

TOWN OF WEBB UFSD - 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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	3	3	–	2
English Language Learner	–	–	–	–
Students with Disabilities	3	4	–	2
Economically Disadvantaged	3	4	–	1

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	99	120.7	3
	Math	100	147	
	Combined	199	133.9	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	95	122.1	3
	Math	96	147.9	
	Combined	191	135.1	
Students with Disabilities	ELA	22	59.1	3
	Math	22	102.3	
	Combined	44	80.7	
Economically Disadvantaged	ELA	54	102.8	3
	Math	55	141.8	
	Combined	109	122.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	99	120.7	3
	Math	100	147	
	Combined	199	133.9	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	95	122.1	3
	Math	96	147.9	
	Combined	191	135.1	
Students with Disabilities	ELA	22	59.1	4
	Math	22	102.3	
	Combined	44	80.7	
Economically Disadvantaged	ELA	54	102.8	4
	Math	55	141.8	
	Combined	109	122.5	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	137	42	30.7%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	4	—	—	—
Multiracial	2	—	—	—
White	131	41	31.3%	2
English Language Learner	—	—	—	—
Students with Disabilities	35	13	37.1%	2
Economically Disadvantaged	73	30	41.1%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	100	99%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	3	—
Multiracial	—	1	—
White	✓	96	99%
English Language Learner	—	0	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	55	98.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	100	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	3	—
Multiracial	—	1	—
White	✓	96	100%
English Language Learner	—	0	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	55	100%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	4	4	4	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	–

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	19	207.9	179	4
	Math	10	125		
	Science	12	216.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Black or African American	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	17	205.9	180.2	4
	Math	8	131.3		
	Science	10	215		
Students with Disabilities	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	19	207.9	138.7	4
	Math	19	65.8		
	Science	18	144.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	17	205.9	134	4
	Math	17	61.8		
	Science	16	134.4		
Students with Disabilities	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	20	–	–	100%	4
	5-year	32	32	100%		
	6-year	24	–	–		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Black or African American	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
White	4-year	20	19	95%	98.3%	4
	5-year	29	29	100%		
	6-year	23	23	100%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	4	–	–	–	–
	5-year	3	–	–		
	6-year	1	–	–		
Economically Disadvantaged	4-year	8	–	–	–	–
	5-year	13	–	–		
	6-year	11	–	–		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	87	31	35.6%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	83	29	34.9%	2
English Language Learner	–	–	–	–
Students with Disabilities	13	–	–	–
Economically Disadvantaged	26	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	19	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	1	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	–	17	–
English Language Learner	–	0	–
Students with Disabilities	–	2	–
Economically Disadvantaged	–	0	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	19	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	1	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	–	17	–
English Language Learner	–	0	–
Students with Disabilities	–	2	–
Economically Disadvantaged	–	0	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Grade 4	15	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Grade 5	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Grade 6	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Grade 7	21	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Grade 8	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Grades 3-8	100	3	3%	97	97%	29	30%	30	31%	19	20%	19	20%	38	39%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Female	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Male	11	0	0%	11	100%	8	73%	3	27%	0	0%	0	0%	0	0%
General Education Students	13	0	0%	13	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	15	1	7%	14	93%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Economically Disadvantaged	11	1	9%	10	91%	6	60%	4	40%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Not in Foster Care	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Not Homeless	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Not Migrant	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	17	1	6%	16	94%	12	75%	4	25%	0	0%	0	0%	0	0%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Female	5	0%	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Male	10	0%	0	0%	10	100%	5	50%	4	40%	1	10%	0	0%	1	10%
General Education Students	11	0%	0	0%	11	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0%	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Economically Disadvantaged	10	0%	0	0%	10	100%	5	50%	5	50%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	5	0%	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
Non-English Language Learner	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Not in Foster Care	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Not Homeless	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Not Migrant	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%
Parent Not in Armed Forces	15	0%	0	0%	15	100%	7	47%	6	40%	2	13%	0	0%	2	13%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Female	8	0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Male	7	0	0%	7	100%	1	14%	4	57%	1	14%	1	14%	2	29%
General Education Students	13	0	0%	13	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Economically Disadvantaged	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Not Economically Disadvantaged	9	0	0%	9	100%	0	0%	3	33%	4	44%	2	22%	6	67%
Non-English Language Learner	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Not in Foster Care	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Not Homeless	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Not Migrant	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%
Parent Not in Armed Forces	15	0	0%	15	100%	1	7%	5	33%	6	40%	3	20%	9	60%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Female	10	0	0%	10	100%	0	0%	3	30%	2	20%	5	50%	7	70%
Male	9	1	11%	8	89%	3	38%	2	25%	1	13%	2	25%	3	38%
General Education Students	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	18	1	6%	17	94%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Economically Disadvantaged	13	1	8%	12	92%	3	25%	4	33%	3	25%	2	17%	5	42%
Not Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	0	0%	5	83%	5	83%
Non-English Language Learner	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Not in Foster Care	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Not Homeless	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Not Migrant	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%
Parent Not in Armed Forces	19	1	5%	18	95%	3	17%	5	28%	3	17%	7	39%	10	56%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Female	13	0%	0	0%	13	100%	1	8%	5	38%	3	23%	4	31%	7	54%
Male	8	0%	0	0%	8	100%	3	38%	4	50%	1	13%	0	0%	1	13%
General Education Students	15	0%	0	0%	15	100%	0	0%	7	47%	4	27%	4	27%	8	53%
Students with Disabilities	6	0%	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
White	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Economically Disadvantaged	10	0%	0	0%	10	100%	2	20%	5	50%	0	0%	3	30%	3	30%
Not Economically Disadvantaged	11	0%	0	0%	11	100%	2	18%	4	36%	4	36%	1	9%	5	45%
Non-English Language Learner	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Not in Foster Care	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Not Homeless	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Not Migrant	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%
Parent Not in Armed Forces	21	0%	0	0%	21	100%	4	19%	9	43%	4	19%	4	19%	8	38%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Female	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Male	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
General Education Students	12	1	8%	11	92%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Economically Disadvantaged	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Not in Foster Care	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Not Homeless	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Not Migrant	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%
Parent Not in Armed Forces	13	1	8%	12	92%	2	17%	1	8%	4	33%	5	42%	9	75%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Grade 4	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Grade 5	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Grade 6	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Combined 6	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Grade 7	21	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Combined 7	21	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Grade 8	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Combined 8	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Grades 3-8	100	2	2%	98	98%	14	14%	30	31%	43	44%	11	11%	54	55%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Female	6	1	17%	5	83%	2	40%	2	40%	1	20%	0	0%	1	20%
Male	11	0	0%	11	100%	1	9%	7	64%	3	27%	0	0%	3	27%
General Education Students	13	0	0%	13	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	15	1	7%	14	93%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Economically Disadvantaged	11	1	9%	10	91%	2	20%	4	40%	4	40%	0	0%	4	40%
Not Economically Disadvantaged	6	0	0%	6	100%	1	17%	5	83%	0	0%	0	0%	0	0%
Non-English Language Learner	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Not in Foster Care	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Not Homeless	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Not Migrant	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%
Parent Not in Armed Forces	17	1	6%	16	94%	3	19%	9	56%	4	25%	0	0%	4	25%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Female	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Male	10	0	0%	10	100%	3	30%	4	40%	3	30%	0	0%	3	30%
General Education Students	11	0	0%	11	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Economically Disadvantaged	10	0	0%	10	100%	4	40%	3	30%	3	30%	0	0%	3	30%
Not Economically Disadvantaged	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Non-English Language Learner	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Not in Foster Care	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Not Homeless	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Not Migrant	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%
Parent Not in Armed Forces	15	0	0%	15	100%	4	27%	5	33%	6	40%	0	0%	6	40%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Female	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Male	7	0	0%	7	100%	1	14%	1	14%	3	43%	2	29%	5	71%
General Education Students	13	0	0%	13	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Economically Disadvantaged	6	0	0%	6	100%	1	17%	0	0%	4	67%	1	17%	5	83%
Not Economically Disadvantaged	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	7	78%
Non-English Language Learner	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Not in Foster Care	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Not Homeless	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Not Migrant	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%
Parent Not in Armed Forces	15	0	0%	15	100%	1	7%	2	13%	7	47%	5	33%	12	80%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Female	10	0	0%	10	100%	0	0%	1	10%	7	70%	2	20%	9	90%
Male	9	1	11%	8	89%	0	0%	2	25%	5	63%	1	13%	6	75%
General Education Students	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	18	1	6%	17	94%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Economically Disadvantaged	13	1	8%	12	92%	0	0%	3	25%	7	58%	2	17%	9	75%
Not Economically Disadvantaged	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Non-English Language Learner	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Not in Foster Care	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Not Homeless	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Not Migrant	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%
Parent Not in Armed Forces	19	1	5%	18	95%	0	0%	3	17%	12	67%	3	17%	15	83%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Female	13	0%	0	0%	13	100%	2	15%	6	46%	5	38%	0	0%	5	38%
Male	8	0%	0	0%	8	100%	2	25%	4	50%	2	25%	0	0%	2	25%
General Education Students	15	0%	0	0%	15	100%	1	7%	8	53%	6	40%	0	0%	6	40%
Students with Disabilities	6	0%	0	0%	6	100%	3	50%	2	33%	1	17%	0	0%	1	17%
White	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Economically Disadvantaged	10	0%	0	0%	10	100%	2	20%	4	40%	4	40%	0	0%	4	40%
Not Economically Disadvantaged	11	0%	0	0%	11	100%	2	18%	6	55%	3	27%	0	0%	3	27%
Non-English Language Learner	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Not in Foster Care	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Not Homeless	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Not Migrant	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%
Parent Not in Armed Forces	21	0%	0	0%	21	100%	4	19%	10	48%	7	33%	0	0%	7	33%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Female	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Male	8	0	0%	8	100%	2	25%	1	13%	4	50%	1	13%	5	63%
General Education Students	12	0	0%	12	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Economically Disadvantaged	5	0	0%	5	100%	1	20%	0	0%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Non-English Language Learner	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Not in Foster Care	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Not Homeless	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Not Migrant	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%
Parent Not in Armed Forces	13	0	0%	13	100%	2	15%	1	8%	7	54%	3	23%	10	77%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	13	0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Combined 8	13	0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Female	5		0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Male	8		0	0%	8	100%	0	0%	3	38%	2	25%	3	38%	5	63%
General Education Students	12		0	0%	12	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1		0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Economically Disadvantaged	5		0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Not Economically Disadvantaged	8		0	0%	8	100%	0	0%	2	25%	3	38%	3	38%	6	75%
Non-English Language Learner	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Not in Foster Care	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Not Homeless	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Not Migrant	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Parent Not in Armed Forces	13		0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%

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)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Female	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Male	13	0	0%	0	0%	2	15%	2	15%	9	69%	13	100%
General Education Students	18	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
White	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Economically Disadvantaged	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Not Economically Disadvantaged	13	0	0%	0	0%	1	8%	1	8%	11	85%	13	100%
Non-English Language Learner	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Not in Foster Care	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Not Homeless	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Not Migrant	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	100%
Parent Not in Armed Forces	21	0	0%	0	0%	2	10%	3	14%	16	76%	21	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	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Female	11	2	18%	0	0%	6	55%	1	9%	2	18%	9	82%
Male	11	0	0%	0	0%	7	64%	2	18%	2	18%	11	100%
General Education Students	16	1	6%	0	0%	9	56%	2	13%	4	25%	15	94%
Students with Disabilities	6	1	17%	0	0%	4	67%	1	17%	0	0%	5	83%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
White	21	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Economically Disadvantaged	9	1	11%	0	0%	6	67%	0	0%	2	22%	8	89%
Not Economically Disadvantaged	13	1	8%	0	0%	7	54%	3	23%	2	15%	12	92%
Non-English Language Learner	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Not in Foster Care	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Not Homeless	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Not Migrant	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%
Parent Not in Armed Forces	22	2	9%	0	0%	13	59%	3	14%	4	18%	20	91%

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	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Female	4	–	–	–	–	–	–	–	–	–	–	–	–
Male	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
General Education Students	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
White	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Not in Foster Care	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Not Homeless	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Not Migrant	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%
Parent Not in Armed Forces	10	2	20%	1	10%	5	50%	1	10%	1	10%	7	70%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Female	6	1	17%	2	33%	0	0%	3	50%	0	0%	3	50%
Male	11	1	9%	0	0%	6	55%	1	9%	3	27%	10	91%
General Education Students	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
White	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Economically Disadvantaged	5	0	0%	2	40%	1	20%	1	20%	1	20%	3	60%
Not Economically Disadvantaged	12	2	17%	0	0%	5	42%	3	25%	2	17%	10	83%
Non-English Language Learner	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Not in Foster Care	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Not Homeless	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Not Migrant	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%
Parent Not in Armed Forces	17	2	12%	2	12%	6	35%	4	24%	3	18%	13	76%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	17	2	12%	1	6%	8	47%	6	35%	14	82%
Female	8	2	25%	0	0%	3	38%	3	38%	6	75%
Male	9	0	0%	1	11%	5	56%	3	33%	8	89%
General Education Students	13	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	16	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	2	12%	1	6%	8	47%	6	35%	14	82%
Economically Disadvantaged	6	1	17%	1	17%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	11	1	9%	0	0%	4	36%	6	55%	10	91%
Non-English Language Learner	17	2	12%	1	6%	8	47%	6	35%	14	82%
Not in Foster Care	17	2	12%	1	6%	8	47%	6	35%	14	82%
Not Homeless	17	2	12%	1	6%	8	47%	6	35%	14	82%
Not Migrant	17	2	12%	1	6%	8	47%	6	35%	14	82%
Parent Not in Armed Forces	17	2	12%	1	6%	8	47%	6	35%	14	82%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	6	29%	3	14%	7	33%	5	24%	12	57%
Female	11	3	27%	2	18%	5	45%	1	9%	6	55%
Male	10	3	30%	1	10%	2	20%	4	40%	6	60%
General Education Students	16	3	19%	3	19%	6	38%	4	25%	10	63%
Students with Disabilities	5	3	60%	0	0%	1	20%	1	20%	2	40%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	20	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	6	29%	3	14%	7	33%	5	24%	12	57%
Economically Disadvantaged	10	3	30%	1	10%	3	30%	3	30%	6	60%
Not Economically Disadvantaged	11	3	27%	2	18%	4	36%	2	18%	6	55%
Non-English Language Learner	21	6	29%	3	14%	7	33%	5	24%	12	57%
Not in Foster Care	21	6	29%	3	14%	7	33%	5	24%	12	57%
Not Homeless	21	6	29%	3	14%	7	33%	5	24%	12	57%
Not Migrant	21	6	29%	3	14%	7	33%	5	24%	12	57%
Parent Not in Armed Forces	21	6	29%	3	14%	7	33%	5	24%	12	57%

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	17	7	41%	2	12%	6	35%	2	12%	8	47%
Female	5	1	20%	1	20%	2	40%	1	20%	3	60%
Male	12	6	50%	1	8%	4	33%	1	8%	5	42%
General Education Students	17	7	41%	2	12%	6	35%	2	12%	8	47%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	15	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	7	41%	2	12%	6	35%	2	12%	8	47%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	14	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	17	7	41%	2	12%	6	35%	2	12%	8	47%
Not in Foster Care	17	7	41%	2	12%	6	35%	2	12%	8	47%
Not Homeless	17	7	41%	2	12%	6	35%	2	12%	8	47%
Not Migrant	17	7	41%	2	12%	6	35%	2	12%	8	47%
Parent Not in Armed Forces	17	7	41%	2	12%	6	35%	2	12%	8	47%

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	3	-	-	-	-	-	-	-	-	-	-
Female	2	-	-	-	-	-	-	-	-	-	-
Male	1	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	3	-	-	-	-	-	-	-	-	-	-
General Education Students	3	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	3	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Migrant	3	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	3	-	-	-	-	-	-	-	-	-	-

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Female	10	1	10%	1	10%	5	50%	0	0%	3	30%	8	80%
Male	12	0	0%	2	17%	4	33%	2	17%	4	33%	10	83%
General Education Students	18	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
White	21	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Economically Disadvantaged	8	0	0%	3	38%	3	38%	0	0%	2	25%	5	63%
Not Economically Disadvantaged	14	1	7%	0	0%	6	43%	2	14%	5	36%	13	93%
Non-English Language Learner	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Not in Foster Care	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Not Homeless	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Not Migrant	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%
Parent Not in Armed Forces	22	1	5%	3	14%	9	41%	2	9%	7	32%	18	82%

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	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Female	7	0	0%	0	0%	5	71%	1	14%	1	14%	7	100%
Male	12	0	0%	1	8%	5	42%	6	50%	0	0%	11	92%
General Education Students	17	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
White	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Economically Disadvantaged	8	0	0%	0	0%	7	88%	1	13%	0	0%	8	100%
Not Economically Disadvantaged	11	0	0%	1	9%	3	27%	6	55%	1	9%	10	91%
Non-English Language Learner	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Not in Foster Care	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Not Homeless	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Not Migrant	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%
Parent Not in Armed Forces	19	0	0%	1	5%	10	53%	7	37%	1	5%	18	95%

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	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Female	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Male	11	0	0%	11	100%	0	0%	0	0%	4	36%	7	64%	11	100%
General Education Students	17	0	–	17	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
White	17	0	–	17	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Not Economically Disadvantaged	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Non-English Language Learner	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Not in Foster Care	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Not Homeless	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Not Migrant	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Parent Not in Armed Forces	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%

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	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Female	8	1	13%	7	88%	0	0%	0	0%	2	25%	5	63%	7	88%
Male	11	4	36%	7	64%	0	0%	0	0%	6	55%	1	9%	7	64%
General Education Students	17	4	—	13	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	17	5	—	12	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Economically Disadvantaged	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Non-English Language Learner	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not in Foster Care	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Homeless	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Migrant	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Parent Not in Armed Forces	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%

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	19	5	26	14	74
Female	8	1	13	7	88
Male	11	4	36	7	64
General Education Students	17	4	24	13	76
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
White	17	5	29	12	71
Not Economically Disadvantaged	19	5	26	14	74
Non-English Language Learner	19	5	26	14	74
Not in Foster Care	19	5	26	14	74
Not Homeless	19	5	26	14	74
Not Migrant	19	5	26	14	74
Parent Not in Armed Forces	19	5	26	14	74

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	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Female	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Male	11	5	45%	6	55%	0	0%	0	0%	4	36%	2	18%	6	55%
General Education Students	17	4	—	13	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	17	5	—	12	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Economically Disadvantaged	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Non-English Language Learner	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not in Foster Care	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Homeless	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Not Migrant	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%
Parent Not in Armed Forces	19	5	26%	14	74%	0	0%	0	0%	8	42%	6	32%	14	74%

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	19	5	26	14	74
Female	8	0	0	8	100
Male	11	5	45	6	55
General Education Students	17	4	24	13	76
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
White	17	5	29	12	71
Not Economically Disadvantaged	19	5	26	14	74
Non-English Language Learner	19	5	26	14	74
Not in Foster Care	19	5	26	14	74
Not Homeless	19	5	26	14	74
Not Migrant	19	5	26	14	74
Parent Not in Armed Forces	19	5	26	14	74

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	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	17	17	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	17	17	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	19	19	100	0	0
Female	8	8	100	0	0
Male	11	11	100	0	0
General Education Students	17	17	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
White	17	17	100	0	0
Not Economically Disadvantaged	19	19	100	0	0
Non-English Language Learner	19	19	100	0	0
Not in Foster Care	19	19	100	0	0
Not Homeless	19	19	100	0	0
Not Migrant	19	19	100	0	0
Parent Not in Armed Forces	19	19	100	0	0

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	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	17	17	—	0	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	17	17	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	19	19	100	0	0
Female	8	8	100	0	0
Male	11	11	100	0	0
General Education Students	17	17	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
White	17	17	100	0	0
Not Economically Disadvantaged	19	19	100	0	0
Non-English Language Learner	19	19	100	0	0
Not in Foster Care	19	19	100	0	0
Not Homeless	19	19	100	0	0
Not Migrant	19	19	100	0	0
Parent Not in Armed Forces	19	19	100	0	0

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

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–

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 DISTRICT	29	3	10%	1	0	0%
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 DISTRICT	25	6	24%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	8	8	100%	6	75%	2	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	11	11	100%	2	18%	9	82%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	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	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	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	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	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	19	19	100%	8	42%	11	58%	0	0%	0	0%	0	0%	0	0%	0	0%

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