

SEAFORD SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

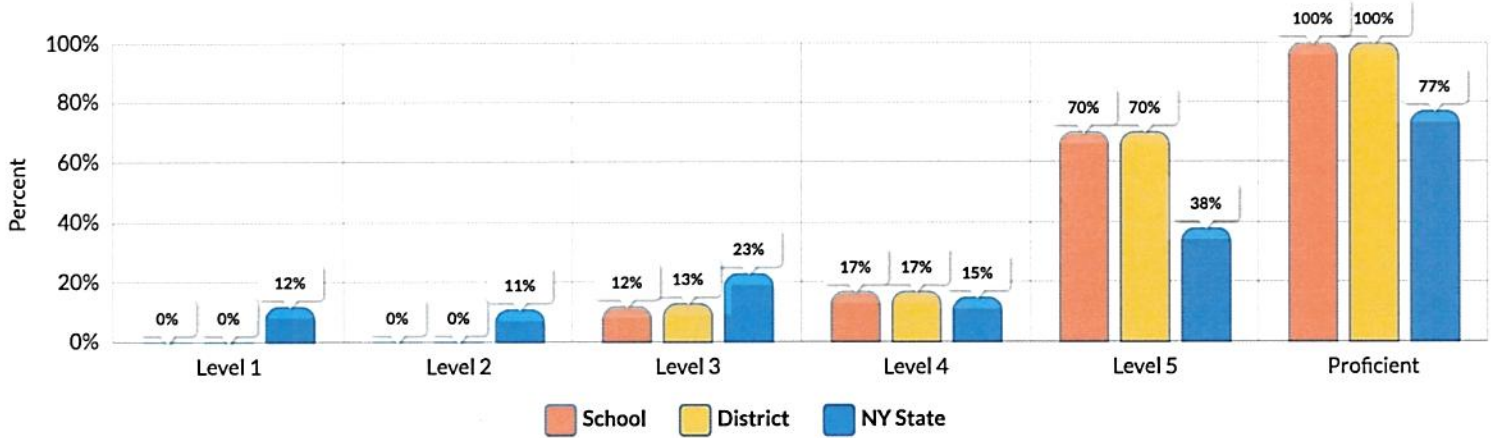
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%
Female	82	0	0%	0	0%	7	9%	15	18%	60	73%	82	100%
Male	90	0	0%	0	0%	14	16%	15	17%	61	68%	90	100%
General Education Students	146	0	0%	0	0%	12	8%	24	16%	110	75%	146	100%
Students with Disabilities	26	0	0%	0	0%	9	35%	6	23%	11	42%	26	100%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	0	0%	2	10%	6	29%	13	62%	21	100%
White	136	0	0%	0	0%	14	10%	22	16%	100	74%	136	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Economically Disadvantaged	28	0	0%	0	0%	7	25%	7	25%	14	50%	28	100%
Not Economically Disadvantaged	144	0	0%	0	0%	14	10%	23	16%	107	74%	144	100%
Non-English Language Learner	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%
Not in Foster Care	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%
Not Homeless	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%
Not Migrant	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%
Parent Not in Armed Forces	172	0	0%	0	0%	21	12%	30	17%	121	70%	172	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	4	3%	13	10%	64	52%	30	24%	13	10%	107	86%
Female	45	1	2%	6	13%	18	40%	12	27%	8	18%	38	84%
Male	79	3	4%	7	9%	46	58%	18	23%	5	6%	69	87%
General Education Students	93	1	1%	2	2%	50	54%	27	29%	13	14%	90	97%
Students with Disabilities	31	3	10%	11	35%	14	45%	3	10%	0	0%	17	55%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Hispanic or Latino	19	1	5%	5	26%	11	58%	2	11%	0	0%	13	68%
White	99	3	3%	8	8%	50	51%	27	27%	11	11%	88	89%
Economically Disadvantaged	27	2	7%	4	15%	13	48%	5	19%	3	11%	21	78%
Not Economically Disadvantaged	97	2	2%	9	9%	51	53%	25	26%	10	10%	86	89%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	121	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	124	4	3%	13	10%	64	52%	30	24%	13	10%	107	86%
Not Homeless	124	4	3%	13	10%	64	52%	30	24%	13	10%	107	86%
Not Migrant	124	4	3%	13	10%	64	52%	30	24%	13	10%	107	86%
Parent Not in Armed Forces	124	4	3%	13	10%	64	52%	30	24%	13	10%	107	86%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%
Female	95	17	18%	17	18%	31	33%	15	16%	15	16%	61	64%
Male	82	13	16%	15	18%	31	38%	8	10%	15	18%	54	66%
General Education Students	164	23	14%	29	18%	59	36%	23	14%	30	18%	112	68%
Students with Disabilities	13	7	54%	3	23%	3	23%	0	0%	0	0%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	1	13%	2	25%	1	13%	3	38%	6	75%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	3	14%	4	19%	8	38%	2	10%	4	19%	14	67%
White	141	23	16%	26	18%	51	36%	20	14%	21	15%	92	65%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	3	43%	1	14%	1	14%	0	0%	2	29%	3	43%
Economically Disadvantaged	33	11	33%	6	18%	8	24%	2	6%	6	18%	16	48%
Not Economically Disadvantaged	144	19	13%	26	18%	54	38%	21	15%	24	17%	99	69%
Non-English Language Learner	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%
Not in Foster Care	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%
Not Homeless	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%
Not Migrant	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%
Parent Not in Armed Forces	177	30	17%	32	18%	62	35%	23	13%	30	17%	115	65%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	13	9%	24	17%	65	45%	26	18%	17	12%	108	74%
Female	69	8	12%	13	19%	27	39%	12	17%	9	13%	48	70%
Male	76	5	7%	11	14%	38	50%	14	18%	8	11%	60	79%
General Education Students	136	12	9%	23	17%	60	44%	25	18%	16	12%	101	74%
Students with Disabilities	9	1	11%	1	11%	5	56%	1	11%	1	11%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	1	7%	6	40%	5	33%	3	20%	0	0%	8	53%
White	116	11	9%	16	14%	55	47%	20	17%	14	12%	89	77%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	2	14%	5	36%	3	21%	3	21%	11	79%
Economically Disadvantaged	22	1	5%	5	23%	8	36%	6	27%	2	9%	16	73%
Not Economically Disadvantaged	123	12	10%	19	15%	57	46%	20	16%	15	12%	92	75%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	144	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	145	13	9%	24	17%	65	45%	26	18%	17	12%	108	74%
Not Homeless	145	13	9%	24	17%	65	45%	26	18%	17	12%	108	74%
Not Migrant	145	13	9%	24	17%	65	45%	26	18%	17	12%	108	74%
Parent Not in Armed Forces	145	13	9%	24	17%	65	45%	26	18%	17	12%	108	74%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	12	3	25%	2	17%	3	25%	4	33%	7	58%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	8	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	12	3	25%	2	17%	3	25%	4	33%	7	58%
General Education Students	10	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	3	25%	2	17%	3	25%	4	33%	7	58%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	8	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	10	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	12	3	25%	2	17%	3	25%	4	33%	7	58%
Not Homeless	12	3	25%	2	17%	3	25%	4	33%	7	58%
Not Migrant	12	3	25%	2	17%	3	25%	4	33%	7	58%
Parent Not in Armed Forces	12	3	25%	2	17%	3	25%	4	33%	7	58%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	164	18	11%	19	12%	55	34%	72	44%	127	77%
Female	71	11	15%	6	8%	16	23%	38	54%	54	76%
Male	93	7	8%	13	14%	39	42%	34	37%	73	78%
General Education Students	135	5	4%	10	7%	49	36%	71	53%	120	89%
Students with Disabilities	29	13	45%	9	31%	6	21%	1	3%	7	24%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	3	14%	5	23%	8	36%	6	27%	14	64%
White	132	14	11%	14	11%	43	33%	61	46%	104	79%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	4	40%	5	50%	9	90%
Economically Disadvantaged	26	6	23%	4	15%	9	35%	7	27%	16	62%
Not Economically Disadvantaged	138	12	9%	15	11%	46	33%	65	47%	111	80%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	162	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	164	18	11%	19	12%	55	34%	72	44%	127	77%
Not Homeless	164	18	11%	19	12%	55	34%	72	44%	127	77%
Not Migrant	164	18	11%	19	12%	55	34%	72	44%	127	77%
Parent Not in Armed Forces	164	18	11%	19	12%	55	34%	72	44%	127	77%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	121	0	0%	22	18%	74	61%	25	21%	99	82%
Female	68	0	0%	13	19%	40	59%	15	22%	55	81%
Male	53	0	0%	9	17%	34	64%	10	19%	44	83%
General Education Students	118	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	4	29%	8	57%	2	14%	10	71%
White	97	0	0%	16	16%	60	62%	21	22%	81	84%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	22	0	0%	7	32%	9	41%	6	27%	15	68%
Not Economically Disadvantaged	99	0	0%	15	15%	65	66%	19	19%	84	85%
Non-English Language Learner	121	0	0%	22	18%	74	61%	25	21%	99	82%
Not in Foster Care	121	0	0%	22	18%	74	61%	25	21%	99	82%
Not Homeless	121	0	0%	22	18%	74	61%	25	21%	99	82%
Not Migrant	121	0	0%	22	18%	74	61%	25	21%	99	82%
Parent Not in Armed Forces	121	0	0%	22	18%	74	61%	25	21%	99	82%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	58	13	22%	13	22%	30	52%	2	3%	32	55%
Female	22	5	23%	3	14%	12	55%	2	9%	14	64%
Male	36	8	22%	10	28%	18	50%	0	0%	18	50%
General Education Students	56	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	49	11	22%	10	20%	26	53%	2	4%	28	57%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	3	33%	4	44%	0	0%	4	44%
Economically Disadvantaged	6	2	33%	1	17%	3	50%	0	0%	3	50%
Not Economically Disadvantaged	52	11	21%	12	23%	27	52%	2	4%	29	56%
Non-English Language Learner	58	13	22%	13	22%	30	52%	2	3%	32	55%
Not in Foster Care	58	13	22%	13	22%	30	52%	2	3%	32	55%
Not Homeless	58	13	22%	13	22%	30	52%	2	3%	32	55%
Not Migrant	58	13	22%	13	22%	30	52%	2	3%	32	55%
Parent Not in Armed Forces	58	13	22%	13	22%	30	52%	2	3%	32	55%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	160	1	1%	11	7%	39	24%	37	23%	72	45%	148	93%
Female	81	0	0%	4	5%	20	25%	17	21%	40	49%	77	95%
Male	79	1	1%	7	9%	19	24%	20	25%	32	41%	71	90%
General Education Students	144	1	1%	5	3%	34	24%	32	22%	72	50%	138	96%
Students with Disabilities	16	0	0%	6	38%	5	31%	5	31%	0	0%	10	63%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	0	0%	3	16%	4	21%	7	37%	5	26%	16	84%
White	127	1	1%	7	6%	33	26%	28	22%	58	46%	119	94%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	35	0	0%	5	14%	12	34%	6	17%	12	34%	30	86%
Not Economically Disadvantaged	125	1	1%	6	5%	27	22%	31	25%	60	48%	118	94%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	157	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	160	1	1%	11	7%	39	24%	37	23%	72	45%	148	93%
Not Homeless	160	1	1%	11	7%	39	24%	37	23%	72	45%	148	93%
Not Migrant	160	1	1%	11	7%	39	24%	37	23%	72	45%	148	93%
Parent Not in Armed Forces	160	1	1%	11	7%	39	24%	37	23%	72	45%	148	93%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%
Female	80	1	1%	3	4%	17	21%	28	35%	31	39%	76	95%
Male	88	0	0%	4	5%	13	15%	37	42%	34	39%	84	95%
General Education Students	143	0	0%	3	2%	21	15%	56	39%	63	44%	140	98%
Students with Disabilities	25	1	4%	4	16%	9	36%	9	36%	2	8%	20	80%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	2	29%	3	43%	2	29%	7	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	1	5%	1	5%	3	14%	9	43%	7	33%	19	90%
White	135	0	0%	6	4%	24	18%	51	38%	54	40%	129	96%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	25	1	4%	1	4%	6	24%	10	40%	7	28%	23	92%
Not Economically Disadvantaged	143	0	0%	6	4%	24	17%	55	38%	58	41%	137	96%
Non-English Language Learner	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%
Not in Foster Care	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%
Not Homeless	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%
Not Migrant	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%
Parent Not in Armed Forces	168	1	1%	7	4%	30	18%	65	39%	65	39%	160	95%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
Black or African American	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

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

2019 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	170	7	4%	163	96%	1	1%	6	4%	34	20%	122	72%	156	92%
Female	85	5	6%	80	94%	0	0%	2	2%	12	14%	66	78%	78	92%
Male	85	2	2%	83	98%	1	1%	4	5%	22	26%	56	66%	78	92%
General Education Students	145	5	3%	140	97%	0	0%	2	1%	25	17%	113	78%	138	95%
Students with Disabilities	25	2	8%	23	92%	1	4%	4	16%	9	36%	9	36%	18	72%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	—	16	—	—	—	—	—	—	—	—	—	—	—
White	149	5	3%	144	97%	1	1%	4	3%	31	21%	108	72%	139	93%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	2	10%	19	90%	0	0%	2	10%	3	14%	14	67%	17	81%
Economically Disadvantaged	24	3	13%	21	88%	0	0%	1	4%	9	38%	11	46%	20	83%
Not Economically Disadvantaged	146	4	3%	142	97%	1	1%	5	3%	25	17%	111	76%	136	93%
Non-English Language Learner	170	7	4%	163	96%	1	1%	6	4%	34	20%	122	72%	156	92%
Not in Foster Care	170	7	4%	163	96%	1	1%	6	4%	34	20%	122	72%	156	92%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	6	—	162	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	7	4%	163	96%	1	1%	6	4%	34	20%	122	72%	156	92%
Parent Not in Armed Forces	170	7	4%	163	96%	1	1%	6	4%	34	20%	122	72%	156	92%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

2019 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	170	22	13%	148	87%	6	4%	22	13%	62	36%	58	34%	120	71%
Female	85	10	12%	75	88%	4	5%	13	15%	28	33%	30	35%	58	68%
Male	85	12	14%	73	86%	2	2%	9	11%	34	40%	28	33%	62	73%
General Education Students	145	9	6%	136	94%	6	4%	20	14%	53	37%	57	39%	110	76%
Students with Disabilities	25	13	52%	12	48%	0	0%	2	8%	9	36%	1	4%	10	40%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	—	17	—	—	—	—	—	—	—	—	—	—	—
White	149	21	14%	128	86%	4	3%	20	13%	53	36%	51	34%	104	70%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	1	5%	20	95%	2	10%	2	10%	9	43%	7	33%	16	76%
Economically Disadvantaged	24	4	17%	20	83%	0	0%	6	25%	8	33%	6	25%	14	58%
Not Economically Disadvantaged	146	18	12%	128	88%	6	4%	16	11%	54	37%	52	36%	106	73%
Non-English Language Learner	170	22	13%	148	87%	6	4%	22	13%	62	36%	58	34%	120	71%
Not in Foster Care	170	22	13%	148	87%	6	4%	22	13%	62	36%	58	34%	120	71%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	22	—	146	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	22	13%	148	87%	6	4%	22	13%	62	36%	58	34%	120	71%
Parent Not in Armed Forces	170	22	13%	148	87%	6	4%	22	13%	62	36%	58	34%	120	71%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	169	22	13	147	87
Female	85	10	12	75	88
Male	84	12	14	72	86
General Education Students	144	9	6	135	94
Students with Disabilities	25	13	52	12	48
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	1	50	1	50
Hispanic or Latino	16	0	0	16	100
White	149	21	14	128	86
Multiracial	1	0	0	1	100
Economically Disadvantaged	24	4	17	20	83
Not Economically Disadvantaged	145	18	12	127	88
Non-English Language Learner	169	22	13	147	87
Not in Foster Care	169	22	13	147	87
Homeless	2	0	0	2	100
Not Homeless	167	22	13	145	87
Not Migrant	169	22	13	147	87
Parent Not in Armed Forces	169	22	13	147	87

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	170	36	21%	134	79%	7	4%	13	8%	46	27%	68	40%	114	67%
Female	85	15	18%	70	82%	5	6%	7	8%	27	32%	31	36%	58	68%
Male	85	21	25%	64	75%	2	2%	6	7%	19	22%	37	44%	56	66%
General Education Students	145	16	11%	129	89%	7	5%	10	7%	46	32%	66	46%	112	77%
Students with Disabilities	25	20	80%	5	20%	0	0%	3	12%	0	0%	2	8%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	—	15	—	—	—	—	—	—	—	—	—	—	—
White	149	33	22%	116	78%	4	3%	11	7%	42	28%	59	40%	101	68%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	3	14%	18	86%	3	14%	2	10%	4	19%	9	43%	13	62%
Economically Disadvantaged	24	8	33%	16	67%	2	8%	3	13%	6	25%	5	21%	11	46%
Not Economically Disadvantaged	146	28	19%	118	81%	5	3%	10	7%	40	27%	63	43%	103	71%
Non-English Language Learner	170	36	21%	134	79%	7	4%	13	8%	46	27%	68	40%	114	67%
Not in Foster Care	170	36	21%	134	79%	7	4%	13	8%	46	27%	68	40%	114	67%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	36	—	132	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	36	21%	134	79%	7	4%	13	8%	46	27%	68	40%	114	67%
Parent Not in Armed Forces	170	36	21%	134	79%	7	4%	13	8%	46	27%	68	40%	114	67%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	169	35	21	134	79
Female	85	15	18	70	82
Male	84	20	24	64	76
General Education Students	145	16	11	129	89
Students with Disabilities	24	19	79	5	21
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	1	50	1	50
Hispanic or Latino	17	2	12	15	88
White	148	32	22	116	78
Multiracial	1	0	0	1	100
Economically Disadvantaged	23	7	30	16	70
Not Economically Disadvantaged	146	28	19	118	81
Non-English Language Learner	169	35	21	134	79
Not in Foster Care	169	35	21	134	79
Homeless	2	0	0	2	100
Not Homeless	167	35	21	132	79
Not Migrant	169	35	21	134	79
Parent Not in Armed Forces	169	35	21	134	79

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

2019 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	170	128	75%	42	25%	0	0%	0	0%	42	25%	0	0%	42	25%
Female	85	64	75%	21	25%	0	0%	0	0%	21	25%	0	0%	21	25%
Male	85	64	75%	21	25%	0	0%	0	0%	21	25%	0	0%	21	25%
General Education Students	145	103	71%	42	29%	0	0%	0	0%	42	29%	0	0%	42	29%
Students with Disabilities	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	14	—	3	—	—	—	—	—	—	—	—	—	—	—
White	149	111	74%	38	26%	0	0%	0	0%	38	26%	0	0%	38	26%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	17	81%	4	19%	0	0%	0	0%	4	19%	0	0%	4	19%
Economically Disadvantaged	24	23	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	146	105	72%	41	28%	0	0%	0	0%	41	28%	0	0%	41	28%
Non-English Language Learner	170	128	75%	42	25%	0	0%	0	0%	42	25%	0	0%	42	25%
Not in Foster Care	170	128	75%	42	25%	0	0%	0	0%	42	25%	0	0%	42	25%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	126	—	42	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	128	75%	42	25%	0	0%	0	0%	42	25%	0	0%	42	25%
Parent Not in Armed Forces	170	128	75%	42	25%	0	0%	0	0%	42	25%	0	0%	42	25%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	97	57	59	40	41
Female	46	26	57	20	43
Male	51	31	61	20	39
General Education Students	88	48	55	40	45
Students with Disabilities	9	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	7	4	57	3	43
White	86	50	58	36	42
Multiracial	1	0	0	1	100
Economically Disadvantaged	8	7	88	1	13
Not Economically Disadvantaged	89	50	56	39	44
Non-English Language Learner	97	57	59	40	41
Not in Foster Care	97	57	59	40	41
Homeless	1	1	100	0	0
Not Homeless	96	56	58	40	42
Not Migrant	97	57	59	40	41
Parent Not in Armed Forces	97	57	59	40	41

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

2019 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	170	136	80%	34	20%	2	1%	0	0%	31	18%	1	1%	32	19%
Female	85	66	78%	19	22%	1	1%	0	0%	17	20%	1	1%	18	21%
Male	85	70	82%	15	18%	1	1%	0	0%	14	16%	0	0%	14	16%
General Education Students	145	111	77%	34	23%	2	1%	0	0%	31	21%	1	1%	32	22%
Students with Disabilities	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	13	—	4	—	—	—	—	—	—	—	—	—	—	—
White	149	121	81%	28	19%	0	0%	0	0%	27	18%	1	1%	28	19%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	15	71%	6	29%	2	10%	0	0%	4	19%	0	0%	4	19%
Economically Disadvantaged	24	23	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	146	113	77%	33	23%	2	1%	0	0%	30	21%	1	1%	31	21%
Non-English Language Learner	170	136	80%	34	20%	2	1%	0	0%	31	18%	1	1%	32	19%
Not in Foster Care	170	136	80%	34	20%	2	1%	0	0%	31	18%	1	1%	32	19%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	134	—	34	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	136	80%	34	20%	2	1%	0	0%	31	18%	1	1%	32	19%
Parent Not in Armed Forces	170	136	80%	34	20%	2	1%	0	0%	31	18%	1	1%	32	19%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	76	21	28%	1	1	100%
THIS DISTRICT	217	40	18%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	68	1	1%
THIS DISTRICT	192	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	170	166	98%	143	84%	23	14%	0	0%	0	0%	4	2%	0	0%	0	0%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	168	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	170	166	98%	143	84%	23	14%	0	0%	0	0%	4	2%	0	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	170	166	98%	143	84%	23	14%	0	0%	0	0%	4	2%	0	0%	0	0%

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