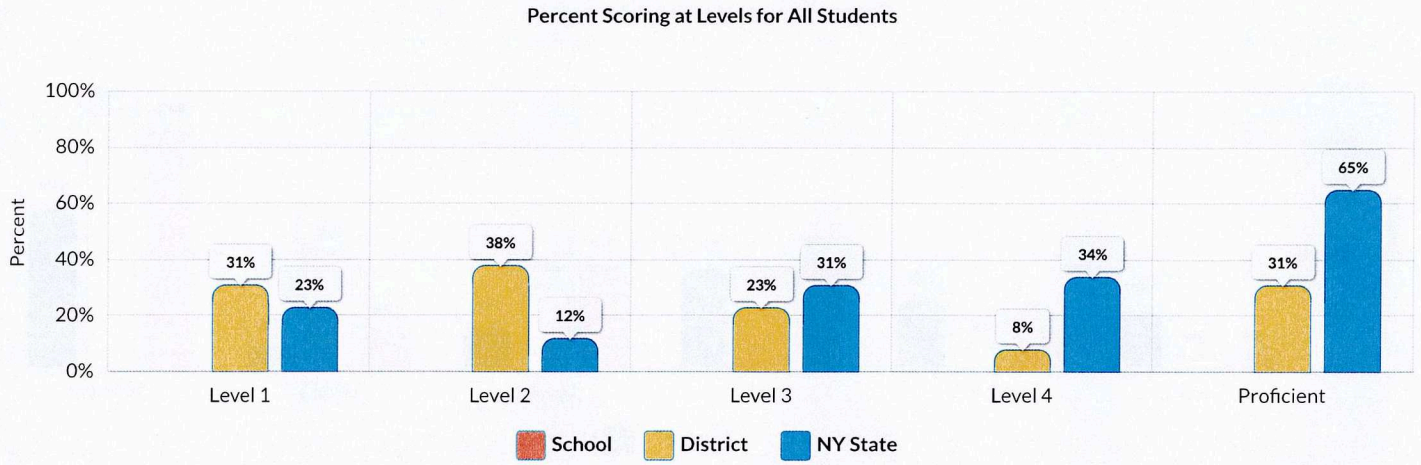
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	9	0	0%	4	44%	5	56%	0	0%	5	56%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	5	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	9	0	0%	4	44%	5	56%	0	0%	5	56%
Students with Disabilities	9	0	0%	4	44%	5	56%	0	0%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	5	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	4	44%	5	56%	0	0%	5	56%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	9	0	0%	4	44%	5	56%	0	0%	5	56%
Not in Foster Care	9	0	0%	4	44%	5	56%	0	0%	5	56%
Not Homeless	9	0	0%	4	44%	5	56%	0	0%	5	56%
Not Migrant	9	0	0%	4	44%	5	56%	0	0%	5	56%
Parent Not in Armed Forces	9	0	0%	4	44%	5	56%	0	0%	5	56%

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



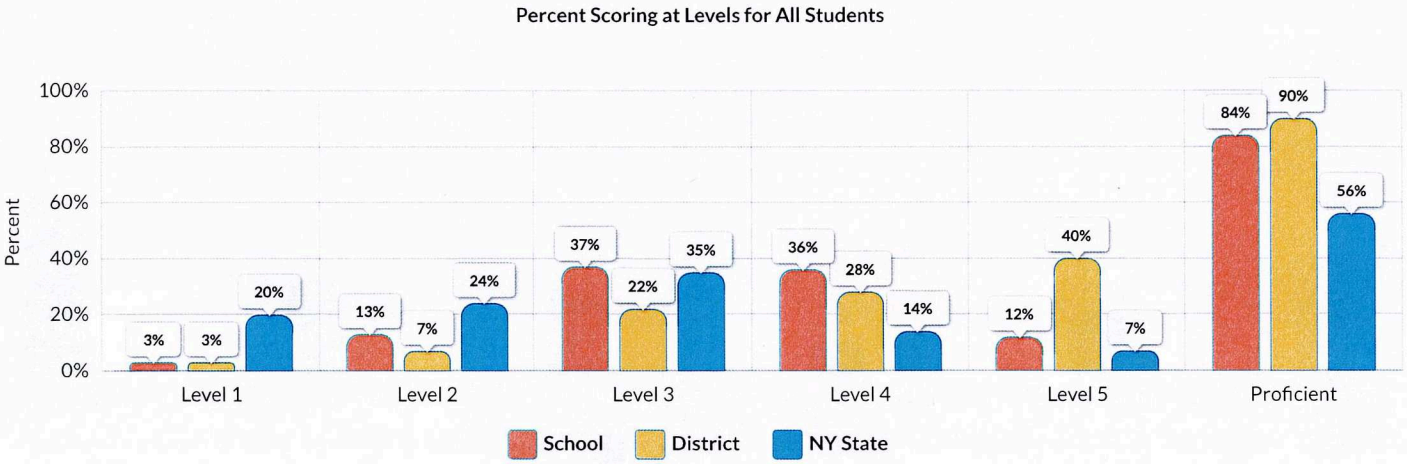
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%
Female	100	1	1%	0	0%	18	18%	52	52%	29	29%	99	99%
Male	125	0	0%	3	2%	23	18%	65	52%	34	27%	122	98%
General Education Students	191	1	1%	0	0%	22	12%	106	55%	62	32%	190	99%
Students with Disabilities	34	0	0%	3	9%	19	56%	11	32%	1	3%	31	91%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	0	0%	1	3%	15	43%	19	54%	35	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	0	0%	2	12%	6	35%	7	41%	2	12%	15	88%
White	156	0	0%	1	1%	33	21%	84	54%	38	24%	155	99%
Multiracial	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	1	6%	0	0%	1	6%	11	65%	4	24%	16	94%
Economically Disadvantaged	6	0	0%	1	17%	1	17%	4	67%	0	0%	5	83%
Not Economically Disadvantaged	219	1	0%	2	1%	40	18%	113	52%	63	29%	216	99%
Non-English Language Learner	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%
Not in Foster Care	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%
Not Homeless	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%
Not Migrant	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%
Parent Not in Armed Forces	225	1	0%	3	1%	41	18%	117	52%	63	28%	221	98%

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



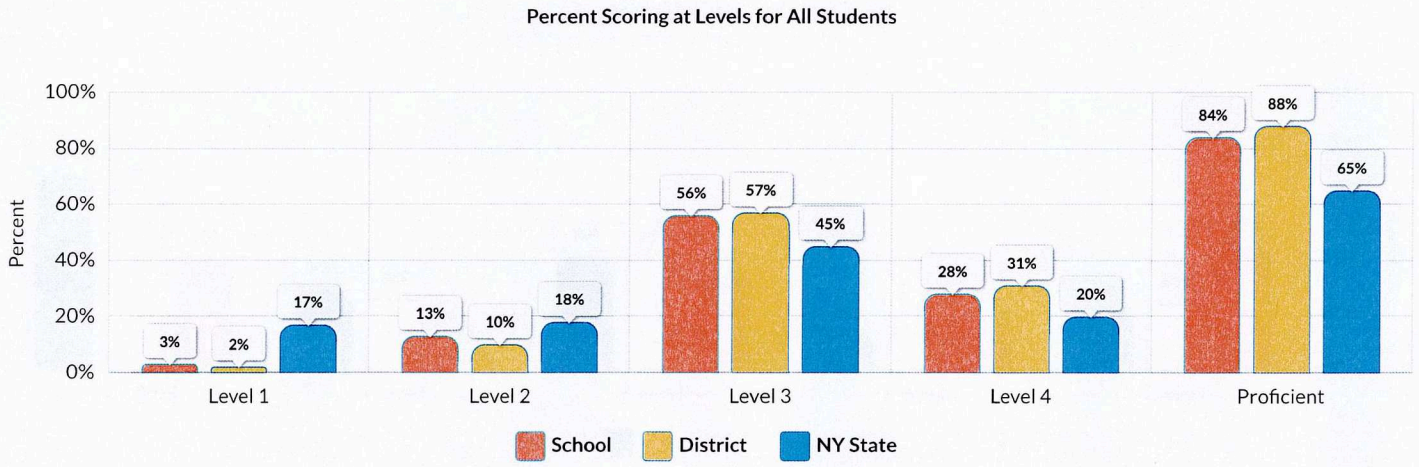
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–
Female	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–
General Education Students	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



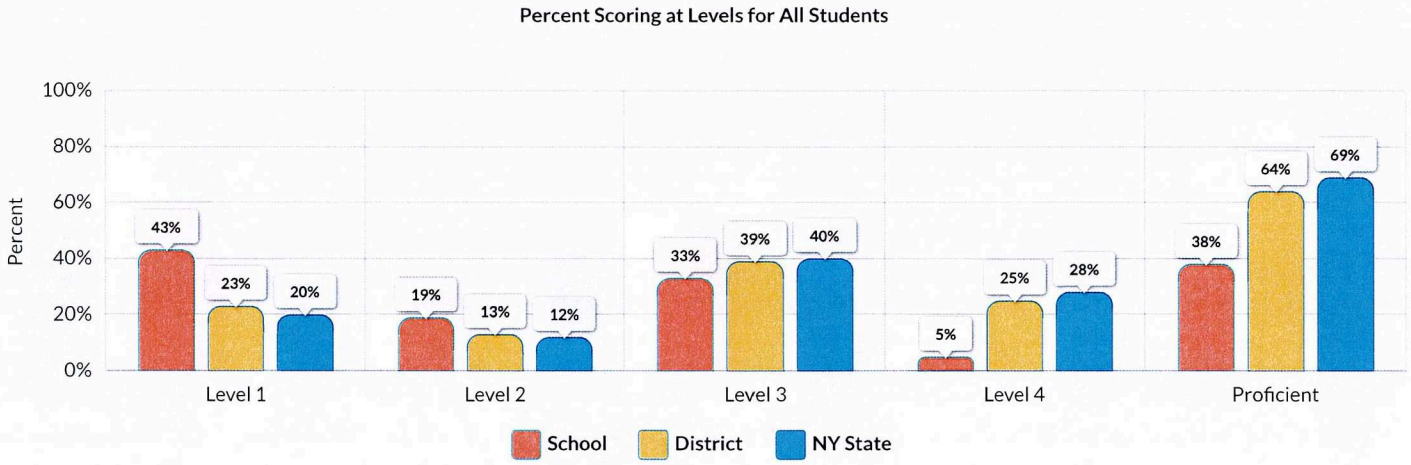
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	3	3%	12	13%	35	37%	34	36%	11	12%	80	84%
Female	40	0	0%	7	18%	13	33%	15	38%	5	13%	33	83%
Male	55	3	5%	5	9%	22	40%	19	35%	6	11%	47	85%
General Education Students	72	1	1%	5	7%	28	39%	28	39%	10	14%	66	92%
Students with Disabilities	23	2	9%	7	30%	7	30%	6	26%	1	4%	14	61%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	4	31%	5	38%	3	23%	1	8%	9	69%
Black or African American	8	2	25%	3	38%	1	13%	2	25%	0	0%	3	38%
Hispanic or Latino	8	1	13%	1	13%	3	38%	3	38%	0	0%	6	75%
White	60	0	0%	4	7%	26	43%	21	35%	9	15%	56	93%
Multiracial	6	0	0%	0	0%	0	0%	5	83%	1	17%	6	100%
Economically Disadvantaged	7	2	29%	0	0%	4	57%	0	0%	1	14%	5	71%
Not Economically Disadvantaged	88	1	1%	12	14%	31	35%	34	39%	10	11%	75	85%
Non-English Language Learner	95	3	3%	12	13%	35	37%	34	36%	11	12%	80	84%
Not in Foster Care	95	3	3%	12	13%	35	37%	34	36%	11	12%	80	84%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	94	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	95	3	3%	12	13%	35	37%	34	36%	11	12%	80	84%
Parent Not in Armed Forces	95	3	3%	12	13%	35	37%	34	36%	11	12%	80	84%

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



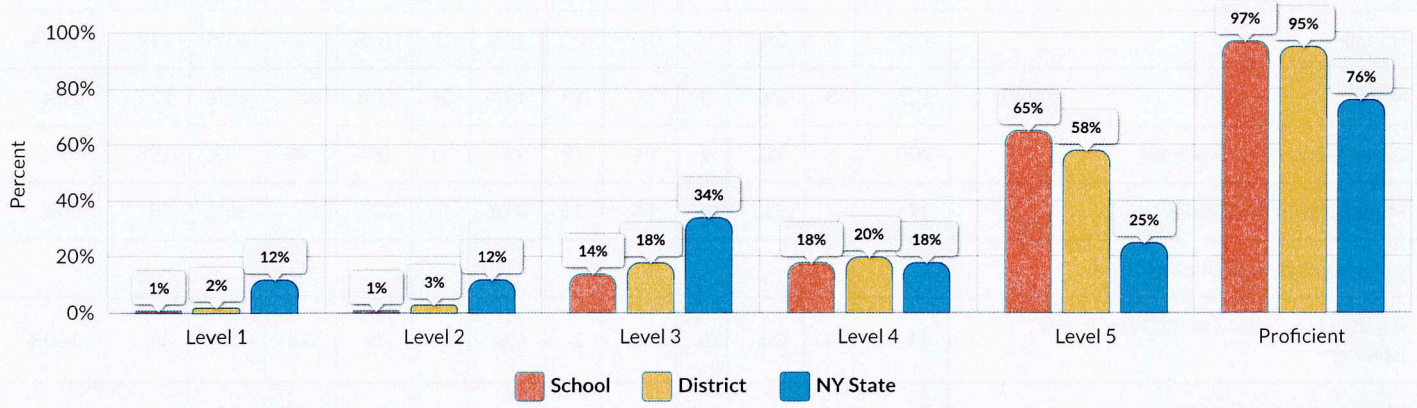
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	180	6	3%	23	13%	100	56%	51	28%	151	84%
Female	83	3	4%	9	11%	44	53%	27	33%	71	86%
Male	97	3	3%	14	14%	56	58%	24	25%	80	82%
General Education Students	167	5	3%	22	13%	89	53%	51	31%	140	84%
Students with Disabilities	13	1	8%	1	8%	11	85%	0	0%	11	85%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	2	6%	17	49%	16	46%	33	94%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	–	–	–	–	–
White	120	5	4%	16	13%	69	58%	30	25%	99	83%
Multiracial	14	1	7%	2	14%	8	57%	3	21%	11	79%
Small Group Total: Race & Ethnicity	11	0	0%	3	27%	6	55%	2	18%	8	73%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	177	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	180	6	3%	23	13%	100	56%	51	28%	151	84%
Not in Foster Care	180	6	3%	23	13%	100	56%	51	28%	151	84%
Not Homeless	180	6	3%	23	13%	100	56%	51	28%	151	84%
Not Migrant	180	6	3%	23	13%	100	56%	51	28%	151	84%
Parent Not in Armed Forces	180	6	3%	23	13%	100	56%	51	28%	151	84%

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



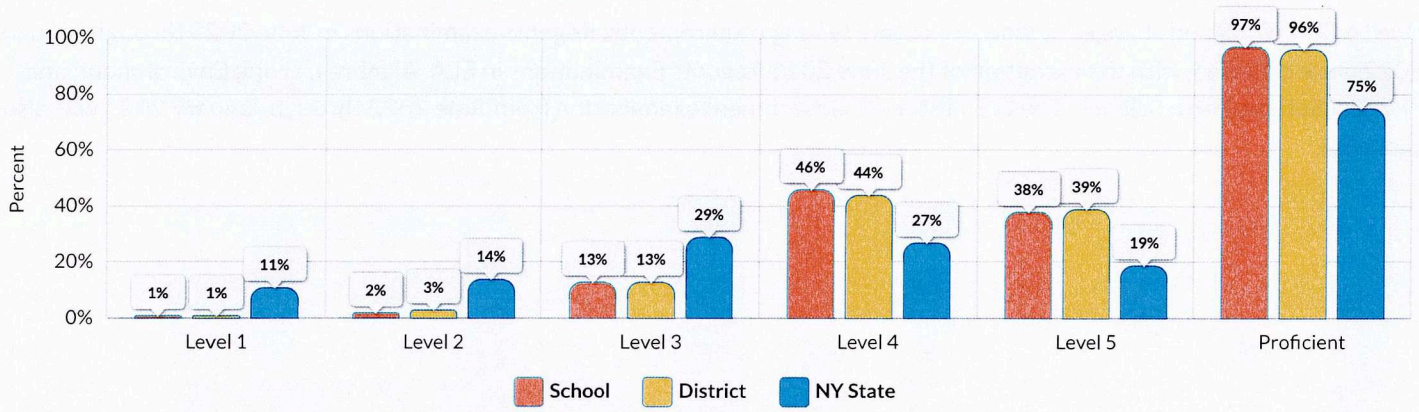
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	9	43%	4	19%	7	33%	1	5%	8	38%
Female	5	4	80%	0	0%	0	0%	1	20%	1	20%
Male	16	5	31%	4	25%	7	44%	0	0%	7	44%
General Education Students	17	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	15	5	33%	4	27%	5	33%	1	7%	6	40%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	4	67%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	20	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	21	9	43%	4	19%	7	33%	1	5%	8	38%
Not in Foster Care	21	9	43%	4	19%	7	33%	1	5%	8	38%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	20	–	–	–	–	–	–	–	–	–	–
Not Migrant	21	9	43%	4	19%	7	33%	1	5%	8	38%
Parent Not in Armed Forces	21	9	43%	4	19%	7	33%	1	5%	8	38%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%
Female	112	0	0%	0	0%	21	19%	18	16%	73	65%	112	100%
Male	127	3	2%	3	2%	13	10%	26	20%	82	65%	121	95%
General Education Students	200	1	1%	1	1%	18	9%	31	16%	149	75%	198	99%
Students with Disabilities	39	2	5%	2	5%	16	41%	13	33%	6	15%	35	90%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	0	0%	2	6%	1	3%	28	90%	31	100%
Black or African American	7	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	0	0%	0	0%	5	38%	4	31%	4	31%	13	100%
White	173	1	1%	2	1%	23	13%	36	21%	111	64%	170	98%
Multiracial	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	2	25%	1	13%	2	25%	5	63%
Economically Disadvantaged	6	1	17%	0	0%	3	50%	0	0%	2	33%	5	83%
Not Economically Disadvantaged	233	2	1%	3	1%	31	13%	44	19%	153	66%	228	98%
Non-English Language Learner	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%
Not in Foster Care	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%
Not Homeless	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%
Not Migrant	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%
Parent Not in Armed Forces	239	3	1%	3	1%	34	14%	44	18%	155	65%	233	97%

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



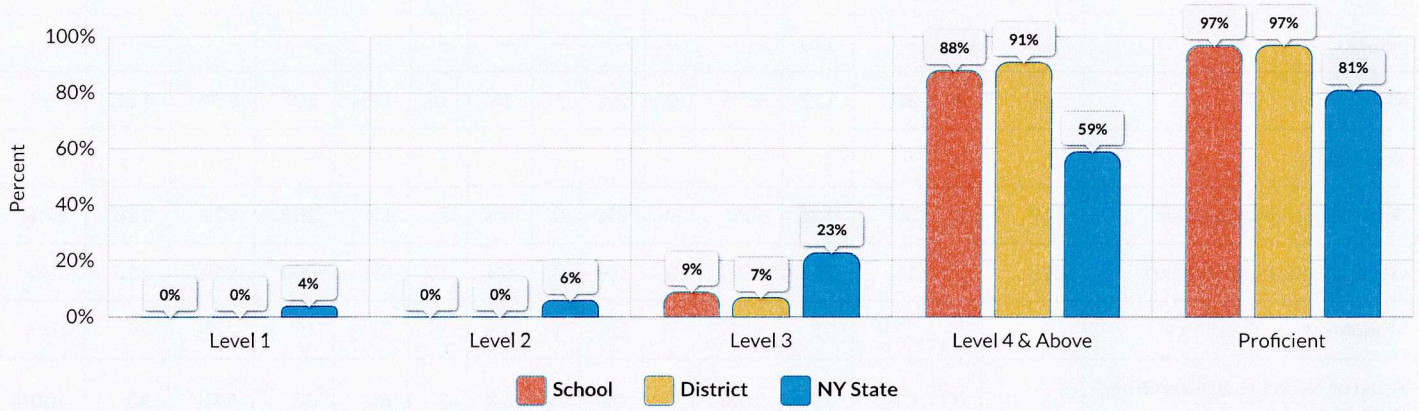
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	3	1%	4	2%	26	13%	93	46%	77	38%	196	97%
Female	90	2	2%	2	2%	12	13%	41	46%	33	37%	86	96%
Male	113	1	1%	2	2%	14	12%	52	46%	44	39%	110	97%
General Education Students	173	2	1%	0	0%	17	10%	79	46%	75	43%	171	99%
Students with Disabilities	30	1	3%	4	13%	9	30%	14	47%	2	7%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	0	0%	0	0%	10	32%	21	68%	31	100%
Black or African American	10	2	20%	2	20%	0	0%	6	60%	0	0%	6	60%
Hispanic or Latino	18	1	6%	0	0%	4	22%	8	44%	5	28%	17	94%
White	129	0	0%	2	2%	19	15%	61	47%	47	36%	127	98%
Multiracial	15	0	0%	0	0%	3	20%	8	53%	4	27%	15	100%
Economically Disadvantaged	8	1	13%	0	0%	0	0%	5	63%	2	25%	7	88%
Not Economically Disadvantaged	195	2	1%	4	2%	26	13%	88	45%	75	38%	189	97%
Non-English Language Learner	203	3	1%	4	2%	26	13%	93	46%	77	38%	196	97%
Not in Foster Care	203	3	1%	4	2%	26	13%	93	46%	77	38%	196	97%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	202	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	203	3	1%	4	2%	26	13%	93	46%	77	38%	196	97%
Parent Not in Armed Forces	203	3	1%	4	2%	26	13%	93	46%	77	38%	196	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.

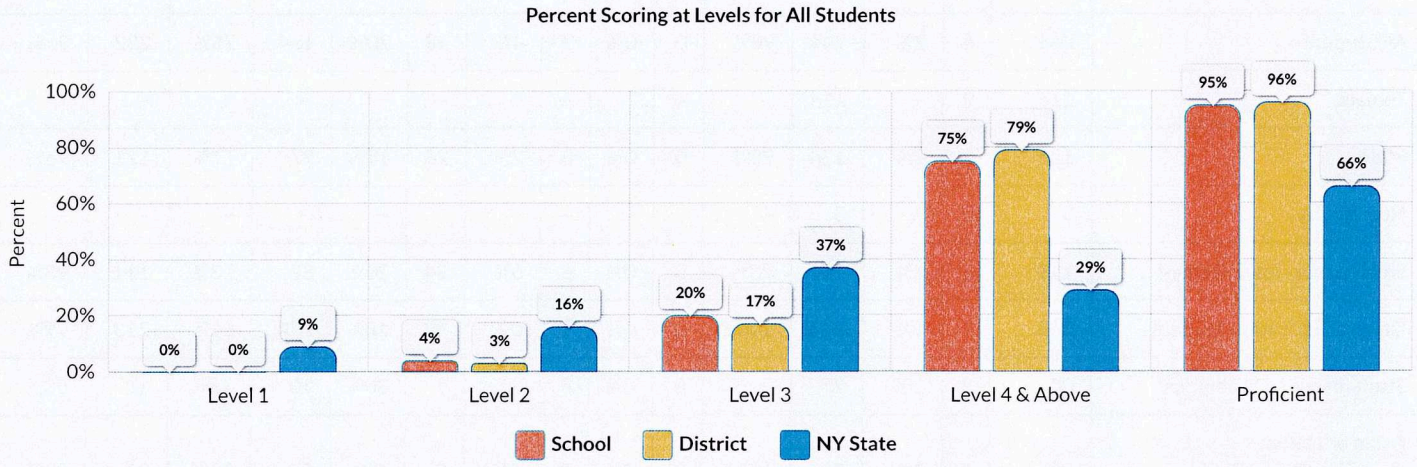
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	7	3%	238	97%	0	0%	1	0%	21	9%	216	88%	237	97%
Female	116	3	–	113	–	–	–	–	–	–	–	–	–	–	–
Male	126	4	3%	122	97%	0	0%	1	1%	14	11%	107	85%	121	96%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	119	3	3%	116	97%	0	0%	0	0%	7	6%	109	92%	116	97%
General Education Students	215	2	1%	213	99%	0	0%	0	0%	10	5%	203	94%	213	99%
Students with Disabilities	30	5	17%	25	83%	0	0%	1	3%	11	37%	13	43%	24	80%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	35	100%	0	0%	0	0%	2	6%	33	94%	35	100%
Black or African American	12	0	0%	12	100%	0	0%	0	0%	2	17%	10	83%	12	100%
Hispanic or Latino	16	0	0%	16	100%	0	0%	1	6%	0	0%	15	94%	15	94%
White	169	7	4%	162	96%	0	0%	0	0%	16	9%	146	86%	162	96%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Not Economically Disadvantaged	236	7	3%	229	97%	0	0%	1	0%	20	8%	208	88%	228	97%
Non-English Language Learner	245	7	3%	238	97%	0	0%	1	0%	21	9%	216	88%	237	97%
Not in Foster Care	245	7	3%	238	97%	0	0%	1	0%	21	9%	216	88%	237	97%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	244	7	–	237	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	245	7	3%	238	97%	0	0%	1	0%	21	9%	216	88%	237	97%
Parent Not in Armed Forces	245	7	3%	238	97%	0	0%	1	0%	21	9%	216	88%	237	97%

2021 TOTAL COHORT REGENTS IN MATH



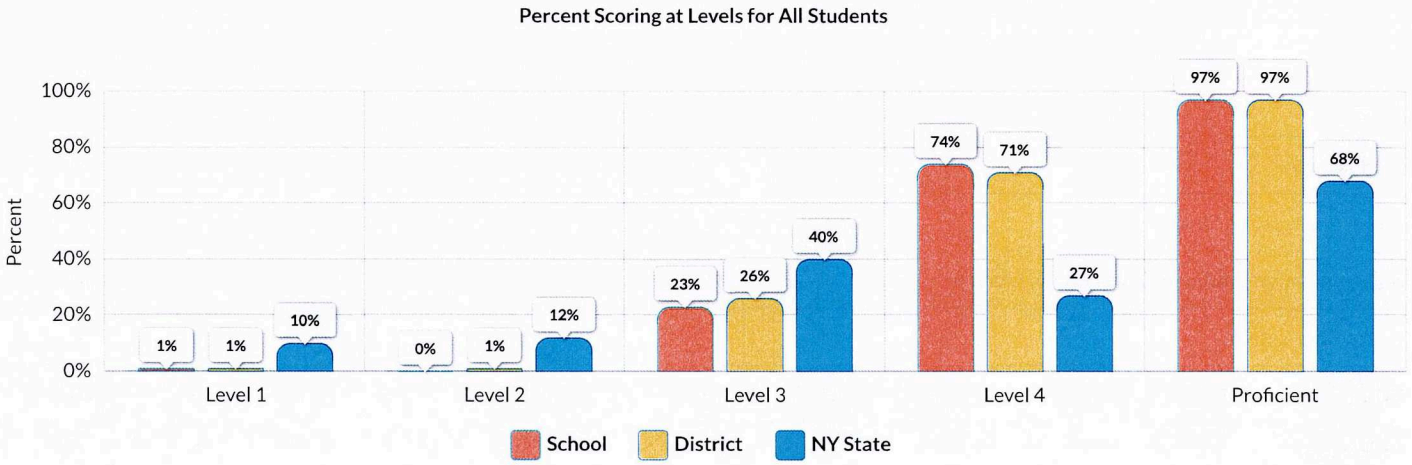
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	4	2%	241	98%	0	0%	9	4%	48	20%	184	75%	232	95%
Female	116	2	–	114	–	–	–	–	–	–	–	–	–	–	–
Male	126	2	2%	124	98%	0	0%	3	2%	24	19%	97	77%	121	96%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	119	2	2%	117	98%	0	0%	6	5%	24	20%	87	73%	111	93%
General Education Students	215	1	0%	214	100%	0	0%	1	0%	39	18%	174	81%	213	99%
Students with Disabilities	30	3	10%	27	90%	0	0%	8	27%	9	30%	10	33%	19	63%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	35	100%	0	0%	2	6%	2	6%	31	89%	33	94%
Black or African American	12	0	0%	12	100%	0	0%	0	0%	4	33%	8	67%	12	100%
Hispanic or Latino	16	1	6%	15	94%	0	0%	1	6%	5	31%	9	56%	14	88%
White	169	3	2%	166	98%	0	0%	6	4%	36	21%	124	73%	160	95%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	0	0%	4	44%	4	44%	8	89%
Not Economically Disadvantaged	236	3	1%	233	99%	0	0%	9	4%	44	19%	180	76%	224	95%
Non-English Language Learner	245	4	2%	241	98%	0	0%	9	4%	48	20%	184	75%	232	95%
Not in Foster Care	245	4	2%	241	98%	0	0%	9	4%	48	20%	184	75%	232	95%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	244	4	–	240	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	245	4	2%	241	98%	0	0%	9	4%	48	20%	184	75%	232	95%
Parent Not in Armed Forces	245	4	2%	241	98%	0	0%	9	4%	48	20%	184	75%	232	95%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	1	2	61	98
Female	23	1	4	22	96
Male	38	0	0	38	100
Non-Binary	1	0	0	1	100
General Education Students	62	1	2	61	98
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Hispanic or Latino	2	1	50	1	50
White	50	0	0	50	100
Multiracial	2	0	0	2	100
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	61	0	0	61	100
Non-English Language Learner	62	1	2	61	98
Not in Foster Care	62	1	2	61	98
Not Homeless	62	1	2	61	98
Not Migrant	62	1	2	61	98
Parent Not in Armed Forces	62	1	2	61	98

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

2021 TOTAL COHORT REGENTS IN SCIENCE



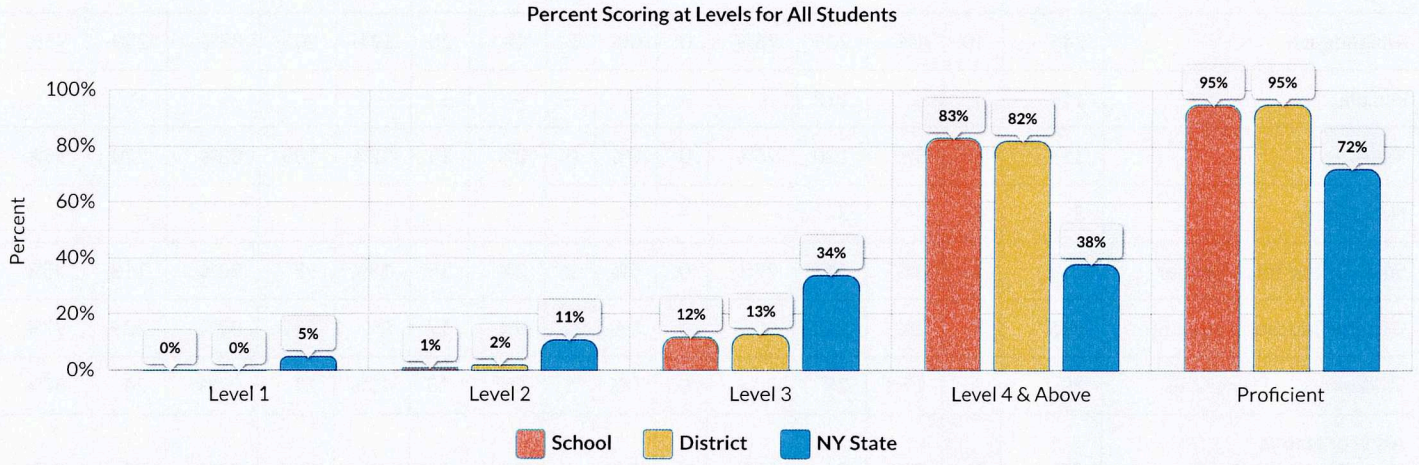
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	4	2%	241	98%	2	1%	1	0%	57	23%	181	74%	238	97%
Female	116	2	–	114	–	–	–	–	–	–	–	–	–	–	–
Male	126	2	2%	124	98%	0	0%	1	1%	27	21%	96	76%	123	98%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	119	2	2%	117	98%	2	2%	0	0%	30	25%	85	71%	115	97%
General Education Students	215	1	0%	214	100%	1	0%	0	0%	42	20%	171	80%	213	99%
Students with Disabilities	30	3	10%	27	90%	1	3%	1	3%	15	50%	10	33%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	35	0	0%	35	100%	0	0%	0	0%	7	20%	28	80%	35	100%
Black or African American	12	1	8%	11	92%	1	8%	0	0%	2	17%	8	67%	10	83%
Hispanic or Latino	16	0	0%	16	100%	0	0%	1	6%	4	25%	11	69%	15	94%
White	169	3	2%	166	98%	1	1%	0	0%	43	25%	122	72%	165	98%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Not Economically Disadvantaged	236	4	2%	232	98%	2	1%	1	0%	51	22%	178	75%	229	97%
Non-English Language Learner	245	4	2%	241	98%	2	1%	1	0%	57	23%	181	74%	238	97%
Not in Foster Care	245	4	2%	241	98%	2	1%	1	0%	57	23%	181	74%	238	97%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	244	4	–	240	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	245	4	2%	241	98%	2	1%	1	0%	57	23%	181	74%	238	97%
Parent Not in Armed Forces	245	4	2%	241	98%	2	1%	1	0%	57	23%	181	74%	238	97%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	71	0	0	71	100
Female	30	0	0	30	100
Male	40	0	0	40	100
Non-Binary	1	0	0	1	100
General Education Students	71	0	0	71	100
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	6	100
Black or African American	1	0	0	1	100
Hispanic or Latino	2	0	0	2	100
White	60	0	0	60	100
Multiracial	2	0	0	2	100
Not Economically Disadvantaged	71	0	0	71	100
Non-English Language Learner	71	0	0	71	100
Not in Foster Care	71	0	0	71	100
Not Homeless	71	0	0	71	100
Not Migrant	71	0	0	71	100
Parent Not in Armed Forces	71	0	0	71	100

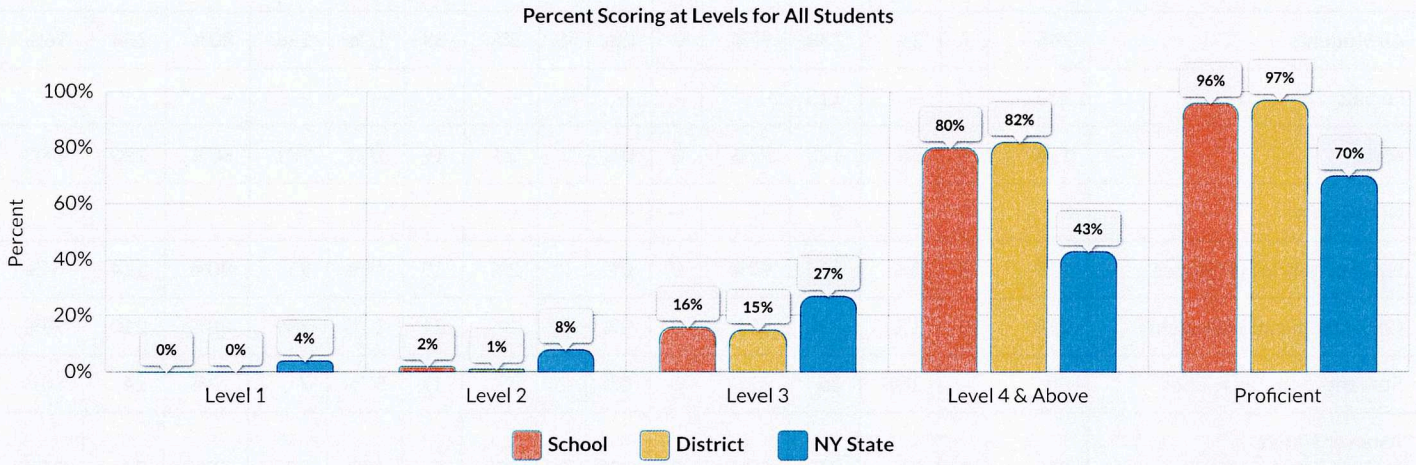
See report card Glossary and Guide for criteria used to include students in this table.

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	245	10	4%	235	96%	0	0%	2	1%	30	12%	203	83%	233	95%
Female	116	4	–	112	–	–	–	–	–	–	–	–	–	–	–
Male	126	6	5%	120	95%	0	0%	0	0%	15	12%	105	83%	120	95%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	119	4	3%	115	97%	0	0%	2	2%	15	13%	98	82%	113	95%
General Education Students	215	5	2%	210	98%	0	0%	1	0%	17	8%	192	89%	209	97%
Students with Disabilities	30	5	17%	25	83%	0	0%	1	3%	13	43%	11	37%	24	80%
Asian or Native Hawaiian/Other Pacific Islander	35	1	3%	34	97%	0	0%	1	3%	3	9%	30	86%	33	94%
Black or African American	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
Hispanic or Latino	16	2	13%	14	88%	0	0%	1	6%	1	6%	12	75%	13	81%
White	169	7	4%	162	96%	0	0%	0	0%	23	14%	139	82%	162	96%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	0	0%	13	100%	13	100%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	1	11%	1	11%	6	67%	7	78%
Not Economically Disadvantaged	236	9	4%	227	96%	0	0%	1	0%	29	12%	197	83%	226	96%
Non-English Language Learner	245	10	4%	235	96%	0	0%	2	1%	30	12%	203	83%	233	95%
Not in Foster Care	245	10	4%	235	96%	0	0%	2	1%	30	12%	203	83%	233	95%
Homeless	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	244	9	–	235	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	245	10	4%	235	96%	0	0%	2	1%	30	12%	203	83%	233	95%
Parent Not in Armed Forces	245	10	4%	235	96%	0	0%	2	1%	30	12%	203	83%	233	95%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	7	3%	238	97%	0	0%	4	2%	38	16%	196	80%	234	96%
Female	116	3	–	113	–	–	–	–	–	–	–	–	–	–	–
Male	126	4	3%	122	97%	0	0%	2	2%	19	15%	101	80%	120	95%
Non-Binary	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	119	3	3%	116	97%	0	0%	2	2%	19	16%	95	80%	114	96%
General Education Students	215	3	1%	212	99%	0	0%	2	1%	21	10%	189	88%	210	98%
Students with Disabilities	30	4	13%	26	87%	0	0%	2	7%	17	57%	7	23%	24	80%
Asian or Native Hawaiian/Other Pacific Islander	35	1	3%	34	97%	0	0%	0	0%	5	14%	29	83%	34	97%
Black or African American	12	0	0%	12	100%	0	0%	2	17%	1	8%	9	75%	10	83%
Hispanic or Latino	16	0	0%	16	100%	0	0%	1	6%	1	6%	14	88%	15	94%
White	169	6	4%	163	96%	0	0%	1	1%	30	18%	132	78%	162	96%
Multiracial	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Not Economically Disadvantaged	236	7	3%	229	97%	0	0%	4	2%	36	15%	189	80%	225	95%
Non-English Language Learner	245	7	3%	238	97%	0	0%	4	2%	38	16%	196	80%	234	96%
Not in Foster Care	245	7	3%	238	97%	0	0%	4	2%	38	16%	196	80%	234	96%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	244	7	–	237	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	245	7	3%	238	97%	0	0%	4	2%	38	16%	196	80%	234	96%
Parent Not in Armed Forces	245	7	3%	238	97%	0	0%	4	2%	38	16%	196	80%	234	96%

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	11	7	64%	4	36%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	11	7	64%	4	36%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	11	7	64%	4	36%	–	–	–	–	–	–	–	–	–	–

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

	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%

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	245	238	97%	179	73%	58	24%	1	0%	0	0%	6	2%	1	0%	0	0%
Female	116	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Male	126	122	97%	96	76%	25	20%	1	1%	0	0%	4	3%	0	0%	0	0%
Non-binary	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	215	213	99%	173	80%	40	19%	0	0%	0	0%	2	1%	0	0%	0	0%
Students with Disabilities	30	25	83%	6	20%	18	60%	1	3%	0	0%	4	13%	1	3%	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	35	35	100%	30	86%	5	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	12	12	100%	6	50%	6	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	16	100%	8	50%	7	44%	1	6%	0	0%	0	0%	0	0%	0	0%
White	169	162	96%	123	73%	39	23%	0	0%	0	0%	6	4%	1	1%	0	0%
Multiracial	13	13	100%	12	92%	1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	9	9	100%	4	44%	5	56%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	236	229	97%	175	74%	53	22%	1	0%	0	0%	6	3%	1	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	245	238	97%	179	73%	58	24%	1	0%	0	0%	6	2%	1	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	245	238	97%	179	73%	58	24%	1	0%	0	0%	6	2%	1	0%	0	0%

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	244	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	245	238	97%	179	73%	58	24%	1	0%	0	0%	6	2%	1	0%	0	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	245	238	97%	179	73%	58	24%	1	0%	0	0%	6	2%	1	0%	0	0%

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CALKINS ROAD MIDDLE 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

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	166.5	123.3	136.1
	Math	191.6	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	200.6	178.8	182.3
	Math	231.9	190.9	192.4
Black or African American	ELA	97.7	114.8	129
	Math	115.9	106.7	122.2
Hispanic or Latino	ELA	135.5	107.5	122.9
	Math	141.9	105.6	121.4
Multiracial	ELA	200	125.7	138.1
	Math	219	129	140.8
White	ELA	162.4	123.7	136.4
	Math	188.2	134.7	145.6
English Language Learner	ELA	50	93	110.8
	Math	60	103.7	119.8
Students with Disabilities	ELA	82.4	68.9	90.7
	Math	101.2	72.5	93.8
Economically Disadvantaged	ELA	94.4	110	125
	Math	98.1	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	9	—	—	—	—	—

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

ELEMENTARY/MIDDLE 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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	4	–	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4
Black or African American	3	2	2	–	3
Hispanic or Latino	4	3	3	–	3
Multiracial	4	4	3	–	4
White	4	4	4	–	4
English Language Learner	–	2	–	–	–
Students with Disabilities	4	4	3	–	4
Economically Disadvantaged	4	2	2	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	504	187.7	4
	Math	510	213.4	
	Science	178	205.1	
	Combined	1,192	201.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	80	200.6	4
	Math	80	231.9	
	Science	29	217.2	
	Combined	189	216.4	
Black or African American	ELA	17	126.5	3
	Math	16	159.4	
	Science	8	162.5	
	Combined	41	146.3	
Hispanic or Latino	ELA	24	175	4
	Math	22	200	
	Science	7	207.1	
	Combined	53	189.6	
Multiracial	ELA	41	200	4
	Math	42	219	
	Science	16	228.1	
	Combined	99	212.6	
White	ELA	342	187.1	4
	Math	350	211.9	
	Science	118	201.7	
	Combined	810	199.9	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	71.4	–
	Math	7	85.7	
	Science	1	–	
	Combined	15	–	
Students with Disabilities	ELA	61	114.8	4
	Math	58	148.3	
	Science	18	191.7	
	Combined	137	139.1	
Economically Disadvantaged	ELA	19	134.2	4
	Math	16	165.6	
	Science	7	192.9	
	Combined	42	156	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	568	166.5	4
	Math	568	191.6	
	Science	194	188.1	
	Combined	1,330	180.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	80	200.6	4
	Math	80	231.9	
	Science	29	217.2	
	Combined	189	216.4	
Black or African American	ELA	22	97.7	2
	Math	22	115.9	
	Science	9	144.4	
	Combined	53	113.2	
Hispanic or Latino	ELA	31	135.5	3
	Math	31	141.9	
	Science	9	161.1	
	Combined	71	141.5	
Multiracial	ELA	41	200	4
	Math	42	219	
	Science	16	228.1	
	Combined	99	212.6	
White	ELA	394	162.4	4
	Math	394	188.2	
	Science	133	178.9	
	Combined	921	175.8	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	10	50	2
	Math	10	60	
	Science	1	–	
	Combined	21	57.1	
Students with Disabilities	ELA	85	82.4	4
	Math	85	101.2	
	Science	25	148	
	Combined	195	99	
Economically Disadvantaged	ELA	27	94.4	2
	Math	27	98.1	
	Science	8	168.8	
	Combined	62	105.6	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	922	51,178	55.5	4
Asian or Native Hawaiian/Other Pacific Islander	142	8,500	59.9	4
Black or African American	28	1,315	47	2
Hispanic or Latino	36	1,883	52.3	3
Multiracial	79	4,264	54	3
White	637	35,216	55.3	4
English Language Learner	11	–	–	–
Students with Disabilities	97	5,037	51.9	3
Economically Disadvantaged	24	1,133	47.2	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	9	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Hispanic or Latino	2	–	–	–	–
White	4	–	–	–	–
English Language Learner	9	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	4	–	–	–	–

ELEMENTARY/MIDDLE 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	614	21	40	167	386	218.1	4
Asian or Native Hawaiian/Other Pacific Islander	85	2	3	13	67	231.2	4
Black or African American	25	3	1	9	12	196	3
Hispanic or Latino	35	3	3	9	20	202.9	3
Multiracial	45	1	1	11	32	228.9	4
White	424	12	32	125	255	216.9	4
English Language Learner	12	–	–	–	–	–	–
Students with Disabilities	93	4	8	28	53	211.3	4
Economically Disadvantaged	29	4	2	7	16	193.1	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

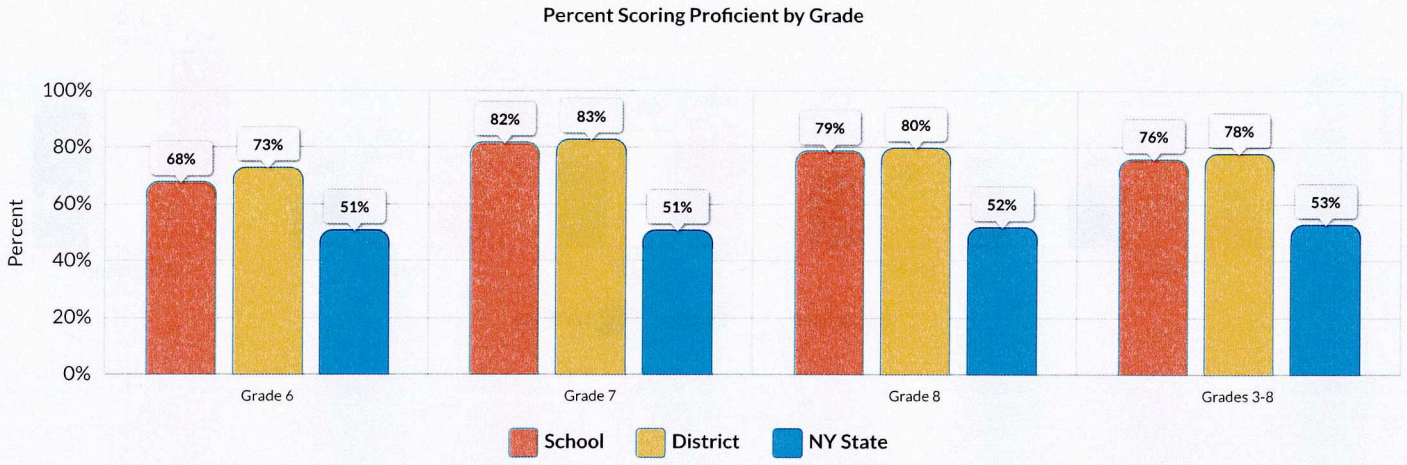
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	608	84.4%
Asian or Native Hawaiian/Other Pacific Islander	✓	84	95.2%
Black or African American	–	25	–
Hispanic or Latino	–	34	–
Multiracial	✓	45	95.6%
White	✗	420	82.4%
English Language Learner	–	12	–
Students with Disabilities	✗	85	67.1%
Economically Disadvantaged	–	29	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	608	85%
Asian or Native Hawaiian/Other Pacific Islander	✓	84	95.2%
Black or African American	–	25	–
Hispanic or Latino	–	34	–
Multiracial	✓	45	95.6%
White	✗	420	84.1%
English Language Learner	–	12	–
Students with Disabilities	✗	85	64.7%
Economically Disadvantaged	–	29	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

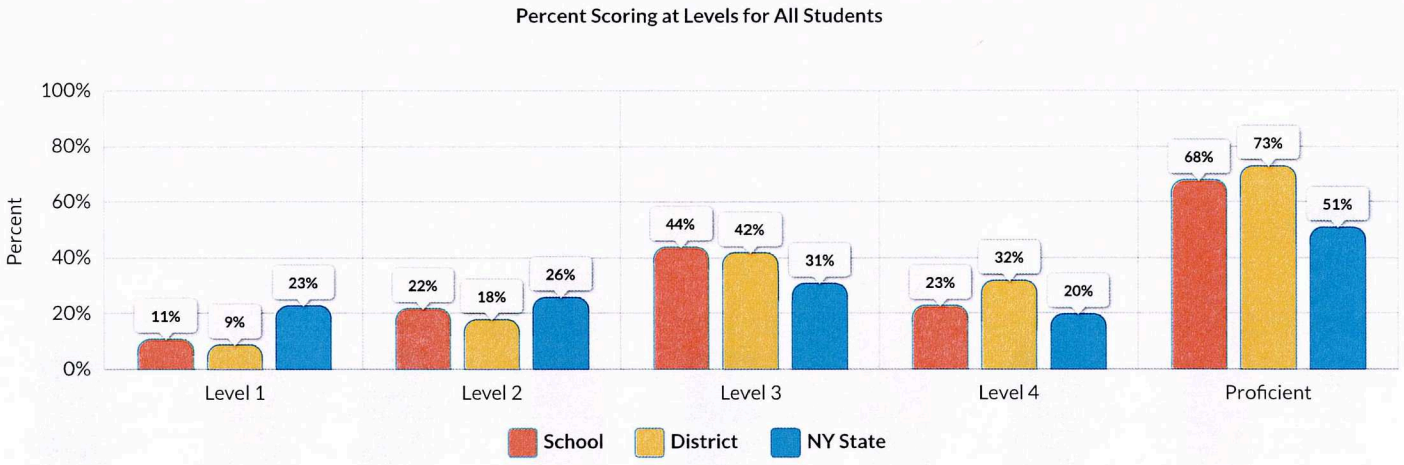
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	210	22	10%	188	90%	20	11%	41	22%	83	44%	44	23%	127	68%
Grade 7	191	43	23%	148	77%	7	5%	19	13%	52	35%	70	47%	122	82%
Grade 8	211	34	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%
Grades 3-8	612	99	16%	513	84%	31	6%	94	18%	210	41%	178	35%	388	76%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

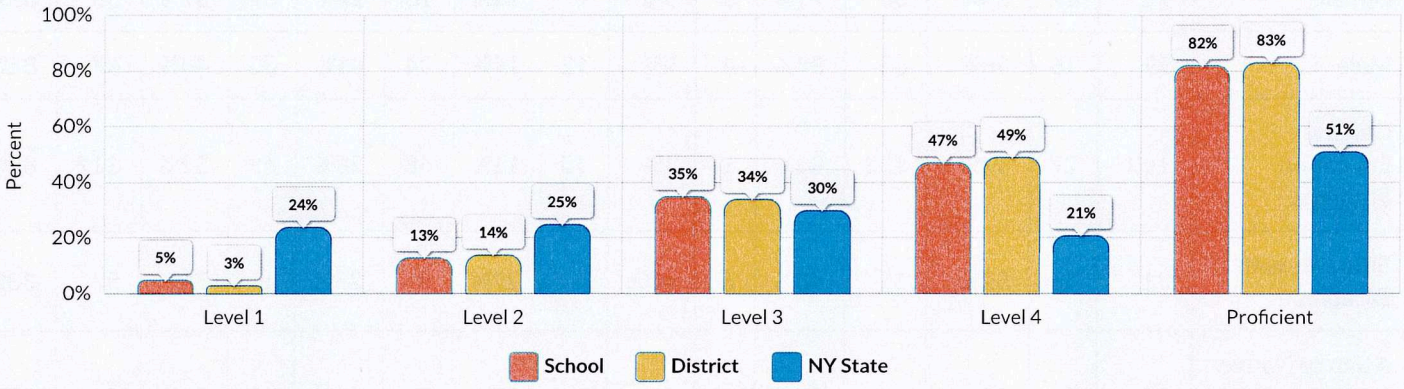
GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	210	22	10%	188	90%	20	11%	41	22%	83	44%	44	23%	127	68%
Female	99	11	11%	88	89%	8	9%	19	22%	34	39%	27	31%	61	69%
Male	111	11	10%	100	90%	12	12%	22	22%	49	49%	17	17%	66	66%
General Education Students	183	16	9%	167	91%	10	6%	34	20%	81	49%	42	25%	123	74%
Students with Disabilities	27	6	22%	21	78%	10	48%	7	33%	2	10%	2	10%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	3	10%	5	17%	15	52%	6	21%	21	72%
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	4	31%	9	69%	–	–	–	–	–	–	–	–	–	–
White	148	16	11%	132	89%	13	10%	32	24%	58	44%	29	22%	87	66%
Multiracial	16	0	0%	16	100%	3	19%	3	19%	4	25%	6	38%	10	63%
Small Group Total: Race & Ethnicity	17	6	35%	11	65%	1	9%	1	9%	6	55%	3	27%	9	82%
Economically Disadvantaged	8	2	25%	6	75%	0	0%	4	67%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	202	20	10%	182	90%	20	11%	37	20%	81	45%	44	24%	125	69%
English Language Learner	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Non-English Language Learner	204	22	11%	182	89%	19	10%	38	21%	81	45%	44	24%	125	69%
Not in Foster Care	210	22	10%	188	90%	20	11%	41	22%	83	44%	44	23%	127	68%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	208	21	10%	187	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	210	22	10%	188	90%	20	11%	41	22%	83	44%	44	23%	127	68%
Parent Not in Armed Forces	210	22	10%	188	90%	20	11%	41	22%	83	44%	44	23%	127	68%

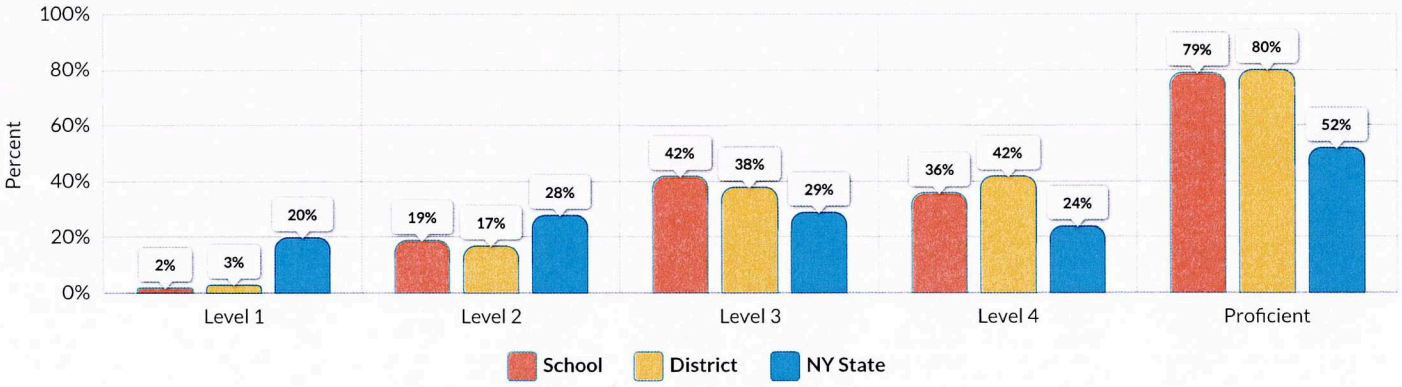
GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	191	43	23%	148	77%	7	5%	19	13%	52	35%	70	47%	122	82%
Female	92	27	29%	65	71%	3	5%	7	11%	18	28%	37	57%	55	85%
Male	99	16	16%	83	84%	4	5%	12	14%	34	41%	33	40%	67	81%
General Education Students	160	27	17%	133	83%	1	1%	15	11%	48	36%	69	52%	117	88%
Students with Disabilities	31	16	52%	15	48%	6	40%	4	27%	4	27%	1	7%	5	33%
Asian or Native Hawaiian/Other Pacific Islander	25	3	12%	22	88%	1	5%	0	0%	9	41%	12	55%	21	95%
Black or African American	10	3	30%	7	70%	2	29%	4	57%	1	14%	0	0%	1	14%
Hispanic or Latino	13	4	31%	9	69%	1	11%	1	11%	3	33%	4	44%	7	78%
White	130	32	25%	98	75%	3	3%	13	13%	37	38%	45	46%	82	84%
Multiracial	13	1	8%	12	92%	0	0%	1	8%	2	17%	9	75%	11	92%
Economically Disadvantaged	13	6	46%	7	54%	3	43%	0	0%	3	43%	1	14%	4	57%
Not Economically Disadvantaged	178	37	21%	141	79%	4	3%	19	13%	49	35%	69	49%	118	84%
English Language Learner	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	186	39	21%	147	79%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	191	43	23%	148	77%	7	5%	19	13%	52	35%	70	47%	122	82%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	190	42	22%	148	78%	7	5%	19	13%	52	35%	70	47%	122	82%
Not Migrant	191	43	23%	148	77%	7	5%	19	13%	52	35%	70	47%	122	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	191	43	23%	148	77%	7	5%	19	13%	52	35%	70	47%	122	82%

GRADE 8 ELA RESULTS

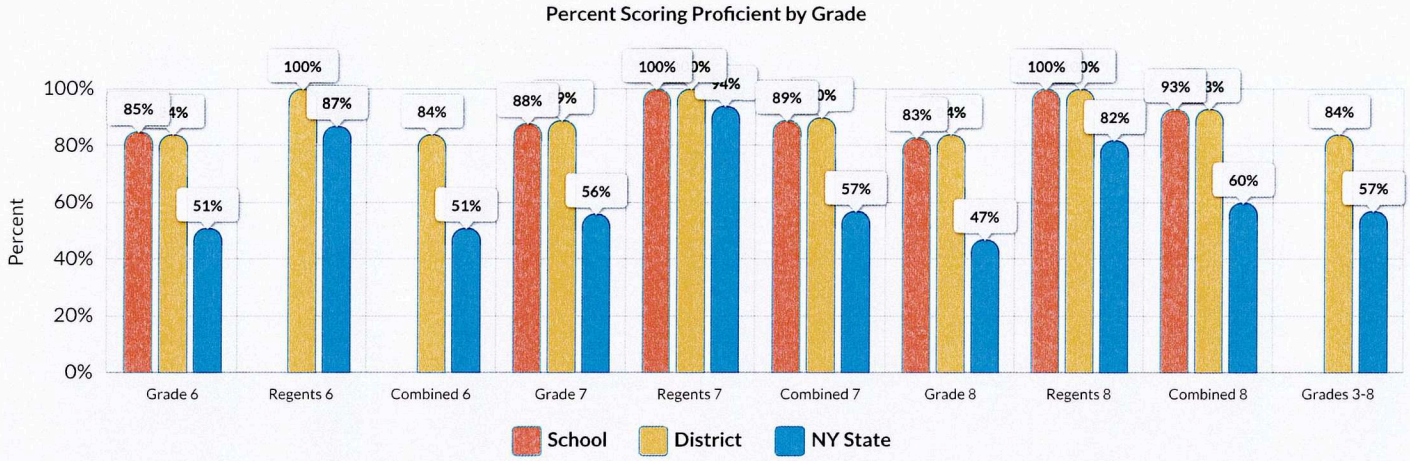


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	34	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%
Female	93	18	19%	75	81%	–	–	–	–	–	–	–	–	–	–
Male	117	16	14%	101	86%	3	3%	23	23%	51	50%	24	24%	75	74%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	94	18	19%	76	81%	1	1%	11	14%	24	32%	40	53%	64	84%
General Education Students	184	28	15%	156	85%	3	2%	22	14%	67	43%	64	41%	131	84%
Students with Disabilities	27	6	22%	21	78%	1	5%	12	57%	8	38%	0	0%	8	38%
Asian or Native Hawaiian/Other Pacific Islander	30	1	3%	29	97%	0	0%	2	7%	14	48%	13	45%	27	93%
Black or African American	11	1	9%	10	91%	0	0%	5	50%	4	40%	1	10%	5	50%
Hispanic or Latino	9	2	22%	7	78%	1	14%	4	57%	1	14%	1	14%	2	29%
White	145	29	20%	116	80%	3	3%	21	18%	50	43%	42	36%	92	79%
Multiracial	16	1	6%	15	94%	0	0%	2	13%	6	40%	7	47%	13	87%
Economically Disadvantaged	8	1	13%	7	88%	1	14%	2	29%	4	57%	0	0%	4	57%
Not Economically Disadvantaged	203	33	16%	170	84%	3	2%	32	19%	71	42%	64	38%	135	79%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	210	34	16%	176	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	211	34	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	210	33	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%
Not Migrant	211	34	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%
Parent Not in Armed Forces	211	34	16%	177	84%	4	2%	34	19%	75	42%	64	36%	139	79%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

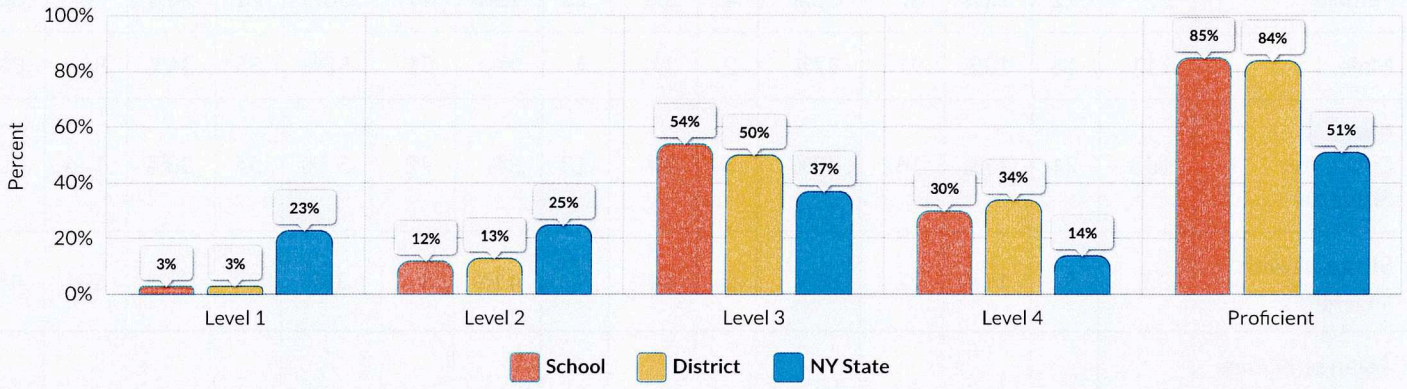
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	210	26	12%	184	88%	6	3%	22	12%	100	54%	56	30%	156	85%
Regents 6	–	–	–	4	2%	–	–	–	–	–	–	–	–	–	–
Combined 6	210	22	10%	188	90%	–	–	–	–	–	–	–	–	–	–
Grade 7	191	51	27%	140	73%	6	4%	11	8%	35	25%	88	63%	123	88%
Regents 7	–	–	–	10	5%	0	0%	0	0%	0	0%	10	100%	10	100%
Combined 7	191	41	21%	150	79%	6	4%	11	7%	35	23%	98	65%	133	89%
Grade 8	211	133	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%
Regents 8	–	–	–	101	48%	0	0%	0	0%	0	0%	101	100%	101	100%
Combined 8	211	32	15%	179	85%	6	3%	7	4%	37	21%	129	72%	166	93%
Grades 3-8	612	95	16%	517	84%	–	–	–	–	–	–	–	–	–	–

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

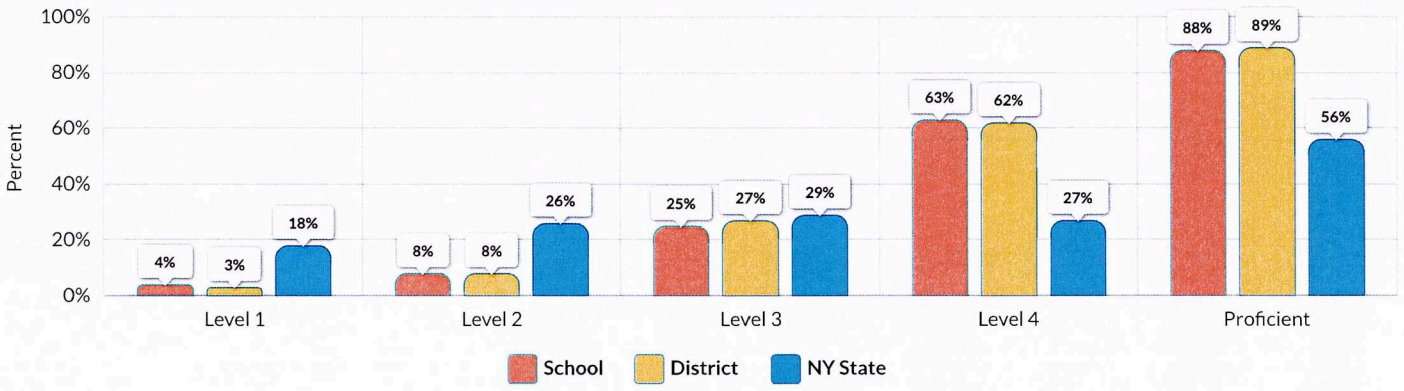
GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	210	26	12%	184	88%	6	3%	22	12%	100	54%	56	30%	156	85%
Female	99	12	12%	87	88%	4	5%	13	15%	49	56%	21	24%	70	80%
Male	111	14	13%	97	87%	2	2%	9	9%	51	53%	35	36%	86	89%
General Education Students	183	21	11%	162	89%	3	2%	13	8%	92	57%	54	33%	146	90%
Students with Disabilities	27	5	19%	22	81%	3	14%	9	41%	8	36%	2	9%	10	45%
Asian or Native Hawaiian/Other Pacific Islander	29	2	7%	27	93%	0	0%	3	11%	12	44%	12	44%	24	89%
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	4	31%	9	69%	–	–	–	–	–	–	–	–	–	–
White	148	17	11%	131	89%	4	3%	18	14%	75	57%	34	26%	109	83%
Multiracial	16	1	6%	15	94%	0	0%	1	7%	8	53%	6	40%	14	93%
Small Group Total: Race & Ethnicity	17	6	35%	11	65%	2	18%	0	0%	5	45%	4	36%	9	82%
Economically Disadvantaged	8	3	38%	5	63%	0	0%	2	40%	3	60%	0	0%	3	60%
Not Economically Disadvantaged	202	23	11%	179	89%	6	3%	20	11%	97	54%	56	31%	153	85%
English Language Learner	6	0	0%	6	100%	0	0%	4	67%	2	33%	0	0%	2	33%
Non-English Language Learner	204	26	13%	178	87%	6	3%	18	10%	98	55%	56	31%	154	87%
Not in Foster Care	210	26	12%	184	88%	6	3%	22	12%	100	54%	56	30%	156	85%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	208	25	12%	183	88%	–	–	–	–	–	–	–	–	–	–
Not Migrant	210	26	12%	184	88%	6	3%	22	12%	100	54%	56	30%	156	85%
Parent Not in Armed Forces	210	26	12%	184	88%	6	3%	22	12%	100	54%	56	30%	156	85%

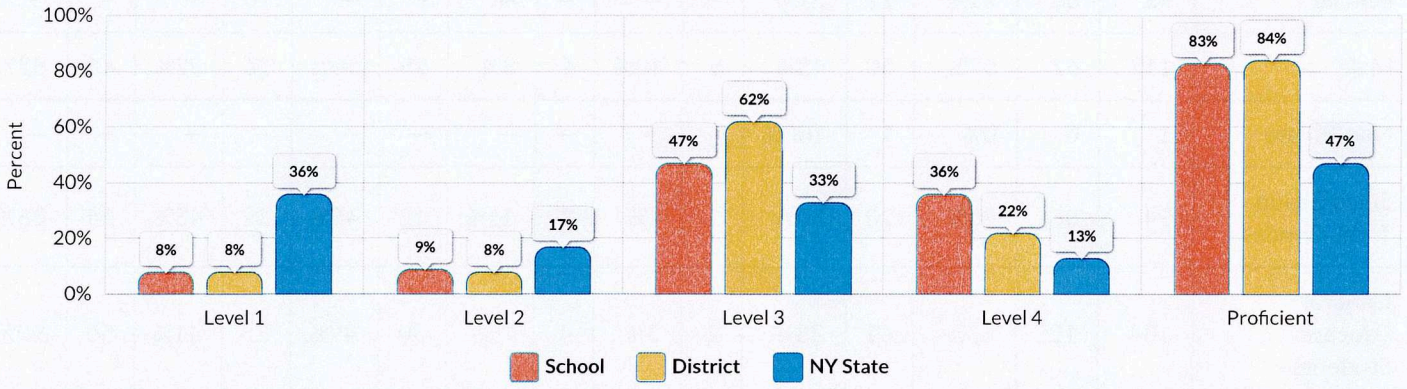
GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	191	51	27%	140	73%	6	4%	11	8%	35	25%	88	63%	123	88%
Female	92	28	30%	64	70%	3	5%	6	9%	12	19%	43	67%	55	86%
Male	99	23	23%	76	77%	3	4%	5	7%	23	30%	45	59%	68	89%
General Education Students	160	35	22%	125	78%	2	2%	8	6%	31	25%	84	67%	115	92%
Students with Disabilities	31	16	52%	15	48%	4	27%	3	20%	4	27%	4	27%	8	53%
Asian or Native Hawaiian/Other Pacific Islander	25	6	24%	19	76%	0	0%	1	5%	3	16%	15	79%	18	95%
Black or African American	10	3	30%	7	70%	2	29%	2	29%	3	43%	0	0%	3	43%
Hispanic or Latino	13	6	46%	7	54%	1	14%	0	0%	1	14%	5	71%	6	86%
White	130	35	27%	95	73%	3	3%	7	7%	27	28%	58	61%	85	89%
Multiracial	13	1	8%	12	92%	0	0%	1	8%	1	8%	10	83%	11	92%
Economically Disadvantaged	13	7	54%	6	46%	3	50%	0	0%	1	17%	2	33%	3	50%
Not Economically Disadvantaged	178	44	25%	134	75%	3	2%	11	8%	34	25%	86	64%	120	90%
English Language Learner	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	186	47	25%	139	75%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	191	51	27%	140	73%	6	4%	11	8%	35	25%	88	63%	123	88%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	190	50	26%	140	74%	6	4%	11	8%	35	25%	88	63%	123	88%
Not Migrant	191	51	27%	140	73%	6	4%	11	8%	35	25%	88	63%	123	88%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	191	51	27%	140	73%	6	4%	11	8%	35	25%	88	63%	123	88%

GRADE 8 MATH RESULTS

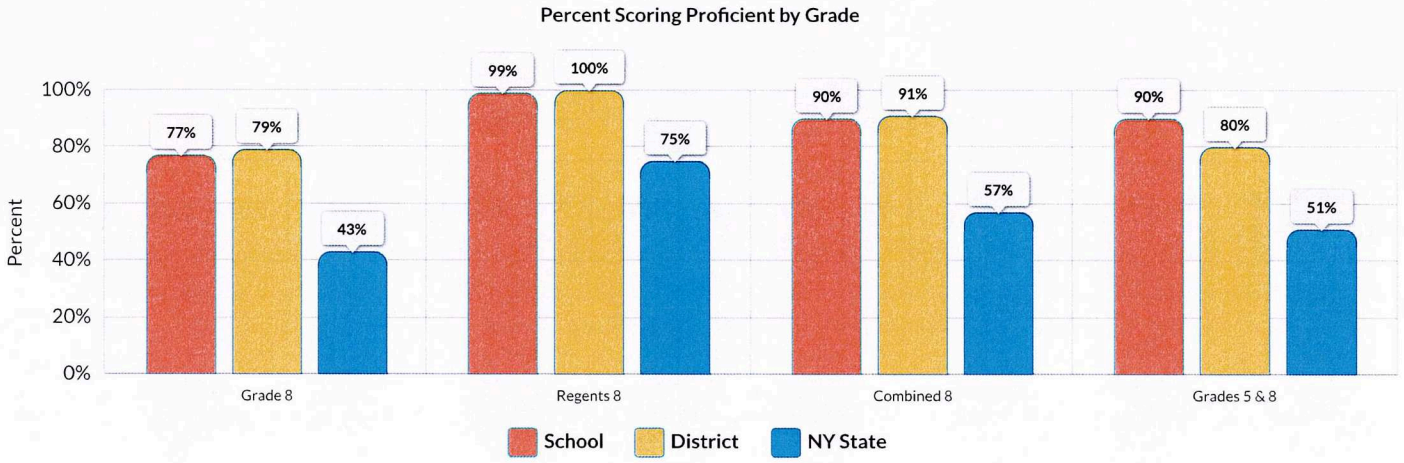


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	133	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%
Female	93	66	71%	27	29%	–	–	–	–	–	–	–	–	–	–
Male	117	67	57%	50	43%	5	10%	4	8%	25	50%	16	32%	41	82%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	94	66	70%	28	30%	1	4%	3	11%	12	43%	12	43%	24	86%
General Education Students	184	123	67%	61	33%	2	3%	4	7%	30	49%	25	41%	55	90%
Students with Disabilities	27	10	37%	17	63%	4	24%	3	18%	7	41%	3	18%	10	59%
Asian or Native Hawaiian/Other Pacific Islander	30	23	77%	7	23%	0	0%	0	0%	2	29%	5	71%	7	100%
Black or African American	11	3	27%	8	73%	1	13%	2	25%	2	25%	3	38%	5	63%
Hispanic or Latino	9	5	56%	4	44%	–	–	–	–	–	–	–	–	–	–
White	145	91	63%	54	37%	3	6%	3	6%	31	57%	17	31%	48	89%
Multiracial	16	11	69%	5	31%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	25	16	64%	9	36%	2	22%	2	22%	2	22%	3	33%	5	56%
Economically Disadvantaged	8	4	50%	4	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	203	129	64%	74	36%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	210	133	63%	77	37%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	211	133	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	210	132	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%
Not Migrant	211	133	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%
Parent Not in Armed Forces	211	133	63%	78	37%	6	8%	7	9%	37	47%	28	36%	65	83%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

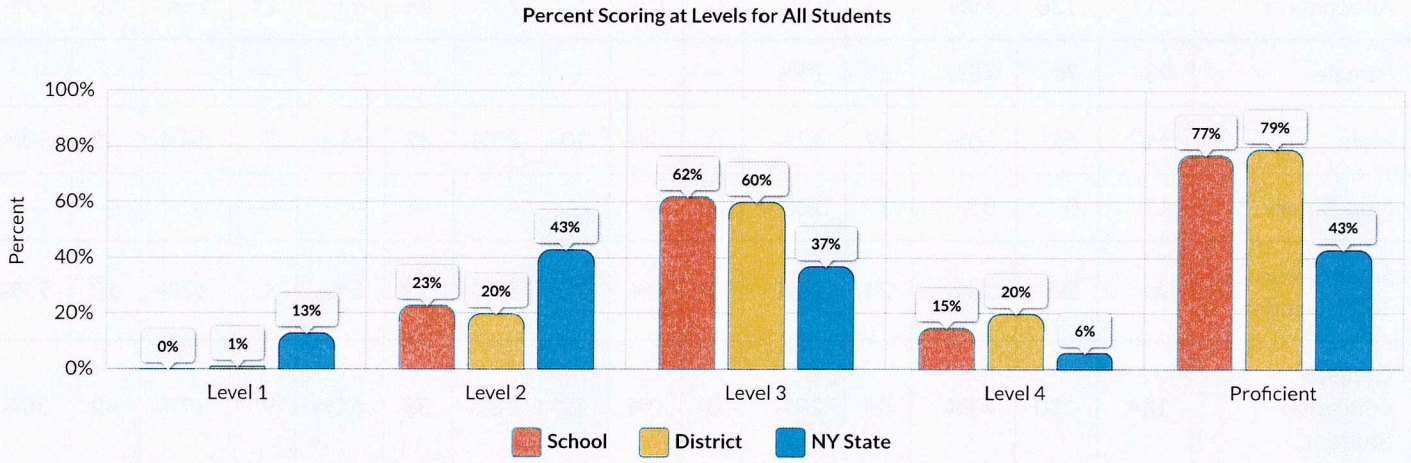
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	211	138	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%
Regents 8	—	—	—	108	51%	0	0%	1	1%	12	11%	29	27%	107	99%
Combined 8	211	30	14%	181	86%	0	0%	18	10%	57	31%	40	22%	163	90%
Grades 5 & 8	211	30	14%	181	86%	0	0%	18	10%	57	31%	40	22%	163	90%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 8 SCIENCE RESULTS



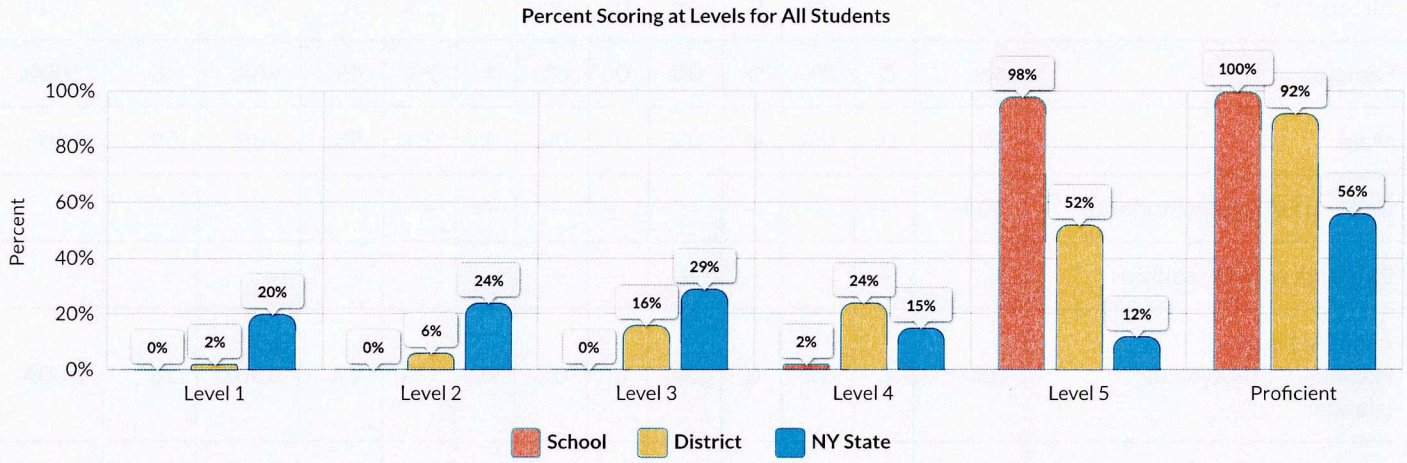
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	138	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%
Female	93	70	75%	23	25%	–	–	–	–	–	–	–	–	–	–
Male	117	68	58%	49	42%	0	0%	10	20%	32	65%	7	14%	39	80%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	94	70	74%	24	26%	0	0%	7	29%	13	54%	4	17%	17	71%
General Education Students	184	130	71%	54	29%	0	0%	12	22%	33	61%	9	17%	42	78%
Students with Disabilities	27	8	30%	19	70%	0	0%	5	26%	12	63%	2	11%	14	74%
Asian or Native Hawaiian/Other Pacific Islander	30	23	77%	7	23%	0	0%	1	14%	3	43%	3	43%	6	86%
Black or African American	11	4	36%	7	64%	0	0%	4	57%	3	43%	0	0%	3	43%
Hispanic or Latino	9	3	33%	6	67%	–	–	–	–	–	–	–	–	–	–
White	145	96	66%	49	34%	0	0%	11	22%	30	61%	8	16%	38	78%
Multiracial	16	12	75%	4	25%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	25	15	60%	10	40%	0	0%	1	10%	9	90%	0	0%	9	90%
Economically Disadvantaged	8	1	13%	7	88%	0	0%	1	14%	5	71%	1	14%	6	86%
Not Economically Disadvantaged	203	137	67%	66	33%	0	0%	16	24%	40	61%	10	15%	50	76%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	210	138	66%	72	34%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	211	138	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	210	137	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%
Not Migrant	211	138	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%
Parent Not in Armed Forces	211	138	65%	73	35%	0	0%	17	23%	45	62%	11	15%	56	77%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

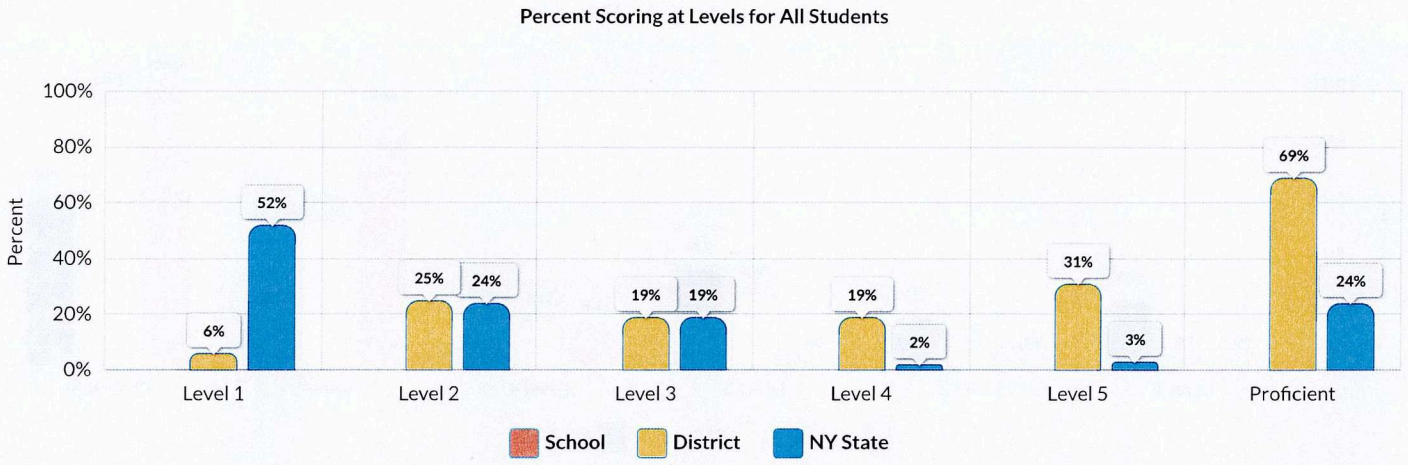
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



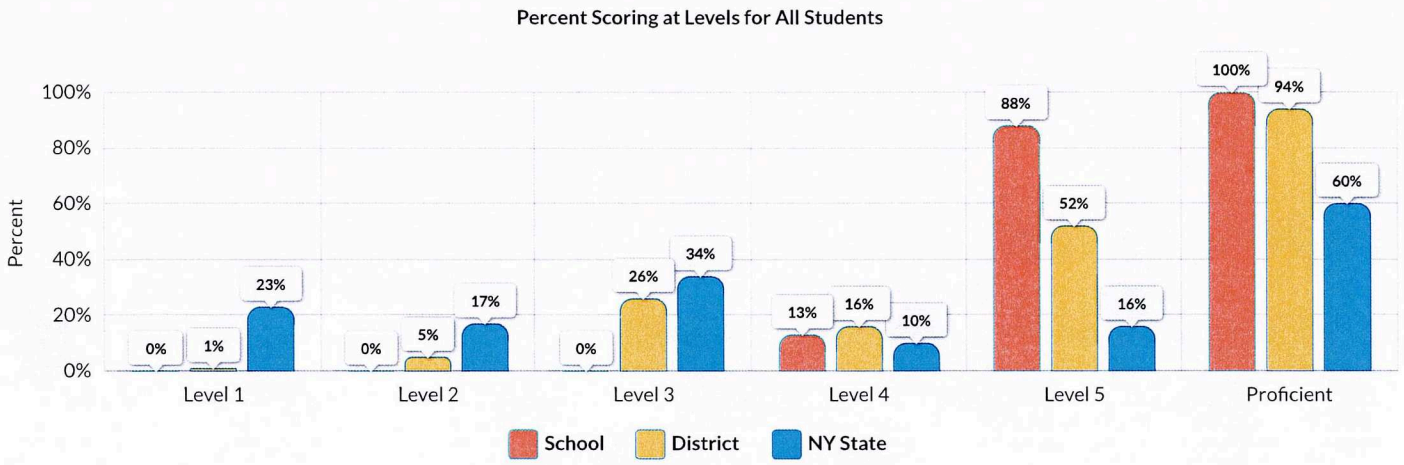
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%
Female	46	0	0%	0	0%	0	0%	1	2%	45	98%	46	100%
Male	59	0	0%	0	0%	0	0%	1	2%	58	98%	59	100%
General Education Students	104	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	0	0%	0	0%	0	0%	23	100%	23	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	70	0	0%	0	0%	0	0%	2	3%	68	97%	70	100%
Multiracial	8	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	104	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%
Not in Foster Care	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%
Not Homeless	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%
Not Migrant	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%
Parent Not in Armed Forces	105	0	0%	0	0%	0	0%	2	2%	103	98%	105	100%

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



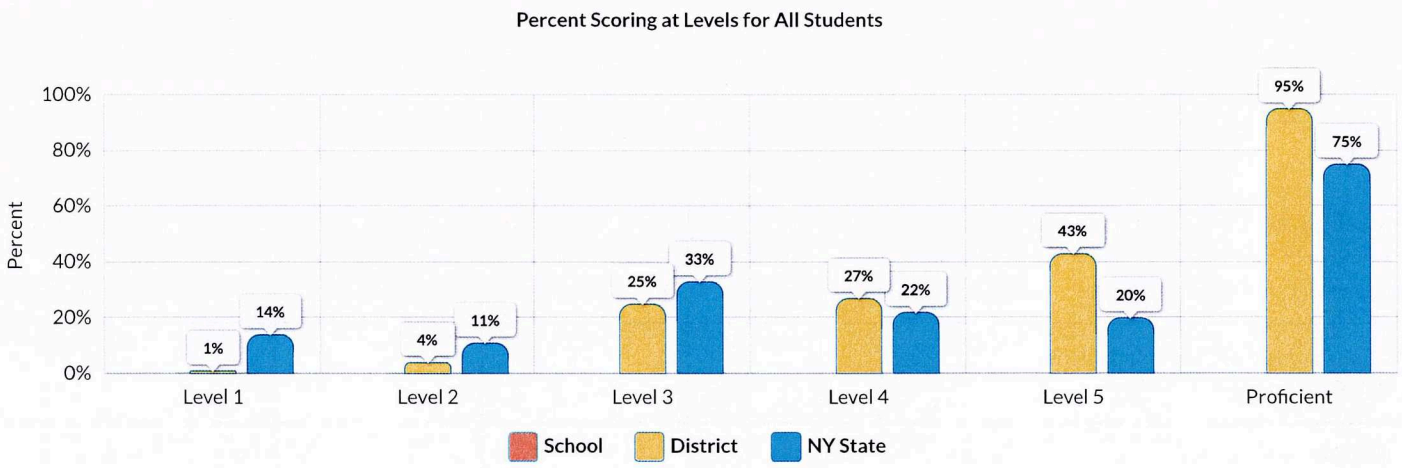
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Female	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–

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



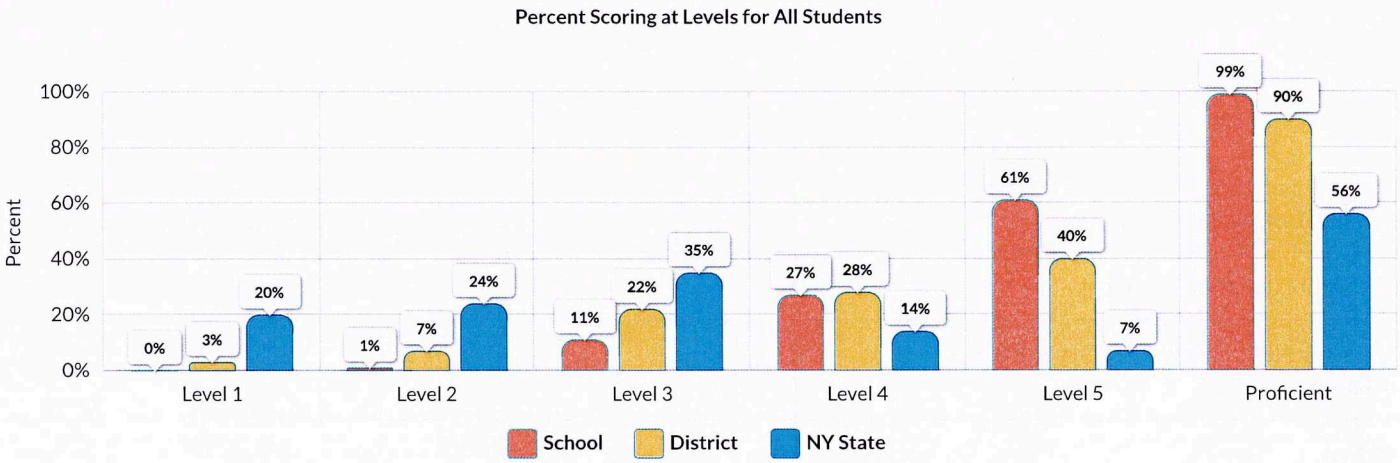
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Female	2	–	–	–	–	–	–	–	–	–	–	–	–
Male	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
General Education Students	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	4	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Not in Foster Care	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Not Homeless	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Not Migrant	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	–	–	–	–	–	–	–	–	–	–	–	–
Female	2	–	–	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	4	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
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 EARTH AND SPACE SCIENCES (JUNE 2025)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Female	50	0	0%	1	2%	8	16%	10	20%	31	62%	49	98%
Male	58	0	0%	0	0%	4	7%	19	33%	35	60%	58	100%
General Education Students	107	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	0	0%	2	9%	7	32%	13	59%	22	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	70	0	0%	1	1%	9	13%	19	27%	41	59%	69	99%
Multiracial	12	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	0	0%	0	0%	1	6%	3	19%	12	75%	16	100%
Not Economically Disadvantaged	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Non-English Language Learner	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Not in Foster Care	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Not Homeless	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Not Migrant	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%
Parent Not in Armed Forces	108	0	0%	1	1%	12	11%	29	27%	66	61%	107	99%

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 6	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 7	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	0	0%
Grade 8	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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

	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%

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PITTSFORD SUTHERLAND 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	235.1	134.9	148.3
	Math	208.3	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	244	140.5	152.9
	Math	230	114.8	129
Black or African American	ELA	188.9	95	115
	Math	150	37.8	64.8
Hispanic or Latino	ELA	235.7	99.6	118.8
	Math	214.3	43.4	69.5
Multiracial	ELA	230.8	144.6	156.4
	Math	188.5	63.5	86.2
White	ELA	236.7	170.2	177.6
	Math	209.3	74.7	95.6
Students with Disabilities	ELA	172.9	75.4	98.7
	Math	139.6	29.3	57.8
Economically Disadvantaged	ELA	211.1	103.2	121.8
	Math	161.1	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	226	97.8%	87.5%	88.8%
	5-Year	237	98.3%	89.4%	90.5%
	6-Year	212	99.1%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	28	100%	93.4%	93.6%
	5-Year	29	100%	94.2%	94.5%
	6-Year	25	100%	93.7%	94.3%
Black or African American	4-Year	6	–	–	–
	5-Year	9	–	–	–
	6-Year	9	–	–	–
Hispanic or Latino	4-Year	16	–	–	–
	5-Year	20	95%	84.4%	86.3%
	6-Year	19	–	–	–
Multiracial	4-Year	13	–	–	–
	5-Year	11	–	–	–
	6-Year	11	–	–	–
White	4-Year	163	98.2%	91.7%	92.3%
	5-Year	168	98.8%	92.9%	93.4%
	6-Year	148	99.3%	93.1%	93.7%
English Language Learner	4-Year	5	–	–	–
	5-Year	3	–	–	–
	6-Year	1	–	–	–
Students with Disabilities	4-Year	27	85.2%	70.4%	74.5%
	5-Year	28	96.4%	73%	76.8%
	6-Year	29	96.6%	73.1%	77.1%
Economically Disadvantaged	4-Year	12	–	–	–
	5-Year	5	–	–	–
	6-Year	11	–	–	–

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	7	–	–	–	–	–

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	–	4	4
Black or African American	4	3	–	–	4	–
Hispanic or Latino	4	4	3	–	3	–
Multiracial	4	4	–	–	4	–
White	4	4	4	–	3	4
Students with Disabilities	4	4	4	–	4	4
Economically Disadvantaged	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	211	235.1	225	4
	Math	209	210.3		
	Science	210	231.9		
	Social Studies	211	225.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	25	244	235.3	4
	Math	25	230		
	Science	24	239.6		
	Social Studies	25	226		
Black or African American	ELA	9	188.9	172.8	4
	Math	9	150		
	Science	9	177.8		
	Social Studies	9	177.8		
Hispanic or Latino	ELA	14	235.7	227.9	4
	Math	14	214.3		
	Science	14	239.3		
	Social Studies	14	225		
Multiracial	ELA	13	230.8	226.1	4
	Math	11	222.7		
	Science	13	226.9		
	Social Studies	13	223.1		
White	ELA	150	236.7	226.1	4
	Math	150	209.3		
	Science	150	233.7		
	Social Studies	150	228		
Students with Disabilities	ELA	24	172.9	168	4
	Math	19	131.6		
	Science	24	202.1		
	Social Studies	24	181.3		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	9	211.1	198.8	4
	Math	8	181.3		
	Science	9	205.6		
	Social Studies	9	200		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	211	235.1	224.2	4
	Math	211	208.3		
	Science	211	230.8		
	Social Studies	211	225.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	25	244	233.4	4
	Math	25	230		
	Science	25	230		
	Social Studies	25	226		
Black or African American	ELA	9	188.9	172.8	3
	Math	9	150		
	Science	9	177.8		
	Social Studies	9	177.8		
Hispanic or Latino	ELA	14	235.7	227.9	4
	Math	14	214.3		
	Science	14	239.3		
	Social Studies	14	225		
Multiracial	ELA	13	230.8	215.8	4
	Math	13	188.5		
	Science	13	226.9		
	Social Studies	13	223.1		
White	ELA	150	236.7	226.1	4
	Math	150	209.3		
	Science	150	233.7		
	Social Studies	150	228		
Students with Disabilities	ELA	24	172.9	170.4	4
	Math	24	139.6		
	Science	24	202.1		
	Social Studies	24	181.3		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	9	211.1	192.8	4
	Math	9	161.1		
	Science	9	205.6		
	Social Studies	9	200		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	226	221	97.8%	98.4%	4
	5-year	237	233	98.3%		
	6-year	212	210	99.1%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	28	28	100%	100%	4
	5-year	29	29	100%		
	6-year	25	25	100%		
Black or African American	4-year	6	–	–	–	–
	5-year	9	–	–		
	6-year	9	–	–		
Hispanic or Latino	4-year	16	–	–	95%	3
	5-year	20	19	95%		
	6-year	19	–	–		
Multiracial	4-year	13	–	–	–	–
	5-year	11	–	–		
	6-year	11	–	–		
White	4-year	163	160	98.2%	98.8%	4
	5-year	168	166	98.8%		
	6-year	148	147	99.3%		
English Language Learner	4-year	5	–	–	–	–
	5-year	3	–	–		
	6-year	1	–	–		
Students with Disabilities	4-year	27	23	85.2%	92.7%	4
	5-year	28	27	96.4%		
	6-year	29	28	96.6%		
Economically Disadvantaged	4-year	12	–	–	–	–
	5-year	5	–	–		
	6-year	11	–	–		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	7	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	4	–	–	–	–
White	2	–	–	–	–
English Language Learner	7	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	4	–	–	–	–

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	892	76	91	278	447	197.8	4
Asian or Native Hawaiian/Other Pacific Islander	110	10	9	30	61	201.4	4
Black or African American	31	4	1	7	19	201.6	4
Hispanic or Latino	69	5	9	20	35	197.8	3
Multiracial	65	4	6	18	37	206.9	4
White	617	53	66	203	295	196	3
English Language Learner	14	–	–	–	–	–	–
Students with Disabilities	125	13	6	33	73	203.6	4
Economically Disadvantaged	41	8	2	15	16	175.6	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	Acountability Level
All Students	214	0	203	2	5	0	4	193.5	4
Asian or Native Hawaiian/Other Pacific Islander	25	0	24	0	1	0	0	196	4
Black or African American	9	0	–	–	–	–	–	–	–
Hispanic or Latino	15	0	–	–	–	–	–	–	–
Multiracial	12	0	–	–	–	–	–	–	–
White	153	0	146	2	3	0	2	194.8	4
English Language Learner	1	0	–	–	–	–	–	–	–
Students with Disabilities	24	0	19	1	3	0	1	177.1	4
Economically Disadvantaged	8	0	–	–	–	–	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	218	100%
Asian or Native Hawaiian/Other Pacific Islander	–	25	–
Black or African American	–	9	–
Hispanic or Latino	–	16	–
Multiracial	–	13	–
White	✓	155	100%
English Language Learner	–	1	–
Students with Disabilities	–	22	–
Economically Disadvantaged	–	9	–

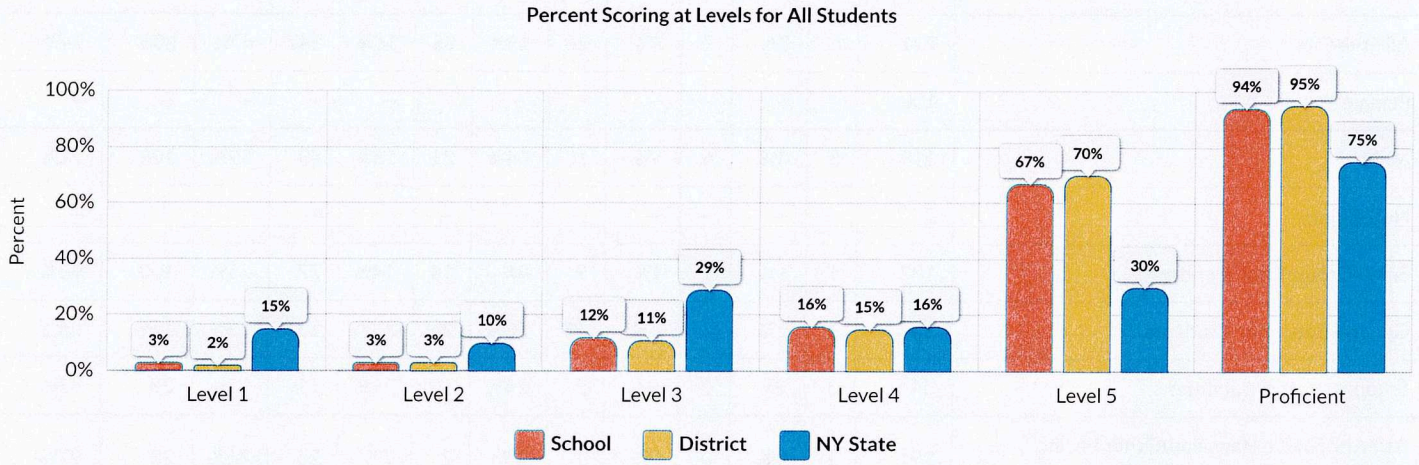
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	218	99.1%
Asian or Native Hawaiian/Other Pacific Islander	–	25	–
Black or African American	–	9	–
Hispanic or Latino	–	16	–
Multiracial	–	13	–
White	✓	155	100%
English Language Learner	–	1	–
Students with Disabilities	–	22	–
Economically Disadvantaged	–	9	–

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

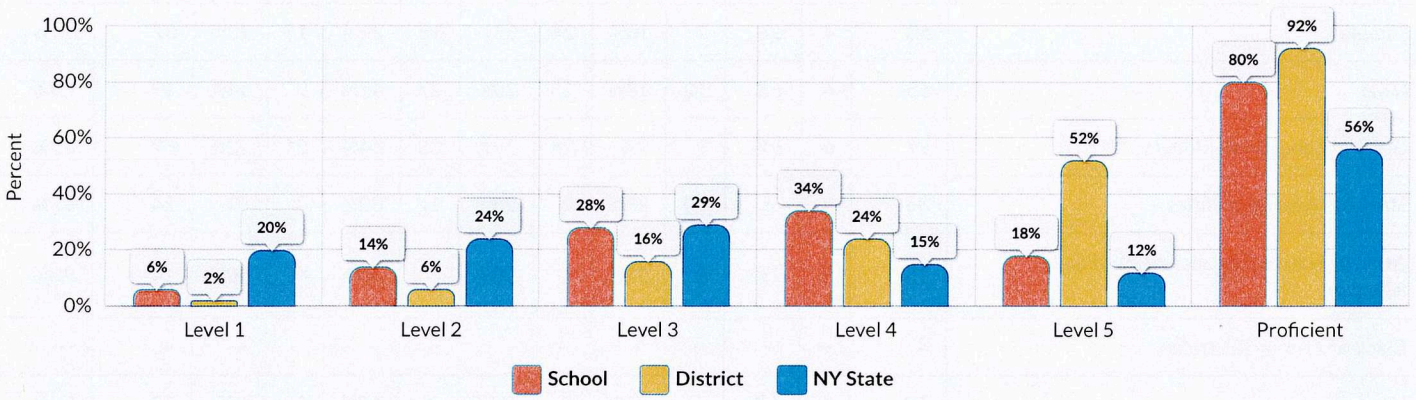
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



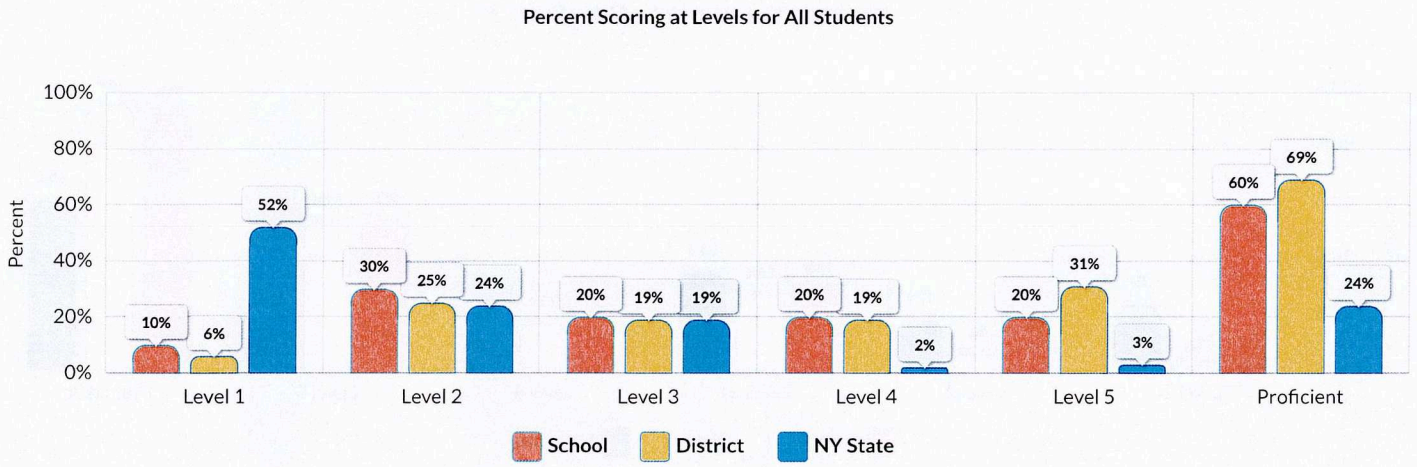
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	221	6	3%	7	3%	26	12%	35	16%	147	67%	208	94%
Female	100	–	–	–	–	–	–	–	–	–	–	–	–
Male	119	5	4%	6	5%	17	14%	21	18%	70	59%	108	91%
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	102	1	1%	1	1%	9	9%	14	14%	77	75%	100	98%
General Education Students	187	3	2%	5	3%	18	10%	25	13%	136	73%	179	96%
Students with Disabilities	34	3	9%	2	6%	8	24%	10	29%	11	32%	29	85%
Asian or Native Hawaiian/Other Pacific Islander	29	1	3%	0	0%	1	3%	2	7%	25	86%	28	97%
Black or African American	8	1	13%	0	0%	1	13%	0	0%	6	75%	7	88%
Hispanic or Latino	13	3	23%	2	15%	4	31%	0	0%	4	31%	8	62%
White	155	1	1%	5	3%	18	12%	32	21%	99	64%	149	96%
Multiracial	16	0	0%	0	0%	2	13%	1	6%	13	81%	16	100%
Economically Disadvantaged	10	1	10%	2	20%	3	30%	0	0%	4	40%	7	70%
Not Economically Disadvantaged	211	5	2%	5	2%	23	11%	35	17%	143	68%	201	95%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	217	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	220	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	219	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	221	6	3%	7	3%	26	12%	35	16%	147	67%	208	94%
Parent Not in Armed Forces	221	6	3%	7	3%	26	12%	35	16%	147	67%	208	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



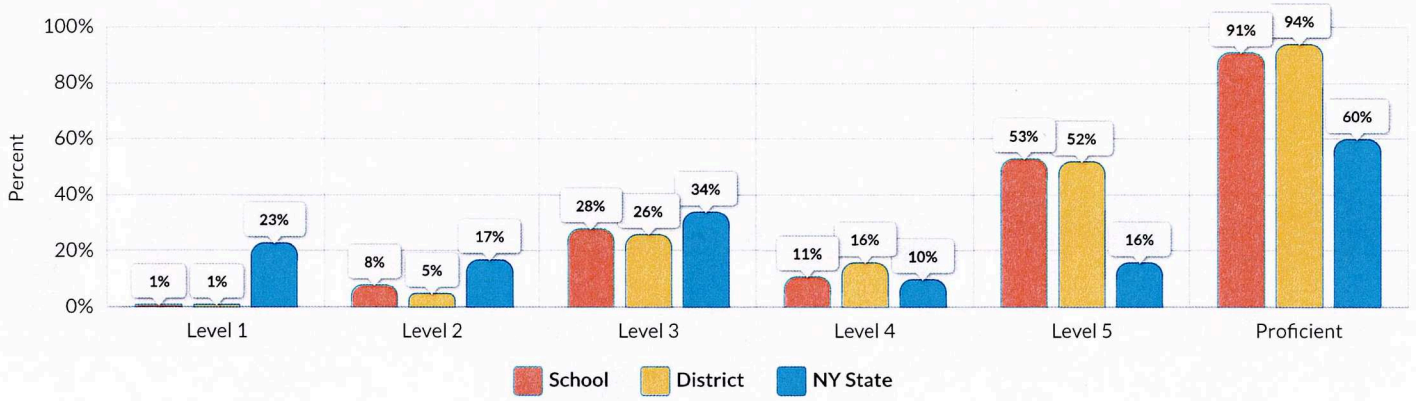
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	8	6%	19	14%	37	28%	45	34%	24	18%	106	80%
Female	68	4	6%	7	10%	24	35%	18	26%	15	22%	57	84%
Male	65	4	6%	12	18%	13	20%	27	42%	9	14%	49	75%
General Education Students	97	6	6%	9	9%	28	29%	33	34%	21	22%	82	85%
Students with Disabilities	36	2	6%	10	28%	9	25%	12	33%	3	8%	24	67%
Asian or Native Hawaiian/Other Pacific Islander	15	1	7%	0	0%	2	13%	6	40%	6	40%	14	93%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	1	6%	6	35%	5	29%	2	12%	3	18%	10	59%
White	93	5	5%	10	11%	28	30%	35	38%	15	16%	78	84%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	3	38%	2	25%	2	25%	0	0%	4	50%
Economically Disadvantaged	13	1	8%	7	54%	2	15%	1	8%	2	15%	5	38%
Not Economically Disadvantaged	120	7	6%	12	10%	35	29%	44	37%	22	18%	101	84%
English Language Learner	7	2	29%	4	57%	1	14%	0	0%	0	0%	1	14%
Non-English Language Learner	126	6	5%	15	12%	36	29%	45	36%	24	19%	105	83%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	132	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	130	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	133	8	6%	19	14%	37	28%	45	34%	24	18%	106	80%
Parent Not in Armed Forces	133	8	6%	19	14%	37	28%	45	34%	24	18%	106	80%

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



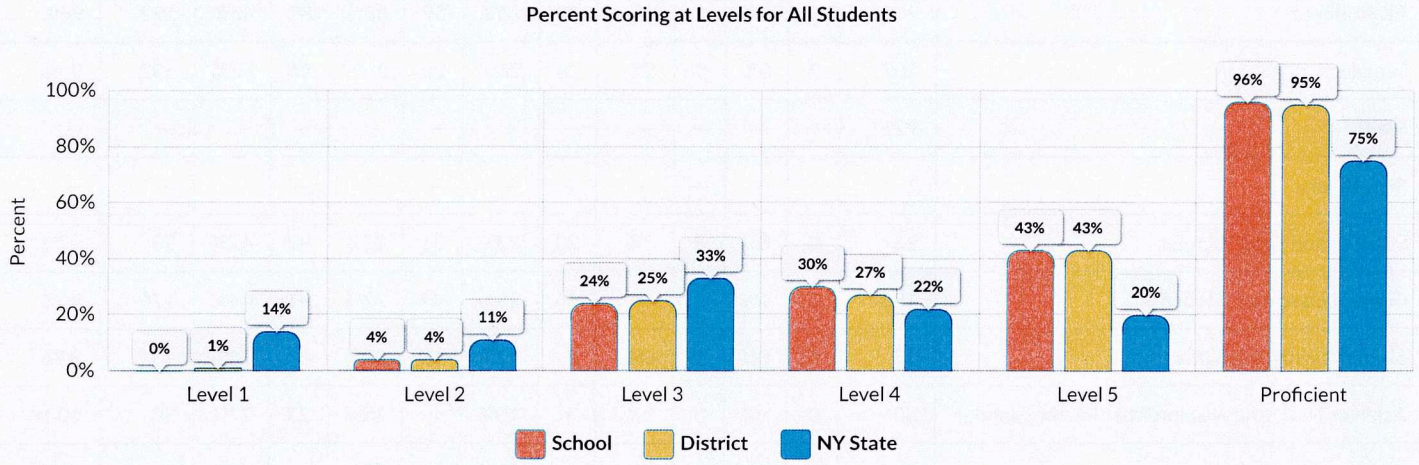
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Female	8	–	–	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
General Education Students	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Small Group Total: Race & Ethnicity	5	1	20%	3	60%	0	0%	0	0%	1	20%	1	20%
Not Economically Disadvantaged	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Non-English Language Learner	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Not in Foster Care	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Not Homeless	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Not Migrant	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%
Parent Not in Armed Forces	10	1	10%	3	30%	2	20%	2	20%	2	20%	6	60%

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



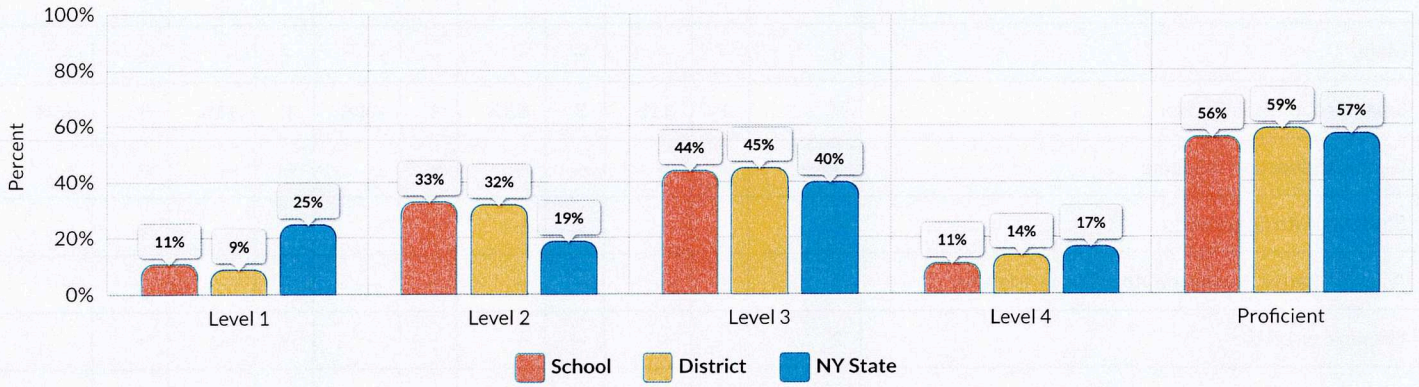
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	2	1%	14	8%	52	28%	20	11%	98	53%	170	91%
Female	117	0	0%	12	10%	31	26%	11	9%	63	54%	105	90%
Male	69	2	3%	2	3%	21	30%	9	13%	35	51%	65	94%
General Education Students	176	2	1%	12	7%	47	27%	18	10%	97	55%	162	92%
Students with Disabilities	10	0	0%	2	20%	5	50%	2	20%	1	10%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	2	15%	3	23%	8	62%	13	100%
Black or African American	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Hispanic or Latino	11	0	0%	3	27%	4	36%	0	0%	4	36%	8	73%
White	142	2	1%	11	8%	42	30%	16	11%	71	50%	129	91%
Multiracial	15	0	0%	0	0%	1	7%	1	7%	13	87%	15	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	183	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	186	2	1%	14	8%	52	28%	20	11%	98	53%	170	91%
Not Homeless	186	2	1%	14	8%	52	28%	20	11%	98	53%	170	91%
Not Migrant	186	2	1%	14	8%	52	28%	20	11%	98	53%	170	91%
Parent Not in Armed Forces	186	2	1%	14	8%	52	28%	20	11%	98	53%	170	91%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



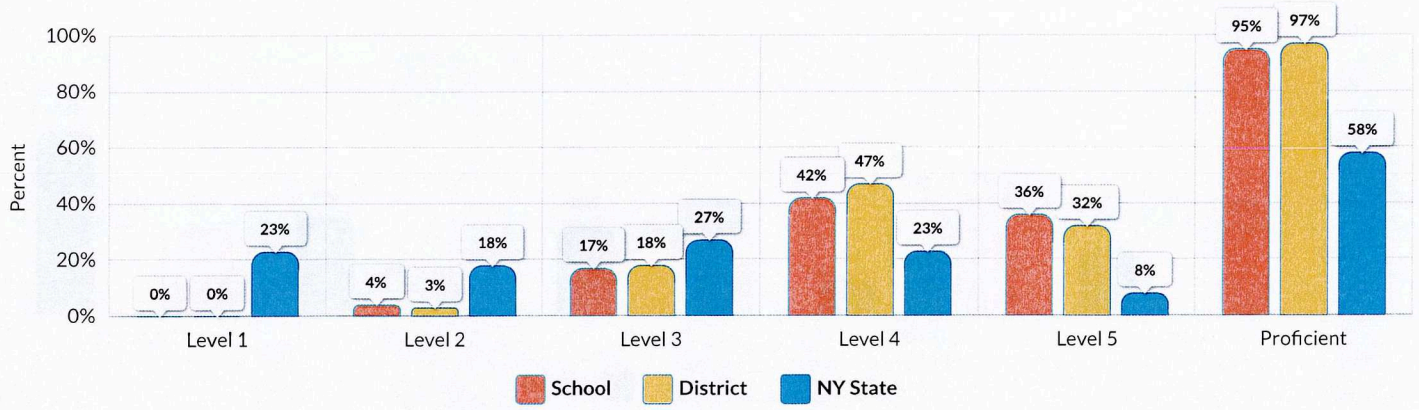
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	0	0%	8	4%	48	24%	59	30%	85	43%	192	96%
Female	107	0	0%	5	5%	28	26%	28	26%	46	43%	102	95%
Male	92	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	93	0	0%	3	3%	20	22%	31	33%	39	42%	90	97%
General Education Students	183	0	0%	7	4%	46	25%	49	27%	81	44%	176	96%
Students with Disabilities	17	0	0%	1	6%	2	12%	10	59%	4	24%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	0	0%	3	10%	4	13%	23	77%	30	100%
Black or African American	8	0	0%	0	0%	4	50%	3	38%	1	13%	8	100%
Hispanic or Latino	14	0	0%	1	7%	1	7%	5	36%	7	50%	13	93%
White	131	0	0%	7	5%	37	28%	42	32%	45	34%	124	95%
Multiracial	17	0	0%	0	0%	3	18%	5	29%	9	53%	17	100%
Economically Disadvantaged	6	0	0%	1	17%	1	17%	2	33%	2	33%	5	83%
Not Economically Disadvantaged	194	0	0%	7	4%	47	24%	57	29%	83	43%	187	96%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	199	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	200	0	0%	8	4%	48	24%	59	30%	85	43%	192	96%
Not Homeless	200	0	0%	8	4%	48	24%	59	30%	85	43%	192	96%
Not Migrant	200	0	0%	8	4%	48	24%	59	30%	85	43%	192	96%
Parent Not in Armed Forces	200	0	0%	8	4%	48	24%	59	30%	85	43%	192	96%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



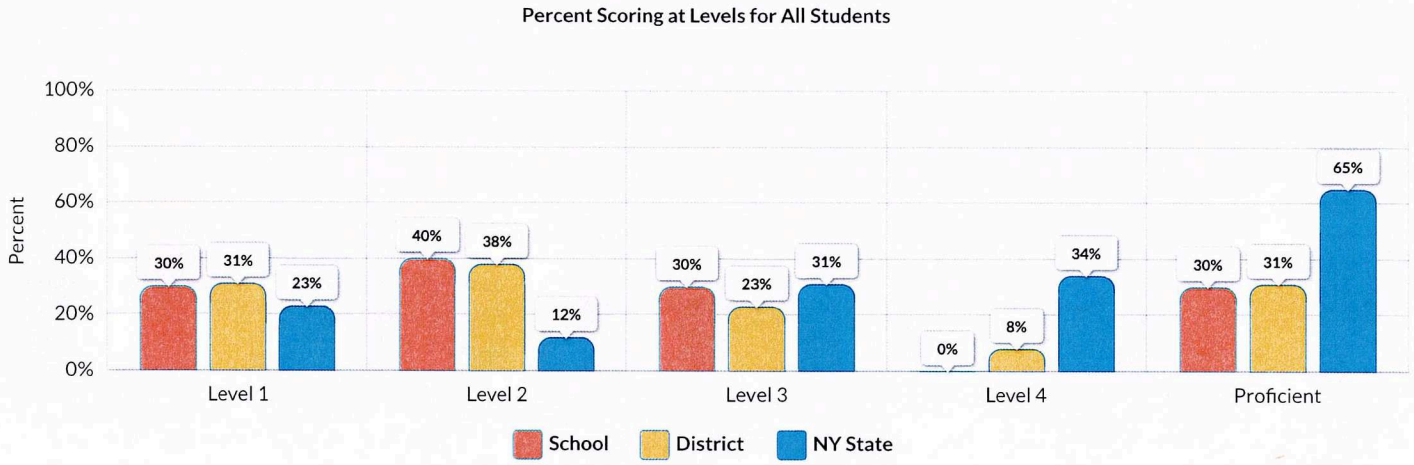
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	9	1	11%	3	33%	4	44%	1	11%	5	56%
Female	3	–	–	–	–	–	–	–	–	–	–
Male	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	9	1	11%	3	33%	4	44%	1	11%	5	56%
General Education Students	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	5	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	3	33%	4	44%	1	11%	5	56%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	8	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	8	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	9	1	11%	3	33%	4	44%	1	11%	5	56%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	8	–	–	–	–	–	–	–	–	–	–
Not Migrant	9	1	11%	3	33%	4	44%	1	11%	5	56%
Parent Not in Armed Forces	9	1	11%	3	33%	4	44%	1	11%	5	56%

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



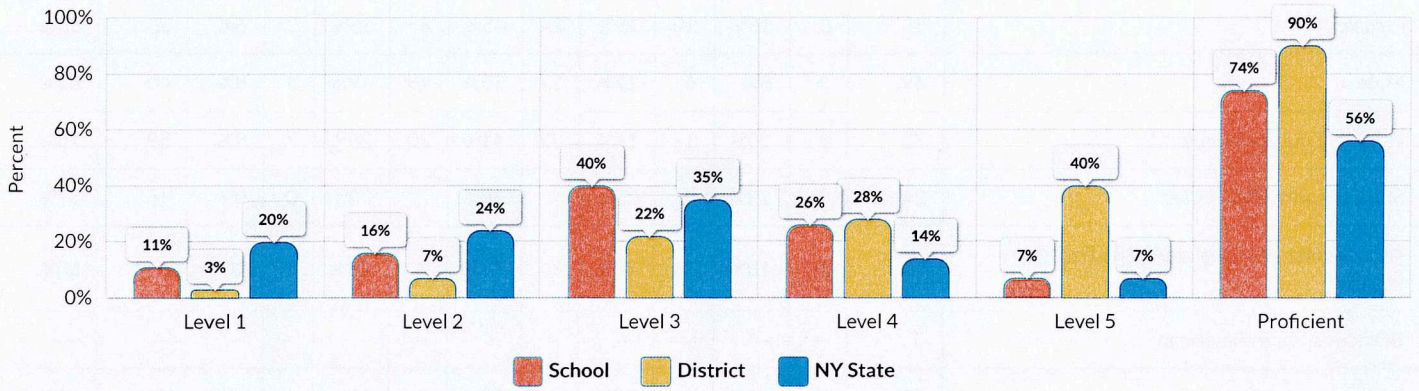
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	1	0%	9	4%	37	17%	93	42%	80	36%	210	95%
Female	127	1	1%	5	4%	17	13%	47	37%	57	45%	121	95%
Male	93	0	0%	4	4%	20	22%	46	49%	23	25%	89	96%
General Education Students	198	1	1%	6	3%	28	14%	84	42%	79	40%	191	96%
Students with Disabilities	22	0	0%	3	14%	9	41%	9	41%	1	5%	19	86%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	0	0%	3	12%	11	42%	12	46%	26	100%
Black or African American	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Hispanic or Latino	14	0	0%	2	14%	3	21%	5	36%	4	29%	12	86%
White	156	1	1%	7	4%	28	18%	66	42%	54	35%	148	95%
Multiracial	18	0	0%	0	0%	1	6%	9	50%	8	44%	18	100%
Economically Disadvantaged	7	0	0%	1	14%	3	43%	1	14%	2	29%	6	86%
Not Economically Disadvantaged	213	1	0%	8	4%	34	16%	92	43%	78	37%	204	96%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	217	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	220	1	0%	9	4%	37	17%	93	42%	80	36%	210	95%
Not Homeless	220	1	0%	9	4%	37	17%	93	42%	80	36%	210	95%
Not Migrant	220	1	0%	9	4%	37	17%	93	42%	80	36%	210	95%
Parent Not in Armed Forces	220	1	0%	9	4%	37	17%	93	42%	80	36%	210	95%

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



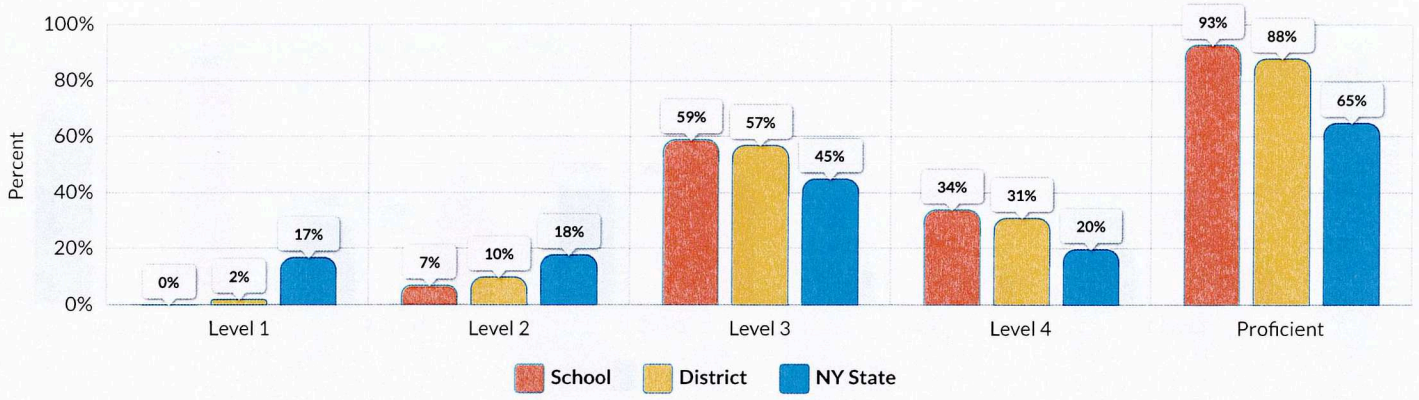
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	10	3	30%	4	40%	3	30%	0	0%	3	30%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	10	3	30%	4	40%	3	30%	0	0%	3	30%
General Education Students	6	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	4	40%	3	30%	0	0%	3	30%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	8	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	10	3	30%	4	40%	3	30%	0	0%	3	30%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	9	–	–	–	–	–	–	–	–	–	–
Not Migrant	10	3	30%	4	40%	3	30%	0	0%	3	30%
Parent Not in Armed Forces	10	3	30%	4	40%	3	30%	0	0%	3	30%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



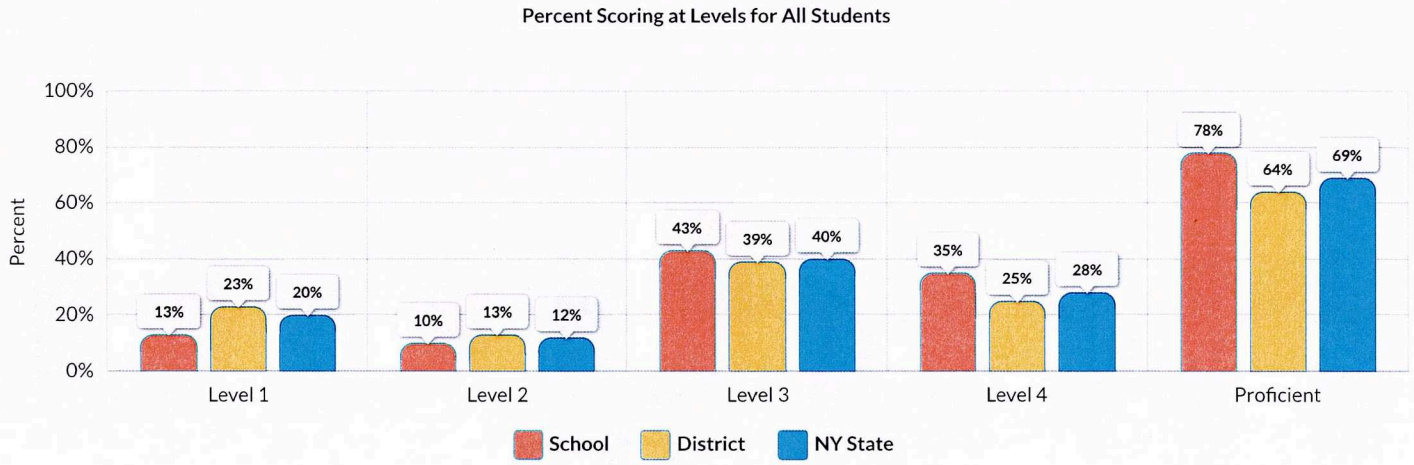
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	11	11%	16	16%	41	40%	27	26%	7	7%	75	74%
Female	53	8	15%	10	19%	24	45%	8	15%	3	6%	35	66%
Male	49	3	6%	6	12%	17	35%	19	39%	4	8%	40	82%
General Education Students	78	8	10%	11	14%	32	41%	20	26%	7	9%	59	76%
Students with Disabilities	24	3	13%	5	21%	9	38%	7	29%	0	0%	16	67%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	3	30%	3	30%	2	20%	1	10%	6	60%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	2	20%	2	20%	5	50%	0	0%	1	10%	6	60%
White	76	6	8%	9	12%	31	41%	25	33%	5	7%	61	80%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	2	33%	2	33%	2	33%	0	0%	0	0%	2	33%
Economically Disadvantaged	8	3	38%	2	25%	2	25%	1	13%	0	0%	3	38%
Not Economically Disadvantaged	94	8	9%	14	15%	39	41%	26	28%	7	7%	72	77%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	102	11	11%	16	16%	41	40%	27	26%	7	7%	75	74%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	101	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	102	11	11%	16	16%	41	40%	27	26%	7	7%	75	74%
Parent Not in Armed Forces	102	11	11%	16	16%	41	40%	27	26%	7	7%	75	74%

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



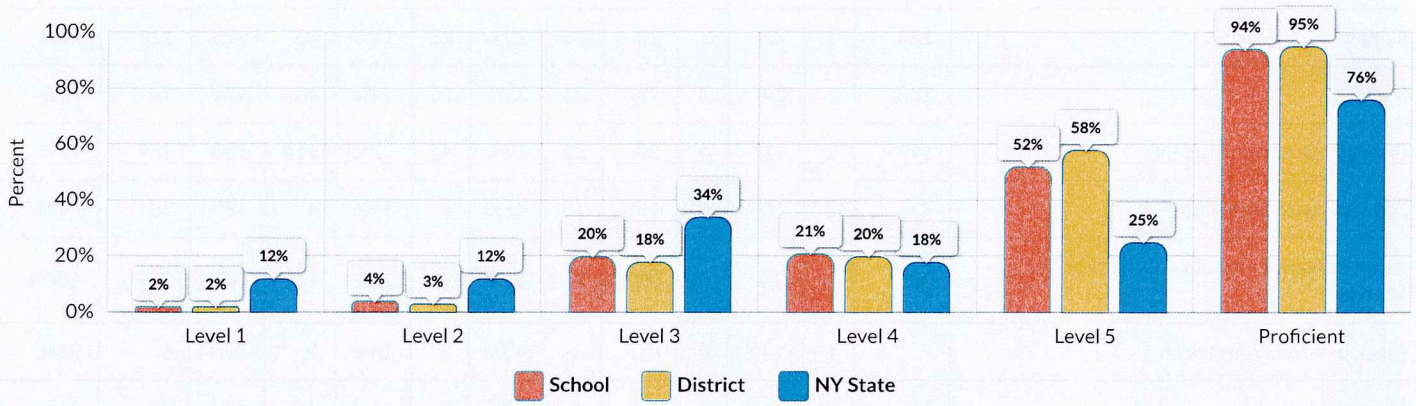
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	201	1	0%	14	7%	118	59%	68	34%	186	93%
Female	106	0	0%	8	8%	59	56%	39	37%	98	92%
Male	94	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	95	1	1%	6	6%	59	62%	29	31%	88	93%
General Education Students	187	1	1%	12	6%	108	58%	66	35%	174	93%
Students with Disabilities	14	0	0%	2	14%	10	71%	2	14%	12	86%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	0	0%	11	38%	18	62%	29	100%
Black or African American	5	0	0%	3	60%	2	40%	0	0%	2	40%
Hispanic or Latino	14	0	0%	2	14%	8	57%	4	29%	12	86%
White	135	1	1%	9	7%	90	67%	35	26%	125	93%
Multiracial	18	0	0%	0	0%	7	39%	11	61%	18	100%
Economically Disadvantaged	5	0	0%	1	20%	4	80%	0	0%	4	80%
Not Economically Disadvantaged	196	1	1%	13	7%	114	58%	68	35%	182	93%
Non-English Language Learner	201	1	0%	14	7%	118	59%	68	34%	186	93%
Not in Foster Care	201	1	0%	14	7%	118	59%	68	34%	186	93%
Not Homeless	201	1	0%	14	7%	118	59%	68	34%	186	93%
Not Migrant	201	1	0%	14	7%	118	59%	68	34%	186	93%
Parent Not in Armed Forces	201	1	0%	14	7%	118	59%	68	34%	186	93%

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



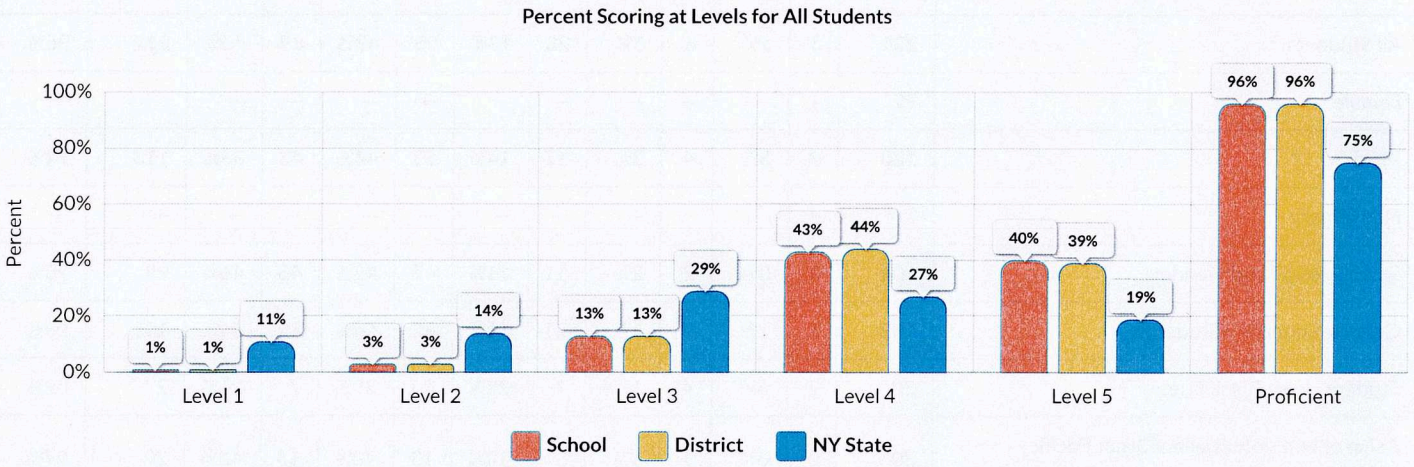
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	40	5	13%	4	10%	17	43%	14	35%	31	78%
Female	14	1	7%	1	7%	6	43%	6	43%	12	86%
Male	26	4	15%	3	12%	11	42%	8	31%	19	73%
General Education Students	35	4	11%	4	11%	15	43%	12	34%	27	77%
Students with Disabilities	5	1	20%	0	0%	2	40%	2	40%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	30	4	13%	3	10%	14	47%	9	30%	23	77%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	1	10%	3	30%	5	50%	8	80%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	39	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	40	5	13%	4	10%	17	43%	14	35%	31	78%
Not in Foster Care	40	5	13%	4	10%	17	43%	14	35%	31	78%
Not Homeless	40	5	13%	4	10%	17	43%	14	35%	31	78%
Not Migrant	40	5	13%	4	10%	17	43%	14	35%	31	78%
Parent Not in Armed Forces	40	5	13%	4	10%	17	43%	14	35%	31	78%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	5	2%	9	4%	46	20%	48	21%	118	52%	212	94%
Female	123	3	2%	2	2%	25	20%	23	19%	70	57%	118	96%
Male	103	2	2%	7	7%	21	20%	25	24%	48	47%	94	91%
General Education Students	195	2	1%	4	2%	33	17%	42	22%	114	58%	189	97%
Students with Disabilities	31	3	10%	5	16%	13	42%	6	19%	4	13%	23	74%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	0	0%	3	12%	6	24%	16	64%	25	100%
Black or African American	7	1	14%	0	0%	3	43%	1	14%	2	29%	6	86%
Hispanic or Latino	27	3	11%	2	7%	6	22%	3	11%	13	48%	22	81%
White	146	0	0%	6	4%	32	22%	35	24%	73	50%	140	96%
Multiracial	21	1	5%	1	5%	2	10%	3	14%	14	67%	19	90%
Economically Disadvantaged	11	3	27%	2	18%	4	36%	0	0%	2	18%	6	55%
Not Economically Disadvantaged	215	2	1%	7	3%	42	20%	48	22%	116	54%	206	96%
English Language Learner	8	2	25%	2	25%	4	50%	0	0%	0	0%	4	50%
Non-English Language Learner	218	3	1%	7	3%	42	19%	48	22%	118	54%	208	95%
Not in Foster Care	226	5	2%	9	4%	46	20%	48	21%	118	52%	212	94%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	223	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	226	5	2%	9	4%	46	20%	48	21%	118	52%	212	94%
Parent Not in Armed Forces	226	5	2%	9	4%	46	20%	48	21%	118	52%	212	94%

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



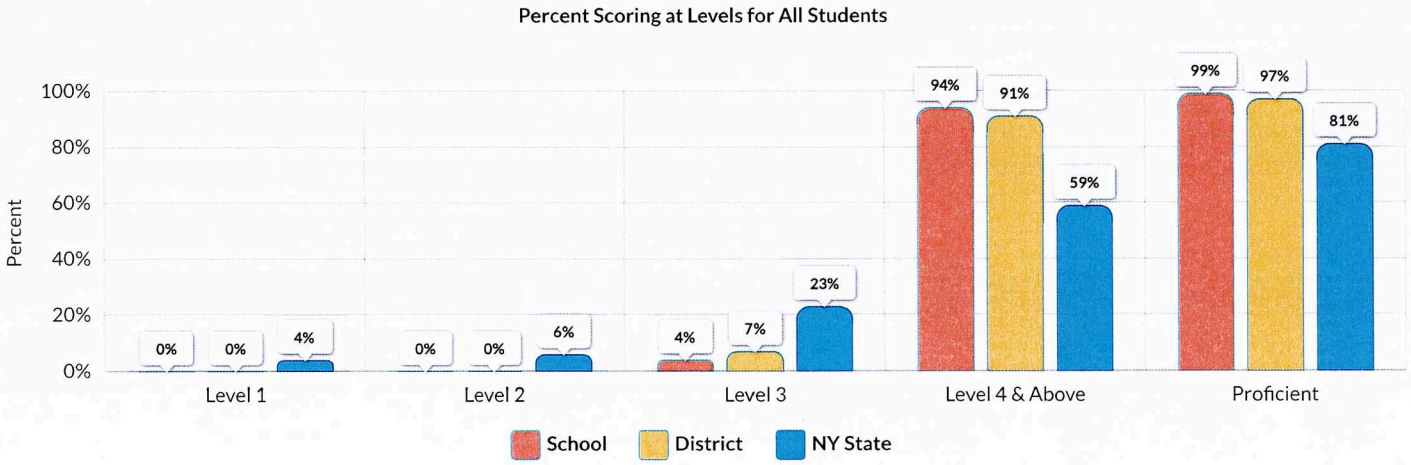
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	221	3	1%	6	3%	28	13%	95	43%	89	40%	212	96%
Female	99	–	–	–	–	–	–	–	–	–	–	–	–
Male	120	3	3%	4	3%	17	14%	53	44%	43	36%	113	94%
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	101	0	0%	2	2%	11	11%	42	42%	46	46%	99	98%
General Education Students	188	1	1%	2	1%	21	11%	82	44%	82	44%	185	98%
Students with Disabilities	33	2	6%	4	12%	7	21%	13	39%	7	21%	27	82%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	1	3%	3	10%	13	43%	13	43%	29	97%
Black or African American	8	1	13%	0	0%	1	13%	4	50%	2	25%	7	88%
Hispanic or Latino	14	1	7%	2	14%	5	36%	3	21%	3	21%	11	79%
White	152	1	1%	2	1%	17	11%	70	46%	62	41%	149	98%
Multiracial	17	0	0%	1	6%	2	12%	5	29%	9	53%	16	94%
Economically Disadvantaged	11	1	9%	1	9%	4	36%	3	27%	2	18%	9	82%
Not Economically Disadvantaged	210	2	1%	5	2%	24	11%	92	44%	87	41%	203	97%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	217	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	220	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	218	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	221	3	1%	6	3%	28	13%	95	43%	89	40%	212	96%
Parent Not in Armed Forces	221	3	1%	6	3%	28	13%	95	43%	89	40%	212	96%

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.

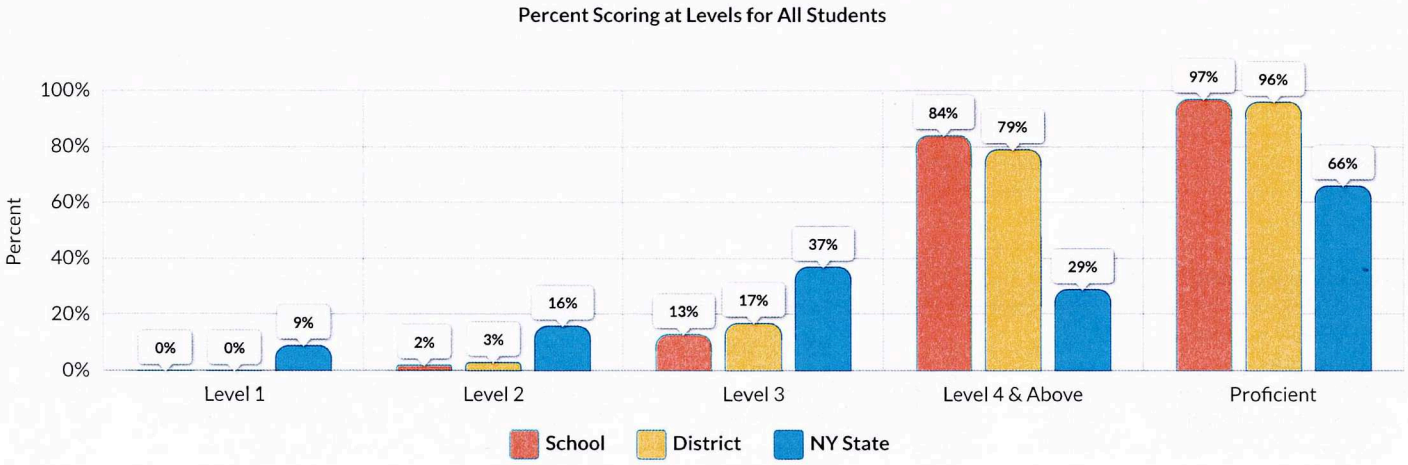
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	3	1%	211	99%	0	0%	0	0%	9	4%	202	94%	211	99%
Female	105	1	1%	104	99%	0	0%	0	0%	5	5%	99	94%	104	99%
Male	109	2	2%	107	98%	0	0%	0	0%	4	4%	103	94%	107	98%
General Education Students	194	2	1%	192	99%	0	0%	0	0%	1	1%	191	98%	192	99%
Students with Disabilities	20	1	5%	19	95%	0	0%	0	0%	8	40%	11	55%	19	95%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	0	0%	0	0%	25	100%	25	100%
Black or African American	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Hispanic or Latino	15	1	7%	14	93%	0	0%	0	0%	1	7%	13	87%	14	93%
White	153	2	1%	151	99%	0	0%	0	0%	5	3%	146	95%	151	99%
Multiracial	12	0	0%	12	100%	0	0%	0	0%	0	0%	12	100%	12	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Not Economically Disadvantaged	206	3	1%	203	99%	0	0%	0	0%	8	4%	195	95%	203	99%
English Language Learner	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	2	–	211	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	3	1%	211	99%	0	0%	0	0%	9	4%	202	94%	211	99%
Not Homeless	214	3	1%	211	99%	0	0%	0	0%	9	4%	202	94%	211	99%
Not Migrant	214	3	1%	211	99%	0	0%	0	0%	9	4%	202	94%	211	99%
Parent Not in Armed Forces	214	3	1%	211	99%	0	0%	0	0%	9	4%	202	94%	211	99%

2021 TOTAL COHORT REGENTS IN MATH



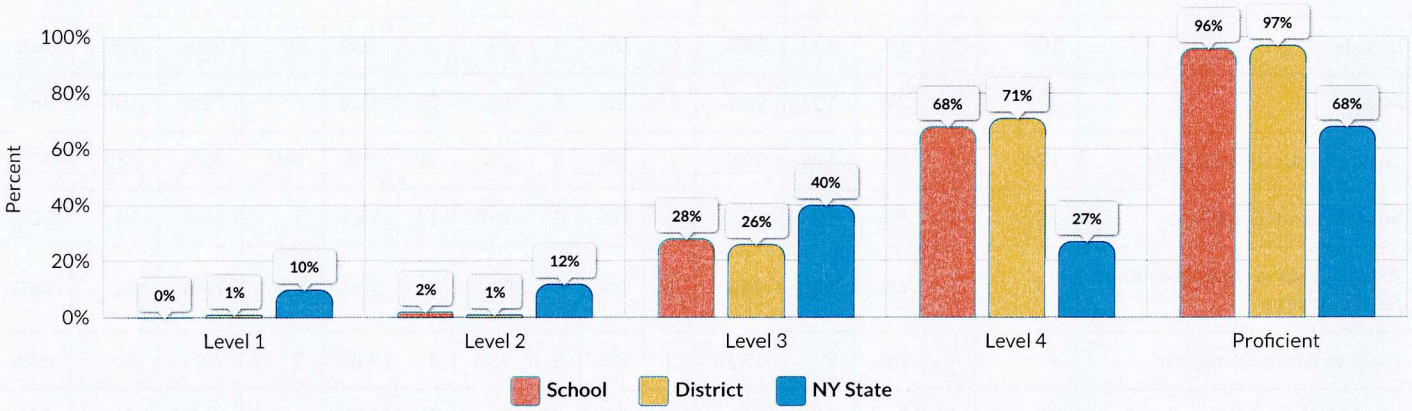
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	2	1%	212	99%	0	0%	4	2%	28	13%	180	84%	208	97%
Female	105	0	0%	105	100%	0	0%	1	1%	14	13%	90	86%	104	99%
Male	109	2	2%	107	98%	0	0%	3	3%	14	13%	90	83%	104	95%
General Education Students	194	1	1%	193	99%	0	0%	3	2%	16	8%	174	90%	190	98%
Students with Disabilities	20	1	5%	19	95%	0	0%	1	5%	12	60%	6	30%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	1	4%	0	0%	24	96%	24	96%
Black or African American	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Hispanic or Latino	15	0	0%	15	100%	0	0%	1	7%	2	13%	12	80%	14	93%
White	153	1	1%	152	99%	0	0%	1	1%	20	13%	131	86%	151	99%
Multiracial	12	1	8%	11	92%	0	0%	1	8%	1	8%	9	75%	10	83%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Not Economically Disadvantaged	206	2	1%	204	99%	0	0%	3	1%	27	13%	174	84%	201	98%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	2	–	211	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	2	1%	212	99%	0	0%	4	2%	28	13%	180	84%	208	97%
Not Homeless	214	2	1%	212	99%	0	0%	4	2%	28	13%	180	84%	208	97%
Not Migrant	214	2	1%	212	99%	0	0%	4	2%	28	13%	180	84%	208	97%
Parent Not in Armed Forces	214	2	1%	212	99%	0	0%	4	2%	28	13%	180	84%	208	97%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	35	0	0	35	100
Female	20	0	0	20	100
Male	15	0	0	15	100
General Education Students	35	0	0	35	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	4	0	0	4	100
White	24	0	0	24	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	34	0	0	34	100
Non-English Language Learner	35	0	0	35	100
Not in Foster Care	35	0	0	35	100
Not Homeless	35	0	0	35	100
Not Migrant	35	0	0	35	100
Parent Not in Armed Forces	35	0	0	35	100

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

2021 TOTAL COHORT REGENTS IN SCIENCE



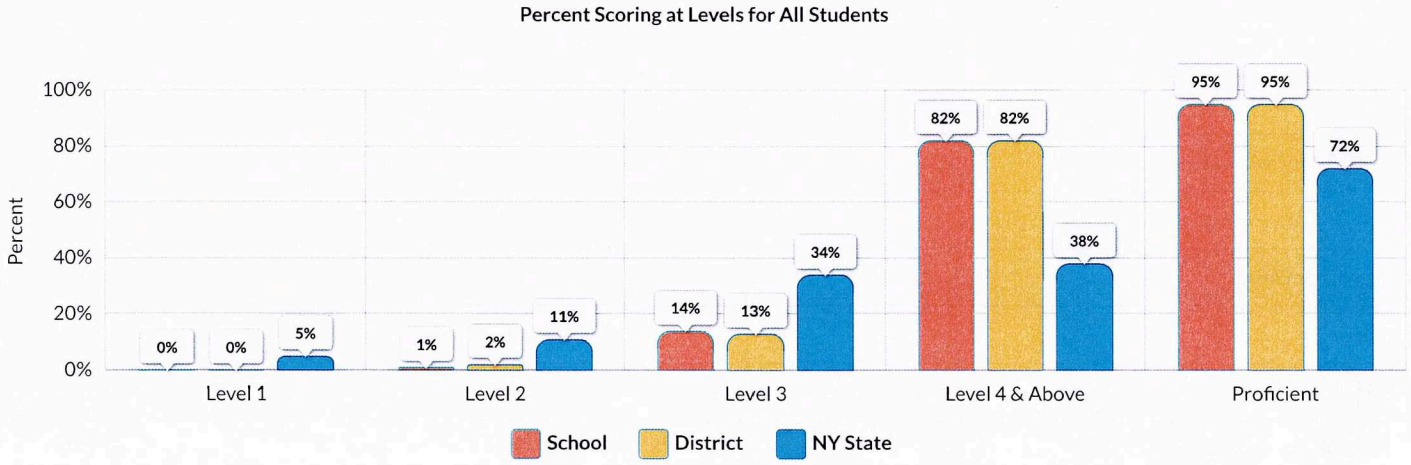
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	3	1%	211	99%	1	0%	5	2%	60	28%	145	68%	205	96%
Female	105	1	1%	104	99%	0	0%	4	4%	32	30%	68	65%	100	95%
Male	109	2	2%	107	98%	1	1%	1	1%	28	26%	77	71%	105	96%
General Education Students	194	2	1%	192	99%	1	1%	2	1%	49	25%	140	72%	189	97%
Students with Disabilities	20	1	5%	19	95%	0	0%	3	15%	11	55%	5	25%	16	80%
Asian or Native Hawaiian/Other Pacific Islander	25	1	4%	24	96%	0	0%	0	0%	5	20%	19	76%	24	96%
Black or African American	9	0	0%	9	100%	0	0%	3	33%	4	44%	2	22%	6	67%
Hispanic or Latino	15	0	0%	15	100%	1	7%	0	0%	3	20%	11	73%	14	93%
White	153	2	1%	151	99%	0	0%	1	1%	46	30%	104	68%	150	98%
Multiracial	12	0	0%	12	100%	0	0%	1	8%	2	17%	9	75%	11	92%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	2	25%	1	13%	5	63%	6	75%
Not Economically Disadvantaged	206	3	1%	203	99%	1	0%	3	1%	59	29%	140	68%	199	97%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	3	–	210	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	3	1%	211	99%	1	0%	5	2%	60	28%	145	68%	205	96%
Not Homeless	214	3	1%	211	99%	1	0%	5	2%	60	28%	145	68%	205	96%
Not Migrant	214	3	1%	211	99%	1	0%	5	2%	60	28%	145	68%	205	96%
Parent Not in Armed Forces	214	3	1%	211	99%	1	0%	5	2%	60	28%	145	68%	205	96%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	39	0	0	39	100
Female	23	0	0	23	100
Male	16	0	0	16	100
General Education Students	39	0	0	39	100
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	7	100
Hispanic or Latino	3	0	0	3	100
White	26	0	0	26	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	2	0	0	2	100
Not Economically Disadvantaged	37	0	0	37	100
Non-English Language Learner	39	0	0	39	100
Not in Foster Care	39	0	0	39	100
Not Homeless	39	0	0	39	100
Not Migrant	39	0	0	39	100
Parent Not in Armed Forces	39	0	0	39	100

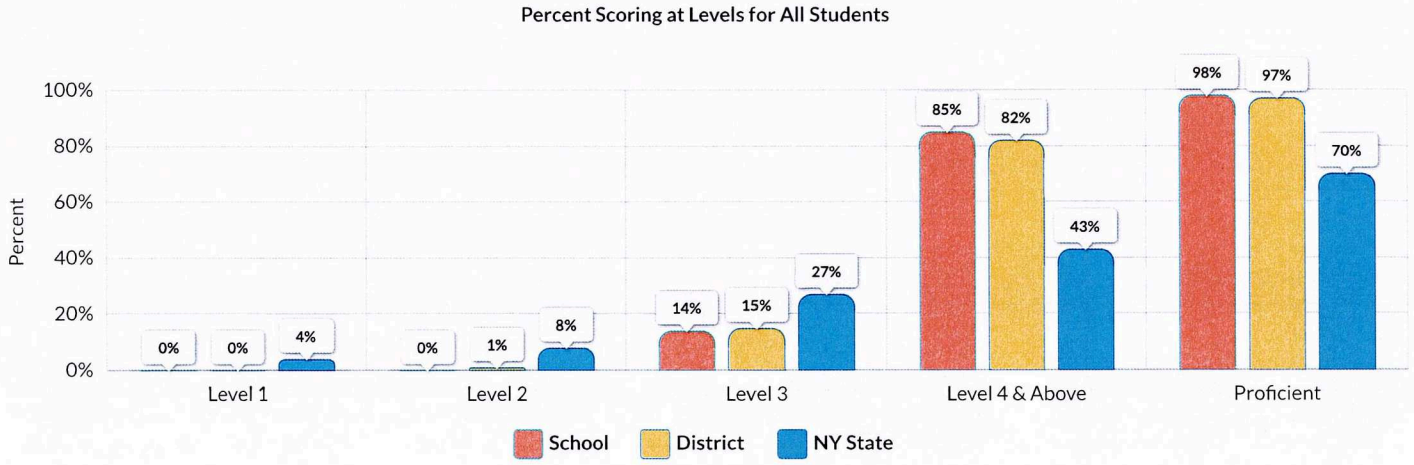
See report card Glossary and Guide for criteria used to include students in this table.

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	214	7	3%	207	97%	0	0%	3	1%	29	14%	175	82%	204	95%
Female	105	4	4%	101	96%	0	0%	2	2%	18	17%	81	77%	99	94%
Male	109	3	3%	106	97%	0	0%	1	1%	11	10%	94	86%	105	96%
General Education Students	194	6	3%	188	97%	0	0%	2	1%	21	11%	165	85%	186	96%
Students with Disabilities	20	1	5%	19	95%	0	0%	1	5%	8	40%	10	50%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	25	2	8%	23	92%	0	0%	0	0%	1	4%	22	88%	23	92%
Black or African American	9	0	0%	9	100%	0	0%	1	11%	5	56%	3	33%	8	89%
Hispanic or Latino	15	0	0%	15	100%	0	0%	1	7%	2	13%	12	80%	14	93%
White	153	5	3%	148	97%	0	0%	1	1%	20	13%	127	83%	147	96%
Multiracial	12	0	0%	12	100%	0	0%	0	0%	1	8%	11	92%	12	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Not Economically Disadvantaged	206	7	3%	199	97%	0	0%	3	1%	27	13%	169	82%	196	95%
English Language Learner	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	7	–	206	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	7	3%	207	97%	0	0%	3	1%	29	14%	175	82%	204	95%
Not Homeless	214	7	3%	207	97%	0	0%	3	1%	29	14%	175	82%	204	95%
Not Migrant	214	7	3%	207	97%	0	0%	3	1%	29	14%	175	82%	204	95%
Parent Not in Armed Forces	214	7	3%	207	97%	0	0%	3	1%	29	14%	175	82%	204	95%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	3	1%	211	99%	0	0%	1	0%	29	14%	181	85%	210	98%
Female	105	1	1%	104	99%	0	0%	1	1%	14	13%	89	85%	103	98%
Male	109	2	2%	107	98%	0	0%	0	0%	15	14%	92	84%	107	98%
General Education Students	194	2	1%	192	99%	0	0%	0	0%	22	11%	170	88%	192	99%
Students with Disabilities	20	1	5%	19	95%	0	0%	1	5%	7	35%	11	55%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	0	0%	5	20%	20	80%	25	100%
Black or African American	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Hispanic or Latino	15	1	7%	14	93%	0	0%	0	0%	2	13%	12	80%	14	93%
White	153	2	1%	151	99%	0	0%	0	0%	18	12%	133	87%	151	99%
Multiracial	12	0	0%	12	100%	0	0%	0	0%	0	0%	12	100%	12	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Not Economically Disadvantaged	206	3	1%	203	99%	0	0%	1	0%	27	13%	175	85%	202	98%
English Language Learner	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	2	–	211	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	3	1%	211	99%	0	0%	1	0%	29	14%	181	85%	210	98%
Not Homeless	214	3	1%	211	99%	0	0%	1	0%	29	14%	181	85%	210	98%
Not Migrant	214	3	1%	211	99%	0	0%	1	0%	29	14%	181	85%	210	98%
Parent Not in Armed Forces	214	3	1%	211	99%	0	0%	1	0%	29	14%	181	85%	210	98%

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	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 11	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 12	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

	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%

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	214	211	99%	163	76%	47	22%	1	0%	0	0%	2	1%	0	0%	1	0%
Female	105	104	99%	82	78%	21	20%	1	1%	0	0%	1	1%	0	0%	0	0%
Male	109	107	98%	81	74%	26	24%	0	0%	0	0%	1	1%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	194	192	99%	160	82%	32	16%	0	0%	0	0%	1	1%	0	0%	1	1%
Students with Disabilities	20	19	95%	3	15%	15	75%	1	5%	0	0%	1	5%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	25	100%	20	80%	5	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	9	9	100%	4	44%	4	44%	1	11%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	14	93%	11	73%	3	20%	0	0%	0	0%	0	0%	0	0%	1	7%
White	153	151	99%	119	78%	32	21%	0	0%	0	0%	2	1%	0	0%	0	0%
Multiracial	12	12	100%	9	75%	3	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	8	8	100%	6	75%	2	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	206	203	99%	157	76%	45	22%	1	0%	0	0%	2	1%	0	0%	1	0%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	214	211	99%	163	76%	47	22%	1	0%	0	0%	2	1%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	214	211	99%	163	76%	47	22%	1	0%	0	0%	2	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	214	211	99%	163	76%	47	22%	1	0%	0	0%	2	1%	0	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	214	211	99%	163	76%	47	22%	1	0%	0	0%	2	1%	0	0%	1	0%

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Pittsford Schools

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Michael Vespi
Assistant Superintendent for Business

Date: April 30, 2026

To: Shana Cutaia, Superintendent of Schools

From: Michael Vespi, Assistant Superintendent for Business

Re: Exemption Reporting Requirement

Chapter 258 of the Laws of 2008 was signed into law by Governor David A. Paterson on July 7, 2008 and took effect 90 days after that date. This law adds Section 495 to the Real Property Tax Law, requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report showing how much of the total assessed value on the applicable final assessment roll or rolls are exempt from taxation.

Therefore, according to state directive, §495 has been appended to the Budget Statement.

Pittsford Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year*
Total Budgeted Amount, Not Including Separate Propositions	$168,218,102	$176,522,427	$173,361,702
Increase/Decrease for the 2026-27 School Year		$8,304,325	$5,143,600
Percentage Increase/Decrease in Proposed Budget		4.94%	3.1%
Change in the Consumer Price Index		2.1%	
A. Proposed Levy to Support the Total Budgeted Amount	$117,659,555	$120,820,280	
B. Levy to Support Library Debt, if Applicable	$0	$0	
C. Levy for Non-Excludable Propositions, if Applicable **	$0	$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	$0	$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	$117,659,555	$120,820,280	$117,659,555
F. Total Permissible Exclusions	$2,750,853	$2,990,681	
G. School Tax Levy Limit, **Excluding** Levy for Permissible Exclusions	$114,908,702	$117,829,599	
H. Total Proposed School Year Tax Levy, **Excluding** Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	$114,908,702	$117,829,599	
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	$0	$0	
Administrative Component	$16,033,284	$16,386,173	$15,949,277
Program Component	$130,667,886	$135,808,609	$134,858,068
Capital Component	$21,516,932	$24,327,645	$22,554,357

** All non-contingent codes were eliminated from the budget as they are not allowed. We also eliminated all technology purchases for 1:1 devices made through BOCES and plan to delay them if the budget is defeated. The District also eliminated transfers to the capital fund for the purchase of new Outlay and possible large equipment replacement.*

Under the Budget Proposed for the 2026-27 School Year

Estimated Basic STAR Exemption Savings[1]	$605

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Pittsford Central School District, Monroe County, New York, will be held at Calkins Road Middle School in said district on Tuesday, May 19, 2026 between the hours of 7:00 am and 9:00 pm, prevailing time in the Calkins Road Middle School Gymnasium, at which time the polls will be opened to vote by voting ballot or machine.

[1] The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

*** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)*

Description	Amount
Capital Reserve Fund – Purchase of Buses (9)	$1,635,242
Capital Reserve Fund – Purchase of EV Buses (2)	$941,222
Capital Reserve Fund – Instructional Tech Res 1:1 purchases	$850,000
Capital Improvement – Wayfinding Signage System	$875,000

Total Assessed Value 3,411,175,008
Uniform Percentage 51.00

Equalized Total Assessed Value 6,688,578,447

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	2,568,627	0.04
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	374,902	0.01
13100	CO - GENERALLY	RPTL 406(1)	14	31,069,606	0.46
13500	TOWN - GENERALLY	RPTL 406(1)	178	21,157,058	0.32
13510	TOWN - CEMETERY LAND	RPTL 446	1	77,843	0.00
13650	VG - GENERALLY	RPTL 406(1)	1	191,176	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	36,275	0.00
13800	SCHOOL DISTRICT	RPTL 408	9	211,839,411	3.17
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	116,471	0.00
14100	USA - GENERALLY	RPTL 400(1)	1	2,264,706	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	2,021,961	0.03
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	22,652,157	0.34
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	31	340,116,083	5.09
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	10,510,393	0.16
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	18,665,098	0.28
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	57,017,647	0.85
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	9	4,281,177	0.06
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	6,862,745	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	5,627,255	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	949,019	0.01
41400	CLERGY	RPTL 460	8	23,528	0.00
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	62	3,677,961	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	35	4,887,844	0.07
41804	PERSONS AGE 65 OR OVER	RPTL 467	107	15,588,169	0.23
41834	ENHANCED STAR	RPTL 425	793	78,434,355	1.17
41854	BASIC STAR 1999-2000	RPTL 425	1,811	62,517,109	0.93
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	588,432	0.01
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	948,470	0.01

Total Assessed Value 3,411,175,008
Uniform Percentage 51.00

Equalized Total Assessed Value 6,688,578,447

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	154,118	0.00
Total Exemptions Exclusive of System Exemptions:			**3,101**	**905,219,596**	**13.53**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**3,101**	**905,219,596**	**13.53**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	7	30,489,215	6.65
13650	VG - GENERALLY	RPTL 406(1)	2	2,258,627	0.49
13800	SCHOOL DISTRICT	RPTL 408	1	21,591,373	4.71
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	695,882	0.15
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	19,457,451	4.24
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	475,490	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	4,767,450	1.04
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	8	317,471	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	101,176	0.02
41804	PERSONS AGE 65 OR OVER	RPTL 467	11	1,657,441	0.36
41834	ENHANCED STAR	RPTL 425	54	5,355,504	1.17
41854	BASIC STAR 1999-2000	RPTL 425	97	3,351,253	0.73
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	150,294	0.03
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	680,177	0.15
Total Exemptions Exclusive of System Exemptions:			**195**	**91,348,804**	**19.92**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**195**	**91,348,804**	**19.92**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Total Assessed Value 29,229,862
Uniform Percentage 68.00

Equalized Total Assessed Value 42,985,091

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	6,718,529	15.63
Total Exemptions Exclusive of System Exemptions:			**1**	**6,718,529**	**15.63**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**1**	**6,718,529**	**15.63**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Total Assessed Value 1,187,602,202
Uniform Percentage 100.00

Equalized Total Assessed Value 1,187,602,202

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	1,224,000	0.10
13100	CO - GENERALLY	RPTL 406(1)	1	10,239,900	0.86
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,725,400	0.15
13510	TOWN - CEMETERY LAND	RPTL 446	2	78,100	0.01
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	2,375,400	0.20
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	4,845,500	0.41
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	465,000	0.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	3,379,400	0.28
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	1,235,600	0.10
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	3,604,800	0.30
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	1	2,647,900	0.22
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	2,346,300	0.20
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	22,782,400	1.92
41400	CLERGY	RPTL 460	2	3,000	0.00
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	7	329,400	0.03
41804	PERSONS AGE 65 OR OVER	RPTL 467	37	6,296,150	0.53
41834	ENHANCED STAR	RPTL 425	162	14,337,000	1.21
41854	BASIC STAR 1999-2000	RPTL 425	385	11,550,000	0.97
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	770,500	0.06
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	6	284,150	0.02
Total Exemptions Exclusive of System Exemptions:			**631**	**90,519,900**	**7.62**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**631**	**90,519,900**	**7.62**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Total Assessed Value 203,314,079
Uniform Percentage 53.00

Equalized Total Assessed Value 383,611,470

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	4,717	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,015,849	0.26
13800	SCHOOL DISTRICT	RPTL 408	2	6,806,604	1.77
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	3,947,358	1.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	3,301,887	0.86
18180	UDC OWNED NON-HOUSING PROJECT	MC K UCON L 6272	1	16,867,925	4.40
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	47,033,358	12.26
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	376,792	0.10
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	2	149,471	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	471,510	0.12
41804	PERSONS AGE 65 OR OVER	RPTL 467	8	701,670	0.18
41834	ENHANCED STAR	RPTL 425	31	3,054,368	0.80
41854	BASIC STAR 1999-2000	RPTL 425	64	2,272,576	0.59
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	131,698	0.03
Total Exemptions Exclusive of System Exemptions:			**121**	**86,135,783**	**22.45**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**121**	**86,135,783**	**22.45**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Total Assessed Value 74,479,565
Uniform Percentage 56.00

Equalized Total Assessed Value 132,999,223

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	346,429	0.26
13800	SCHOOL DISTRICT	RPTL 408	1	180,357	0.14
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	251,071	0.19
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	1	49,154	0.04
41700	AGRICULTURAL BUILDING	RPTL 483	1	71,429	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	15	3,012,581	2.27
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	92,500	0.07
41834	ENHANCED STAR	RPTL 425	17	1,638,987	1.23
41854	BASIC STAR 1999-2000	RPTL 425	20	653,580	0.49
Total Exemptions Exclusive of System Exemptions:			**58**	**6,296,088**	**4.73**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**58**	**6,296,088**	**4.73**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System
County of Ontario
Town of Victor
SWIS Code - 324889

Assessor's Report - 2026 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/4/2026 08:03:58
Total Assessed Value 56,809,954
Uniform Percentage 63.00

Equalized Total Assessed Value 90,174,530

School District - 264601 Pittsford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	1,146,032	1.27
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	1,390,476	1.54
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	947,619	1.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	180,159	0.20
41806	PERSONS AGE 65 OR OVER	RPTL 467	2	693,651	0.77
41834	ENHANCED STAR	RPTL 425	9	847,143	0.94
41854	BASIC STAR 1999-2000	RPTL 425	10	319,050	0.35
Total Exemptions Exclusive of System Exemptions:			**25**	**5,524,130**	**6.13**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**25**	**5,524,130**	**6.13**

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

RP-495 PILOT (9/08)

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

(for local use only -- not to be filed with NYS Department of Taxation & Finance - Office of Real Property Tax Services)

Date: May 4, 2026

Taxing Jurisdiction: Town of Perinton

Fiscal Year Begining: 2026-27

Total equalized value in taxing jurisdiction: $ 3,264,450

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes(PILOTs) Column E)
PILOT	Assessed Value Exempt Amount	RP-495-PILOT		$93,469.08