

## MADRID-WADDINGTON CSD - 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

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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	2	2	–	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	2	3	–	3
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	3
Economically Disadvantaged	2	2	–	3

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	257	110.9	2
	Math	251	135.5	
	Combined	508	123	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	7	42.9	–
	Math	7	42.9	
	Combined	14	–	
Multiracial	ELA	5	110	–
	Math	4	–	
	Combined	9	–	
White	ELA	244	112.5	2
	Math	239	137.9	
	Combined	483	125.1	
Students with Disabilities	ELA	47	43.6	2
	Math	45	48.9	
	Combined	92	46.2	
Economically Disadvantaged	ELA	131	87.4	2
	Math	123	111.4	
	Combined	254	99	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	272	104.8	2
	Math	272	125	
	Combined	544	114.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	8	37.5	—
	Math	8	37.5	
	Combined	16	—	
Multiracial	ELA	5	110	—
	Math	5	110	
	Combined	10	—	
White	ELA	258	106.4	3
	Math	258	127.7	
	Combined	516	117.1	
Students with Disabilities	ELA	51	40.2	2
	Math	51	43.1	
	Combined	102	41.7	
Economically Disadvantaged	ELA	142	80.6	2
	Math	142	96.5	
	Combined	284	88.6	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	393	72	18.3%	3
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	12	–	–	–
Multiracial	6	–	–	–
White	371	64	17.3%	3
English Language Learner	–	–	–	–
Students with Disabilities	65	13	20%	3
Economically Disadvantaged	198	49	24.7%	3

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✘	292	89.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	0	–
Hispanic or Latino	–	8	–
Multiracial	–	5	–
White	✘	278	89.6%
English Language Learner	–	0	–
Students with Disabilities	✘	51	88.2%
Economically Disadvantaged	✘	153	87.6%

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	x	293	86.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	9	—
Multiracial	—	5	—
White	x	278	87.1%
English Language Learner	—	0	—
Students with Disabilities	x	51	86.3%
Economically Disadvantaged	x	154	80.5%

### 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
Economically Disadvantaged	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	3	3	2	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	3	3	2	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	—
Economically Disadvantaged	4	4	2	—	4

**SECONDARY CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	50	171	154.9	3
	Math	37	132.4		
	Science	24	164.6		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	49	174.5	158	3
	Math	37	132.4		
	Science	23	171.7		
Students with Disabilities	ELA	5	90	—	—
	Math	4	—		
	Science	2	—		
Economically Disadvantaged	ELA	18	150	143.7	4
	Math	9	144.4		
	Science	6	133.3		

**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	51	167.6	124.3	3
	Math	45	108.9		
	Science	48	82.3		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	50	171	126	3
	Math	45	108.9		
	Science	47	84		
Students with Disabilities	ELA	6	75	—	—
	Math	6	83.3		
	Science	5	80		
Economically Disadvantaged	ELA	18	150	102.9	4
	Math	14	92.9		
	Science	17	47.1		



## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	54	43	79.6%	88.4%	2
	5-year	53	49	92.5%		
	6-year	58	54	93.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	3	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	52	42	80.8%	91.1%	2
	5-year	51	49	96.1%		
	6-year	54	52	96.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	9	—	—	—	—
	5-year	8	—	—		
	6-year	10	—	—		
Economically Disadvantaged	4-year	13	—	—	84.8%	2
	5-year	18	14	77.8%		
	6-year	24	22	91.7%		

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	191	30	15.7%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	6	–	–	–
Multiracial	1	–	–	–
White	183	28	15.3%	4
English Language Learner	–	–	–	–
Students with Disabilities	24	–	–	–
Economically Disadvantaged	87	16	18.4%	4

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	50	100%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	1	–
Multiracial	–	0	–
White	✓	49	100%
English Language Learner	–	0	–
Students with Disabilities	–	5	–
Economically Disadvantaged	–	18	–

### SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	44	84.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	X	44	84.1%
English Language Learner	—	0	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	14	—

## 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	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%
Grade 4	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%
Grade 5	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%
Grade 6	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%
Grade 7	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%
Grade 8	43	12	28%	31	72%	6	19%	13	42%	8	26%	4	13%	12	39%
Grades 3-8	294	37	13%	257	87%	70	27%	103	40%	62	24%	22	9%	84	33%

## 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	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%
Female	28	3	11%	25	89%	8	32%	6	24%	7	28%	4	16%	11	44%
Male	26	2	8%	24	92%	10	42%	8	33%	4	17%	2	8%	6	25%
General Education Students	48	5	10%	43	90%	12	28%	14	33%	11	26%	6	14%	17	40%
Students with Disabilities	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	51	5	10%	46	90%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%
Economically Disadvantaged	23	2	9%	21	91%	12	57%	4	19%	3	14%	2	10%	5	24%
Not Economically Disadvantaged	31	3	10%	28	90%	6	21%	10	36%	8	29%	4	14%	12	43%
Non-English Language Learner	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%
Not in Foster Care	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	51	4	8%	47	92%	–	–	–	–	–	–	–	–	–	–
Migrant	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	51	5	10%	46	90%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	54	5	9%	49	91%	18	37%	14	29%	11	22%	6	12%	17	35%

## 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	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%
Female	20	2	10%	18	90%	4	22%	6	33%	6	33%	2	11%	8	44%
Male	30	4	13%	26	87%	3	12%	8	31%	13	50%	2	8%	15	58%
General Education Students	42	3	7%	39	93%	4	10%	12	31%	19	49%	4	10%	23	59%
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	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	47	6	13%	41	87%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%
Economically Disadvantaged	26	4	15%	22	85%	4	18%	9	41%	9	41%	0	0%	9	41%
Not Economically Disadvantaged	24	2	8%	22	92%	3	14%	5	23%	10	45%	4	18%	14	64%
Non-English Language Learner	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	49	6	12%	43	88%	-	-	-	-	-	-	-	-	-	-
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	49	6	12%	43	88%	-	-	-	-	-	-	-	-	-	-
Not Migrant	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%
Parent Not in Armed Forces	50	6	12%	44	88%	7	16%	14	32%	19	43%	4	9%	23	52%



## 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	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%
Female	20	2	10%	18	90%	3	17%	9	50%	5	28%	1	6%	6	33%
Male	24	4	17%	20	83%	7	35%	11	55%	2	10%	0	0%	2	10%
General Education Students	35	3	9%	32	91%	7	22%	17	53%	7	22%	1	3%	8	25%
Students with Disabilities	9	3	33%	6	67%	3	50%	3	50%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	42	6	14%	36	86%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%
Economically Disadvantaged	20	5	25%	15	75%	8	53%	6	40%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	24	1	4%	23	96%	2	9%	14	61%	6	26%	1	4%	7	30%
Non-English Language Learner	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%
Not in Foster Care	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	43	6	14%	37	86%	-	-	-	-	-	-	-	-	-	-
Migrant	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Migrant	43	6	14%	37	86%	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	44	6	14%	38	86%	10	26%	20	53%	7	18%	1	3%	8	21%

## 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	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%
Female	22	0	0%	22	100%	7	32%	9	41%	4	18%	2	9%	6	27%
Male	31	5	16%	26	84%	13	50%	7	27%	5	19%	1	4%	6	23%
General Education Students	37	1	3%	36	97%	11	31%	14	39%	9	25%	2	6%	11	31%
Students with Disabilities	16	4	25%	12	75%	9	75%	2	17%	0	0%	1	8%	1	8%
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	50	5	10%	45	90%	-	-	-	-	-	-	-	-	-	-
Multiracial	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%
Economically Disadvantaged	33	4	12%	29	88%	16	55%	8	28%	3	10%	2	7%	5	17%
Not Economically Disadvantaged	20	1	5%	19	95%	4	21%	8	42%	6	32%	1	5%	7	37%
Non-English Language Learner	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%
Not in Foster Care	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%
Homeless	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	51	5	10%	46	90%	-	-	-	-	-	-	-	-	-	-
Migrant	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Migrant	52	5	10%	47	90%	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	53	5	9%	48	91%	20	42%	16	33%	9	19%	3	6%	12	25%

## 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	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%
Female	26	2	8%	24	92%	5	21%	12	50%	5	21%	2	8%	7	29%
Male	24	1	4%	23	96%	4	17%	14	61%	3	13%	2	9%	5	22%
General Education Students	43	2	5%	41	95%	4	10%	25	61%	8	20%	4	10%	12	29%
Students with Disabilities	7	1	14%	6	86%	5	83%	1	17%	0	0%	0	0%	0	0%
White	48	3	6%	45	94%	-	-	-	-	-	-	-	-	-	-
Multiracial	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%
Economically Disadvantaged	28	2	7%	26	93%	7	27%	14	54%	4	15%	1	4%	5	19%
Not Economically Disadvantaged	22	1	5%	21	95%	2	10%	12	57%	4	19%	3	14%	7	33%
Non-English Language Learner	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	49	3	6%	46	94%	-	-	-	-	-	-	-	-	-	-
Homeless	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Not Homeless	45	3	7%	42	93%	6	14%	24	57%	8	19%	4	10%	12	29%
Not Migrant	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%
Parent Not in Armed Forces	50	3	6%	47	94%	9	19%	26	55%	8	17%	4	9%	12	26%

## 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	43	12	28%	31	72%	6	19%	13	42%	8	26%	4	13%	12	39%
Female	22	7	32%	15	68%	2	13%	7	47%	4	27%	2	13%	6	40%
Male	21	5	24%	16	76%	4	25%	6	38%	4	25%	2	13%	6	38%
General Education Students	38	12	32%	26	68%	3	12%	11	42%	8	31%	4	15%	12	46%
Students with Disabilities	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	10	24%	31	76%	6	19%	13	42%	8	26%	4	13%	12	39%
Economically Disadvantaged	25	9	36%	16	64%	4	25%	8	50%	2	13%	2	13%	4	25%
Not Economically Disadvantaged	18	3	17%	15	83%	2	13%	5	33%	6	40%	2	13%	8	53%
Non-English Language Learner	43	12	28%	31	72%	6	19%	13	42%	8	26%	4	13%	12	39%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	42	11	26%	31	74%	6	19%	13	42%	8	26%	4	13%	12	39%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	41	12	29%	29	71%	–	–	–	–	–	–	–	–	–	–
Not Migrant	43	12	28%	31	72%	6	19%	13	42%	8	26%	4	13%	12	39%
Parent Not in Armed Forces	43	12	28%	31	72%	6	19%	13	42%	8	26%	4	13%	12	39%

## 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	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%
Grade 4	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%
Grade 5	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%
Grade 6	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Combined 6	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Grade 7	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
Combined 7	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
Grade 8	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%
Combined 8	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%
Grades 3-8	294	45	15%	249	85%	52	21%	70	28%	106	43%	21	8%	127	51%

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	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%
Female	28	3	11%	25	89%	6	24%	7	28%	10	40%	2	8%	12	48%
Male	26	1	4%	25	96%	8	32%	6	24%	8	32%	3	12%	11	44%
General Education Students	48	4	8%	44	92%	9	20%	12	27%	18	41%	5	11%	23	52%
Students with Disabilities	6	0	0%	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
White	51	4	8%	47	92%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%
Economically Disadvantaged	23	2	9%	21	91%	10	48%	6	29%	5	24%	0	0%	5	24%
Not Economically Disadvantaged	31	2	6%	29	94%	4	14%	7	24%	13	45%	5	17%	18	62%
Non-English Language Learner	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%
Not in Foster Care	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%
Homeless	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Not Homeless	51	3	6%	48	94%	-	-	-	-	-	-	-	-	-	-
Migrant	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Not Migrant	51	4	8%	47	92%	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	54	4	7%	50	93%	14	28%	13	26%	18	36%	5	10%	23	46%

## 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	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%
Female	20	0	0%	20	100%	4	20%	5	25%	11	55%	0	0%	11	55%
Male	30	3	10%	27	90%	2	7%	1	4%	18	67%	6	22%	24	89%
General Education Students	42	0	0%	42	100%	1	2%	6	14%	29	69%	6	14%	35	83%
Students with Disabilities	8	3	38%	5	63%	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	47	3	6%	44	94%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%
Economically Disadvantaged	26	3	12%	23	88%	5	22%	5	22%	13	57%	0	0%	13	57%
Not Economically Disadvantaged	24	0	0%	24	100%	1	4%	1	4%	16	67%	6	25%	22	92%
Non-English Language Learner	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	49	3	6%	46	94%	-	-	-	-	-	-	-	-	-	-
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	49	3	6%	46	94%	-	-	-	-	-	-	-	-	-	-
Not Migrant	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%
Parent Not in Armed Forces	50	3	6%	47	94%	6	13%	6	13%	29	62%	6	13%	35	74%

## 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	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%
Female	20	3	15%	17	85%	4	24%	4	24%	8	47%	1	6%	9	53%
Male	24	8	33%	16	67%	5	31%	5	31%	6	38%	0	0%	6	38%
General Education Students	35	8	23%	27	77%	5	19%	8	30%	13	48%	1	4%	14	52%
Students with Disabilities	9	3	33%	6	67%	4	67%	1	17%	1	17%	0	0%	1	17%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	42	11	26%	31	74%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%
Economically Disadvantaged	20	8	40%	12	60%	5	42%	3	25%	4	33%	0	0%	4	33%
Not Economically Disadvantaged	24	3	13%	21	88%	4	19%	6	29%	10	48%	1	5%	11	52%
Non-English Language Learner	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%
Not in Foster Care	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	43	11	26%	32	74%	–	–	–	–	–	–	–	–	–	–
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	43	10	23%	33	77%	9	27%	9	27%	14	42%	1	3%	15	45%
Parent Not in Armed Forces	44	11	25%	33	75%	9	27%	9	27%	14	42%	1	3%	15	45%

## 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	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Female	22	0	0%	22	100%	6	27%	10	45%	5	23%	1	5%	6	27%
Male	31	8	26%	23	74%	8	35%	6	26%	7	30%	2	9%	9	39%
General Education Students	37	5	14%	32	86%	3	9%	16	50%	11	34%	2	6%	13	41%
Students with Disabilities	16	3	19%	13	81%	11	85%	0	0%	1	8%	1	8%	2	15%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	50	8	16%	42	84%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Economically Disadvantaged	33	6	18%	27	82%	11	41%	9	33%	4	15%	3	11%	7	26%
Not Economically Disadvantaged	20	2	10%	18	90%	3	17%	7	39%	8	44%	0	0%	8	44%
Non-English Language Learner	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Not in Foster Care	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	51	8	16%	43	84%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	52	8	15%	44	85%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	53	8	15%	45	85%	14	31%	16	36%	12	27%	3	7%	15	33%



## 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	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
Female	26	1	4%	25	96%	1	4%	13	52%	9	36%	2	8%	11	44%
Male	24	4	17%	20	83%	3	15%	4	20%	12	60%	1	5%	13	65%
General Education Students	43	3	7%	40	93%	2	5%	15	38%	20	50%	3	8%	23	58%
Students with Disabilities	7	2	29%	5	71%	2	40%	2	40%	1	20%	0	0%	1	20%
White	48	4	8%	44	92%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
Economically Disadvantaged	28	5	18%	23	82%	2	9%	12	52%	8	35%	1	4%	9	39%
Not Economically Disadvantaged	22	0	0%	22	100%	2	9%	5	23%	13	59%	2	9%	15	68%
Non-English Language Learner	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	49	4	8%	45	92%	4	9%	17	38%	21	47%	3	7%	24	53%
Homeless	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Homeless	45	3	7%	42	93%	–	–	–	–	–	–	–	–	–	–
Not Migrant	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%
Parent Not in Armed Forces	50	5	10%	45	90%	4	9%	17	38%	21	47%	3	7%	24	53%

## 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	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%
Female	22	9	41%	13	59%	1	8%	3	23%	8	62%	1	8%	9	69%
Male	21	5	24%	16	76%	4	25%	6	38%	4	25%	2	13%	6	38%
General Education Students	38	13	34%	25	66%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	12	29%	29	71%	5	17%	9	31%	12	41%	3	10%	15	52%
Economically Disadvantaged	25	12	48%	13	52%	3	23%	3	23%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	18	2	11%	16	89%	2	13%	6	38%	6	38%	2	13%	8	50%
Non-English Language Learner	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	42	13	31%	29	69%	5	17%	9	31%	12	41%	3	10%	15	52%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	41	13	32%	28	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%
Parent Not in Armed Forces	43	14	33%	29	67%	5	17%	9	31%	12	41%	3	10%	15	52%

### 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	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%
Regents 8	—	—	—	4	9%	—	—	—	—	—	—	—	—	—	—
Combined 8	43	15	35%	28	65%	—	—	—	—	—	—	—	—	—	—

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	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%
Female	22	10	45%	12	55%	0	0%	2	17%	10	83%	0	0%	10	83%
Male	21	9	43%	12	57%	1	8%	2	17%	8	67%	1	8%	9	75%
General Education Students	38	17	45%	21	55%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
White	41	18	44%	23	56%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%
Economically Disadvantaged	25	12	48%	13	52%	1	8%	2	15%	9	69%	1	8%	10	77%
Not Economically Disadvantaged	18	7	39%	11	61%	0	0%	2	18%	9	82%	0	0%	9	82%
Non-English Language Learner	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	42	18	43%	24	57%	1	4%	4	17%	18	75%	1	4%	19	79%
Homeless	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Not Homeless	41	18	44%	23	56%	-	-	-	-	-	-	-	-	-	-
Not Migrant	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%
Parent Not in Armed Forces	43	19	44%	24	56%	1	4%	4	17%	18	75%	1	4%	19	79%

## **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	50	2	4%	4	8%	16	32%	6	12%	22	44%	44	88%
Female	26	1	4%	1	4%	9	35%	4	15%	11	42%	24	92%
Male	24	1	4%	3	13%	7	29%	2	8%	11	46%	20	83%
General Education Students	42	1	2%	3	7%	12	29%	5	12%	21	50%	38	90%
Students with Disabilities	8	1	13%	1	13%	4	50%	1	13%	1	13%	6	75%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	47	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	50	2	4%	4	8%	16	32%	6	12%	22	44%	44	88%
Economically Disadvantaged	27	2	7%	2	7%	8	30%	3	11%	12	44%	23	85%
Not Economically Disadvantaged	23	0	0%	2	9%	8	35%	3	13%	10	43%	21	91%
Non-English Language Learner	50	2	4%	4	8%	16	32%	6	12%	22	44%	44	88%
In Foster Care	2	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	48	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	46	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	50	2	4%	4	8%	16	32%	6	12%	22	44%	44	88%
Parent Not in Armed Forces	50	2	4%	4	8%	16	32%	6	12%	22	44%	44	88%

## 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	42	2	5%	1	2%	12	29%	13	31%	14	33%	39	93%
Female	26	1	4%	1	4%	7	27%	8	31%	9	35%	24	92%
Male	16	1	6%	0	0%	5	31%	5	31%	5	31%	15	94%
General Education Students	37	1	3%	0	0%	11	30%	11	30%	14	38%	36	97%
Students with Disabilities	5	1	20%	1	20%	1	20%	2	40%	0	0%	3	60%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-	-	-
White	38	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	42	2	5%	1	2%	12	29%	13	31%	14	33%	39	93%
Economically Disadvantaged	18	1	6%	1	6%	5	28%	5	28%	6	33%	16	89%
Not Economically Disadvantaged	24	1	4%	0	0%	7	29%	8	33%	8	33%	23	96%
Non-English Language Learner	42	2	5%	1	2%	12	29%	13	31%	14	33%	39	93%
Not in Foster Care	42	2	5%	1	2%	12	29%	13	31%	14	33%	39	93%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	40	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	41	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	42	2	5%	1	2%	12	29%	13	31%	14	33%	39	93%

## 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	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Female	18	0	0%	3	17%	5	28%	3	17%	7	39%	15	83%
Male	12	0	0%	0	0%	4	33%	4	33%	4	33%	12	100%
General Education Students	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
White	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Economically Disadvantaged	10	0	0%	2	20%	4	40%	0	0%	4	40%	8	80%
Not Economically Disadvantaged	20	0	0%	1	5%	5	25%	7	35%	7	35%	19	95%
Non-English Language Learner	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Not in Foster Care	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Not Homeless	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Not Migrant	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%
Parent Not in Armed Forces	30	0	0%	3	10%	9	30%	7	23%	11	37%	27	90%

## 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	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%
Female	7	0	0%	2	29%	2	29%	2	29%	1	14%	5	71%
Male	13	3	23%	0	0%	4	31%	3	23%	3	23%	10	77%
General Education Students	18	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	19	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%
Economically Disadvantaged	7	0	0%	1	14%	2	29%	3	43%	1	14%	6	86%
Not Economically Disadvantaged	13	3	23%	1	8%	4	31%	2	15%	3	23%	9	69%
Non-English Language Learner	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	19	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%
Not Migrant	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%
Parent Not in Armed Forces	20	3	15%	2	10%	6	30%	5	25%	4	20%	15	75%

### ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	43	2	5%	5	12%	25	58%	11	26%	36	84%
Female	24	0	0%	3	13%	14	58%	7	29%	21	88%
Male	19	2	11%	2	11%	11	58%	4	21%	15	79%
General Education Students	38	0	0%	4	11%	23	61%	11	29%	34	89%
Students with Disabilities	5	2	40%	1	20%	2	40%	0	0%	2	40%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	41	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	43	2	5%	5	12%	25	58%	11	26%	36	84%
Economically Disadvantaged	18	1	6%	4	22%	10	56%	3	17%	13	72%
Not Economically Disadvantaged	25	1	4%	1	4%	15	60%	8	32%	23	92%
Non-English Language Learner	43	2	5%	5	12%	25	58%	11	26%	36	84%
Not in Foster Care	43	2	5%	5	12%	25	58%	11	26%	36	84%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	40	-	-	-	-	-	-	-	-	-	-
Migrant	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	42	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	43	2	5%	5	12%	25	58%	11	26%	36	84%

## 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	37	0	0%	3	8%	17	46%	17	46%	34	92%
Female	18	0	0%	3	17%	10	56%	5	28%	15	83%
Male	19	0	0%	0	0%	7	37%	12	63%	19	100%
General Education Students	35	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	35	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	37	0	0%	3	8%	17	46%	17	46%	34	92%
Economically Disadvantaged	16	0	0%	1	6%	10	63%	5	31%	15	94%
Not Economically Disadvantaged	21	0	0%	2	10%	7	33%	12	57%	19	90%
Non-English Language Learner	37	0	0%	3	8%	17	46%	17	46%	34	92%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	—	—	—	—	—	—	—	—	—	—
Not Homeless	37	0	0%	3	8%	17	46%	17	46%	34	92%
Not Migrant	37	0	0%	3	8%	17	46%	17	46%	34	92%
Parent Not in Armed Forces	37	0	0%	3	8%	17	46%	17	46%	34	92%

## 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	19	0	0%	5	26%	10	53%	4	21%	14	74%
Female	13	0	0%	4	31%	7	54%	2	15%	9	69%
Male	6	0	0%	1	17%	3	50%	2	33%	5	83%
General Education Students	18	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	18	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	0	0%	5	26%	10	53%	4	21%	14	74%
Economically Disadvantaged	9	0	0%	4	44%	4	44%	1	11%	5	56%
Not Economically Disadvantaged	10	0	0%	1	10%	6	60%	3	30%	9	90%
Non-English Language Learner	19	0	0%	5	26%	10	53%	4	21%	14	74%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	18	–	–	–	–	–	–	–	–	–	–
Not Homeless	19	0	0%	5	26%	10	53%	4	21%	14	74%
Not Migrant	19	0	0%	5	26%	10	53%	4	21%	14	74%
Parent Not in Armed Forces	19	0	0%	5	26%	10	53%	4	21%	14	74%

## 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	4	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-	-	-
Male	3	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	4	-	-	-	-	-	-	-	-	-	-
General Education Students	3	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
White	4	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	4	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	3	-	-	-	-	-	-	-	-	-	-
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 GLOBAL HISTORY &amp; GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%
Female	21	0	0%	1	5%	11	52%	5	24%	4	19%	20	95%
Male	25	2	8%	2	8%	10	40%	6	24%	5	20%	21	84%
General Education Students	40	1	3%	2	5%	17	43%	11	28%	9	23%	37	93%
Students with Disabilities	6	1	17%	1	17%	4	67%	0	0%	0	0%	4	67%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	45	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%
Economically Disadvantaged	20	1	5%	2	10%	11	55%	4	20%	2	10%	17	85%
Not Economically Disadvantaged	26	1	4%	1	4%	10	38%	7	27%	7	27%	24	92%
Non-English Language Learner	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%
In Foster Care	2	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	44	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%
Not Migrant	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%
Parent Not in Armed Forces	46	2	4%	3	7%	21	46%	11	24%	9	20%	41	89%



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	3	7%	8	18%	12	27%	17	38%	5	11%	34	76%
Female	23	2	9%	5	22%	5	22%	10	43%	1	4%	16	70%
Male	22	1	5%	3	14%	7	32%	7	32%	4	18%	18	82%
General Education Students	37	2	5%	6	16%	9	24%	16	43%	4	11%	29	78%
Students with Disabilities	8	1	13%	2	25%	3	38%	1	13%	1	13%	5	63%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	43	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	45	3	7%	8	18%	12	27%	17	38%	5	11%	34	76%
Economically Disadvantaged	25	2	8%	5	20%	7	28%	9	36%	2	8%	18	72%
Not Economically Disadvantaged	20	1	5%	3	15%	5	25%	8	40%	3	15%	16	80%
Non-English Language Learner	45	3	7%	8	18%	12	27%	17	38%	5	11%	34	76%
In Foster Care	2	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	43	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	43	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	45	3	7%	8	18%	12	27%	17	38%	5	11%	34	76%
Parent Not in Armed Forces	45	3	7%	8	18%	12	27%	17	38%	5	11%	34	76%

## 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	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%
Female	25	0	0%	25	100%	1	4%	2	8%	0	0%	22	88%	22	88%
Male	30	4	13%	26	87%	3	10%	3	10%	9	30%	11	37%	20	67%
General Education Students	48	2	4%	46	96%	3	6%	3	6%	9	19%	31	65%	40	83%
Students with Disabilities	7	2	29%	5	71%	1	14%	2	29%	0	0%	2	29%	2	29%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	54	4	—	50	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%
Economically Disadvantaged	22	3	14%	19	86%	2	9%	4	18%	2	9%	11	50%	13	59%
Not Economically Disadvantaged	33	1	3%	32	97%	2	6%	1	3%	7	21%	22	67%	29	88%
Non-English Language Learner	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%
Not in Foster Care	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	4	—	48	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%
Parent Not in Armed Forces	55	4	7%	51	93%	4	7%	5	9%	9	16%	33	60%	42	76%

### 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	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%
Female	25	4	16%	21	84%	0	0%	1	4%	8	32%	12	48%	20	80%
Male	30	14	47%	16	53%	3	10%	0	0%	11	37%	2	7%	13	43%
General Education Students	48	15	31%	33	69%	3	6%	1	2%	16	33%	13	27%	29	60%
Students with Disabilities	7	3	43%	4	57%	0	0%	0	0%	3	43%	1	14%	4	57%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	54	17	—	37	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%
Economically Disadvantaged	22	13	59%	9	41%	1	5%	0	0%	4	18%	4	18%	8	36%
Not Economically Disadvantaged	33	5	15%	28	85%	2	6%	1	3%	15	45%	10	30%	25	76%
Non-English Language Learner	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%
Not in Foster Care	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	15	—	37	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%
Parent Not in Armed Forces	55	18	33%	37	67%	3	5%	1	2%	19	35%	14	25%	33	60%

## 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	49	14	29	35	71
Female	25	4	16	21	84
Male	24	10	42	14	58
General Education Students	45	13	29	32	71
Students with Disabilities	4	1	25	3	75
Hispanic or Latino	1	1	100	0	0
White	48	13	27	35	73
Economically Disadvantaged	17	10	59	7	41
Not Economically Disadvantaged	32	4	13	28	88
Non-English Language Learner	49	14	29	35	71
Not in Foster Care	49	14	29	35	71
Homeless	3	3	100	0	0
Not Homeless	46	11	24	35	76
Not Migrant	49	14	29	35	71
Parent Not in Armed Forces	49	14	29	35	71

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	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%
Female	25	8	32%	17	68%	2	8%	1	4%	10	40%	4	16%	14	56%
Male	30	23	77%	7	23%	0	0%	2	7%	4	13%	1	3%	5	17%
General Education Students	48	26	54%	22	46%	2	4%	3	6%	12	25%	5	10%	17	35%
Students with Disabilities	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	54	31	—	23	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%
Economically Disadvantaged	22	16	73%	6	27%	1	5%	0	0%	5	23%	0	0%	5	23%
Not Economically Disadvantaged	33	15	45%	18	55%	1	3%	3	9%	9	27%	5	15%	14	42%
Non-English Language Learner	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%
Not in Foster Care	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	29	—	23	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%
Parent Not in Armed Forces	55	31	56%	24	44%	2	4%	3	5%	14	25%	5	9%	19	35%

## 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	53	30	57	23	43
Female	25	8	32	17	68
Male	28	22	79	6	21
General Education Students	48	26	54	22	46
Students with Disabilities	5	4	80	1	20
Hispanic or Latino	1	0	0	1	100
White	52	30	58	22	42
Economically Disadvantaged	20	15	75	5	25
Not Economically Disadvantaged	33	15	45	18	55
Non-English Language Learner	53	30	57	23	43
Not in Foster Care	53	30	57	23	43
Homeless	3	2	67	1	33
Not Homeless	50	28	56	22	44
Not Migrant	53	30	57	23	43
Parent Not in Armed Forces	53	30	57	23	43

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	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	48	48	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	54	54	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	52	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	55	55	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	51	51	100	0	0
Female	25	25	100	0	0
Male	26	26	100	0	0
General Education Students	47	47	100	0	0
Students with Disabilities	4	4	100	0	0
Hispanic or Latino	1	1	100	0	0
White	50	50	100	0	0
Economically Disadvantaged	19	19	100	0	0
Not Economically Disadvantaged	32	32	100	0	0
Non-English Language Learner	51	51	100	0	0
Not in Foster Care	51	51	100	0	0
Homeless	3	3	100	0	0
Not Homeless	48	48	100	0	0
Not Migrant	51	51	100	0	0
Parent Not in Armed Forces	51	51	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	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	48	48	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	54	54	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	52	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	55	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	55	55	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	49	49	100	0	0
Female	24	24	100	0	0
Male	25	25	100	0	0
General Education Students	44	44	100	0	0
Students with Disabilities	5	5	100	0	0
Hispanic or Latino	1	1	100	0	0
White	48	48	100	0	0
Economically Disadvantaged	17	17	100	0	0
Not Economically Disadvantaged	32	32	100	0	0
Non-English Language Learner	49	49	100	0	0
Not in Foster Care	49	49	100	0	0
Homeless	2	2	100	0	0
Not Homeless	47	47	100	0	0
Not Migrant	49	49	100	0	0
Parent Not in Armed Forces	49	49	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 4 ELA	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 4 Math	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Grade 5 Math	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
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	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%

**EXPENDITURES PER PUPIL (2022-23)**

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	655	\$2,445,889	\$3,734	\$15,838,538	\$24,181	\$18,284,427	\$27,915
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

**STAFF QUALIFICATIONS (2022-23)****INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	60	7	12%	2	1	50%
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	58	12	21%
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	55	50	91%	28	51%	22	40%	0	0%	0	0%	1	2%	1	2%	3	5%
Female	25	24	96%	19	76%	5	20%	0	0%	0	0%	0	0%	1	4%	0	0%
Male	30	26	87%	9	30%	17	57%	0	0%	0	0%	1	3%	0	0%	3	10%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	48	45	94%	28	58%	17	35%	0	0%	0	0%	0	0%	1	2%	2	4%
Students with Disabilities	7	5	71%	0	0%	5	71%	0	0%	0	0%	1	14%	0	0%	1	14%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	18	82%	6	27%	12	55%	0	0%	0	0%	1	5%	1	5%	2	9%
Not Economically Disadvantaged	33	32	97%	22	67%	10	30%	0	0%	0	0%	0	0%	0	0%	1	3%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	55	50	91%	28	51%	22	40%	0	0%	0	0%	1	2%	1	2%	3	5%
In Foster Care	0	0	0%	0	0%	0	0%	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	55	50	91%	28	51%	22	40%	0	0%	0	0%	1	2%	1	2%	3	5%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	55	50	91%	28	51%	22	40%	0	0%	0	0%	1	2%	1	2%	3	5%
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	55	50	91%	28	51%	22	40%	0	0%	0	0%	1	2%	1	2%	3	5%

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