

# THOUSAND ISLANDS HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

## 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)

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

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	59	173.7	178.5	4
	Math	23	176.1		
	Science	28	189.3		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	–	–		
	Science	–	–		
Black or African American	ELA	3	–	–	–
	Math	–	–		
	Science	1	–		
Hispanic or Latino	ELA	2	–	–	–
	Math	–	–		
	Science	–	–		
Multiracial	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
White	ELA	51	177.5	179.6	4
	Math	21	176.2		
	Science	25	188		
Students with Disabilities	ELA	14	85.7	–	–
	Math	2	–		
	Science	3	–		
Economically Disadvantaged	ELA	29	151.7	159.4	4
	Math	6	158.3		
	Science	11	172.7		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	60	170.8	117.6	3
	Math	55	73.6		
	Science	51	103.9		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–		
	Science	–	–		
Black or African American	ELA	3	–	–	–
	Math	3	–		
	Science	1	–		
Hispanic or Latino	ELA	2	–	–	–
	Math	2	–		
	Science	1	–		
Multiracial	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
White	ELA	52	174	119.8	3
	Math	47	78.7		
	Science	47	100		
Students with Disabilities	ELA	15	80	41	2
	Math	14	14.3		
	Science	11	22.7		
Economically Disadvantaged	ELA	29	151.7	93.2	3
	Math	26	36.5		
	Science	21	90.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	70	66	94.3%	94%	3
	5-year	72	65	90.3%		
	6-year	73	71	97.3%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	3	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
White	4-year	62	60	96.8%	95.9%	3
	5-year	66	61	92.4%		
	6-year	66	65	98.5%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	8	—	—	—	—
	5-year	10	—	—		
	6-year	6	—	—		
Economically Disadvantaged	4-year	20	—	—	96.7%	4
	5-year	27	—	—		
	6-year	30	29	96.7%		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	251	75	29.9%	3
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	5	–	–	–
Hispanic or Latino	12	–	–	–
Multiracial	9	–	–	–
White	223	62	27.8%	3
English Language Learner	1	–	–	–
Students with Disabilities	49	19	38.8%	3
Economically Disadvantaged	117	48	41%	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	58	98.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	4	–
Hispanic or Latino	–	2	–
Multiracial	–	2	–
White	✓	50	100%
English Language Learner	–	0	–
Students with Disabilities	–	14	–
Economically Disadvantaged	–	28	–

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	52	42.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	3	–
Hispanic or Latino	–	2	–
Multiracial	–	2	–
White	X	45	44.4%
English Language Learner	–	0	–
Students with Disabilities	–	12	–
Economically Disadvantaged	–	24	–

## **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	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%
Female	35	1	3%	0	0%	6	17%	8	23%	20	57%	34	97%
Male	27	2	7%	6	22%	3	11%	5	19%	11	41%	19	70%
General Education Students	52	1	2%	3	6%	6	12%	12	23%	30	58%	48	92%
Students with Disabilities	10	2	20%	3	30%	3	30%	1	10%	1	10%	5	50%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	57	2	4%	5	9%	9	16%	12	21%	29	51%	50	88%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	0	0%	1	20%	2	40%	3	60%
Economically Disadvantaged	23	2	9%	5	22%	1	4%	5	22%	10	43%	16	70%
Not Economically Disadvantaged	39	1	3%	1	3%	8	21%	8	21%	21	54%	37	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	61	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%
Not Homeless	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%
Not Migrant	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%
Parent Not in Armed Forces	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%





**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	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Female	17	0	0%	0	0%	1	6%	9	53%	7	41%	17	100%
Male	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
General Education Students	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	26	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Economically Disadvantaged	7	0	0%	0	0%	1	14%	4	57%	2	29%	7	100%
Not Economically Disadvantaged	21	0	0%	0	0%	2	10%	9	43%	10	48%	21	100%
Non-English Language Learner	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Not in Foster Care	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Not Homeless	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Not Migrant	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Parent Not in Armed Forces	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%





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	24	0	0%	1	4%	12	50%	11	46%	23	96%
Female	17	0	0%	0	0%	10	59%	7	41%	17	100%
Male	7	0	0%	1	14%	2	29%	4	57%	6	86%
General Education Students	24	0	0%	1	4%	12	50%	11	46%	23	96%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	21	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	0	0%	1	4%	12	50%	11	46%	23	96%
Economically Disadvantaged	7	0	0%	0	0%	5	71%	2	29%	7	100%
Not Economically Disadvantaged	17	0	0%	1	6%	7	41%	9	53%	16	94%
Non-English Language Learner	24	0	0%	1	4%	12	50%	11	46%	23	96%
Not in Foster Care	24	0	0%	1	4%	12	50%	11	46%	23	96%
Not Homeless	24	0	0%	1	4%	12	50%	11	46%	23	96%
Not Migrant	24	0	0%	1	4%	12	50%	11	46%	23	96%
Parent Not in Armed Forces	24	0	0%	1	4%	12	50%	11	46%	23	96%

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	11	1	9%	2	18%	6	55%	2	18%	8	73%
Female	9	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	11	1	9%	2	18%	6	55%	2	18%	8	73%
General Education Students	11	1	9%	2	18%	6	55%	2	18%	8	73%
White	11	1	9%	2	18%	6	55%	2	18%	8	73%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	1	9%	2	18%	6	55%	2	18%	8	73%
Not in Foster Care	11	1	9%	2	18%	6	55%	2	18%	8	73%
Not Homeless	11	1	9%	2	18%	6	55%	2	18%	8	73%
Not Migrant	11	1	9%	2	18%	6	55%	2	18%	8	73%
Parent Not in Armed Forces	11	1	9%	2	18%	6	55%	2	18%	8	73%



**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	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%
Female	34	1	3%	4	12%	8	24%	10	29%	11	32%	29	85%
Male	26	1	4%	1	4%	8	31%	11	42%	5	19%	24	92%
General Education Students	54	1	2%	5	9%	11	20%	21	39%	16	30%	48	89%
Students with Disabilities	6	1	17%	0	0%	5	83%	0	0%	0	0%	5	83%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	53	1	2%	4	8%	14	26%	19	36%	15	28%	48	91%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	2	29%	2	29%	1	14%	5	71%
Economically Disadvantaged	25	2	8%	4	16%	6	24%	7	28%	6	24%	19	76%
Not Economically Disadvantaged	35	0	0%	1	3%	10	29%	14	40%	10	29%	34	97%
Non-English Language Learner	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%
Not in Foster Care	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%
Not Homeless	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%
Not Migrant	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%
Parent Not in Armed Forces	60	2	3%	5	8%	16	27%	21	35%	16	27%	53	88%

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	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Female	28	0	0%	1	4%	1	4%	18	64%	8	29%	27	96%
Male	23	0	0%	2	9%	4	17%	10	43%	7	30%	21	91%
General Education Students	42	0	0%	1	2%	1	2%	25	60%	15	36%	41	98%
Students with Disabilities	9	0	0%	2	22%	4	44%	3	33%	0	0%	7	78%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Economically Disadvantaged	21	0	0%	3	14%	5	24%	10	48%	3	14%	18	86%
Not Economically Disadvantaged	30	0	0%	0	0%	0	0%	18	60%	12	40%	30	100%
Non-English Language Learner	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Not in Foster Care	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Not Homeless	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Not Migrant	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%
Parent Not in Armed Forces	51	0	0%	3	6%	5	10%	28	55%	15	29%	48	94%

## **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	61	1	2%	60	98%	4	7%	2	3%	20	33%	34	56%	54	89%
Female	27	0	0%	27	100%	2	7%	0	0%	6	22%	19	70%	25	93%
Male	34	1	3%	33	97%	2	6%	2	6%	14	41%	15	44%	29	85%
General Education Students	47	1	2%	46	98%	0	0%	1	2%	14	30%	31	66%	45	96%
Students with Disabilities	14	0	0%	14	100%	4	29%	1	7%	6	43%	3	21%	9	64%
American Indian or Alaska Native	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
White	53	1	2%	52	98%	3	6%	1	2%	19	36%	29	55%	48	91%
Multiracial	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	1	13%	5	63%	6	75%
Economically Disadvantaged	31	1	3%	30	97%	2	6%	2	6%	11	35%	15	48%	26	84%
Not Economically Disadvantaged	30	0	0%	30	100%	2	7%	0	0%	9	30%	19	63%	28	93%
Non-English Language Learner	61	1	2%	60	98%	4	7%	2	3%	20	33%	34	56%	54	89%
Not in Foster Care	61	1	2%	60	98%	4	7%	2	3%	20	33%	34	56%	54	89%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	1	–	59	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	61	1	2%	60	98%	4	7%	2	3%	20	33%	34	56%	54	89%
Parent in Armed Forces	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	58	1	–	57	–	–	–	–	–	–	–	–	–	–	–

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	0	0	8	100
Female	6	0	0	6	100
Male	2	0	0	2	100
General Education Students	8	0	0	8	100
White	8	0	0	8	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	7	0	0	7	100
Non-English Language Learner	8	0	0	8	100
Not in Foster Care	8	0	0	8	100
Not Homeless	8	0	0	8	100
Not Migrant	8	0	0	8	100
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	7	0	0	7	100

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

# 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	34	56%	27	44%	1	2%	0	0%	4	7%	22	36%	26	43%
Female	27	10	37%	17	63%	1	4%	0	0%	2	7%	14	52%	16	59%
Male	34	24	71%	10	29%	0	0%	0	0%	2	6%	8	24%	10	29%
General Education Students	47	21	45%	26	55%	1	2%	0	0%	4	9%	21	45%	25	53%
Students with Disabilities	14	13	93%	1	7%	0	0%	0	0%	0	0%	1	7%	1	7%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	53	28	53%	25	47%	1	2%	0	0%	3	6%	21	40%	24	45%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	6	75%	2	25%	0	0%	0	0%	1	13%	1	13%	2	25%
Economically Disadvantaged	31	24	77%	7	23%	1	3%	0	0%	1	3%	5	16%	6	19%
Not Economically Disadvantaged	30	10	33%	20	67%	0	0%	0	0%	3	10%	17	57%	20	67%
Non-English Language Learner	61	34	56%	27	44%	1	2%	0	0%	4	7%	22	36%	26	43%
Not in Foster Care	61	34	56%	27	44%	1	2%	0	0%	4	7%	22	36%	26	43%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	33	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	34	56%	27	44%	1	2%	0	0%	4	7%	22	36%	26	43%
Parent in Armed Forces	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	58	33	—	25	—	—	—	—	—	—	—	—	—	—	—

### 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	60	33	55	27	45
Female	27	10	37	17	63
Male	33	23	70	10	30
General Education Students	46	20	43	26	57
Students with Disabilities	14	13	93	1	7
American Indian or Alaska Native	1	1	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	2	2	100	0	0
White	52	27	52	25	48
Multiracial	2	0	0	2	100
Economically Disadvantaged	30	23	77	7	23
Not Economically Disadvantaged	30	10	33	20	67
Non-English Language Learner	60	33	55	27	45
Not in Foster Care	60	33	55	27	45
Homeless	1	1	100	0	0
Not Homeless	59	32	54	27	46
Not Migrant	60	33	55	27	45
Parent in Armed Forces	3	1	33	2	67
Parent Not in Armed Forces	57	32	56	25	44

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	61	31	51%	30	49%	1	2%	3	5%	14	23%	12	20%	26	43%
Female	27	10	37%	17	63%	0	0%	2	7%	9	33%	6	22%	15	56%
Male	34	21	62%	13	38%	1	3%	1	3%	5	15%	6	18%	11	32%
General Education Students	47	19	40%	28	60%	0	0%	3	6%	14	30%	11	23%	25	53%
Students with Disabilities	14	12	86%	2	14%	1	7%	0	0%	0	0%	1	7%	1	7%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	53	26	49%	27	51%	1	2%	3	6%	11	21%	12	23%	23	43%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	5	63%	3	38%	0	0%	0	0%	3	38%	0	0%	3	38%
Economically Disadvantaged	31	20	65%	11	35%	1	3%	2	6%	6	19%	2	6%	8	26%
Not Economically Disadvantaged	30	11	37%	19	63%	0	0%	1	3%	8	27%	10	33%	18	60%
Non-English Language Learner	61	31	51%	30	49%	1	2%	3	5%	14	23%	12	20%	26	43%
Not in Foster Care	61	31	51%	30	49%	1	2%	3	5%	14	23%	12	20%	26	43%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	30	—	30	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	31	51%	30	49%	1	2%	3	5%	14	23%	12	20%	26	43%
Parent in Armed Forces	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	58	28	—	30	—	—	—	—	—	—	—	—	—	—	—

### 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	59	29	49	30	51
Female	27	10	37	17	63
Male	32	19	59	13	41
General Education Students	45	17	38	28	62
Students with Disabilities	14	12	86	2	14
American Indian or Alaska Native	1	1	100	0	0
Black or African American	3	2	67	1	33
Hispanic or Latino	1	1	100	0	0
White	52	25	48	27	52
Multiracial	2	0	0	2	100
Economically Disadvantaged	29	18	62	11	38
Not Economically Disadvantaged	30	11	37	19	63
Non-English Language Learner	59	29	49	30	51
Not in Foster Care	59	29	49	30	51
Homeless	1	1	100	0	0
Not Homeless	58	28	48	30	52
Not Migrant	59	29	49	30	51
Parent in Armed Forces	3	3	100	0	0
Parent Not in Armed Forces	56	26	46	30	54

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	61	56	92%	5	8%	0	0%	4	7%	0	0%	1	2%	1	2%
Female	27	24	89%	3	11%	0	0%	2	7%	0	0%	1	4%	1	4%
Male	34	32	94%	2	6%	0	0%	2	6%	0	0%	0	0%	0	0%
General Education Students	47	46	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Students with Disabilities	14	10	71%	4	29%	0	0%	4	29%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	53	48	91%	5	9%	0	0%	4	8%	0	0%	1	2%	1	2%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	28	90%	3	10%	0	0%	2	6%	0	0%	1	3%	1	3%
Not Economically Disadvantaged	30	28	93%	2	7%	0	0%	2	7%	0	0%	0	0%	0	0%
Non-English Language Learner	61	56	92%	5	8%	0	0%	4	7%	0	0%	1	2%	1	2%
Not in Foster Care	61	56	92%	5	8%	0	0%	4	7%	0	0%	1	2%	1	2%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	55	—	5	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	56	92%	5	8%	0	0%	4	7%	0	0%	1	2%	1	2%
Parent in Armed Forces	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	58	53	—	5	—	—	—	—	—	—	—	—	—	—	—

### 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	54	54	100	0	0
Female	24	24	100	0	0
Male	30	30	100	0	0
General Education Students	44	44	100	0	0
Students with Disabilities	10	10	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	2	2	100	0	0
White	46	46	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	26	26	100	0	0
Not Economically Disadvantaged	28	28	100	0	0
Non-English Language Learner	54	54	100	0	0
Not in Foster Care	54	54	100	0	0
Homeless	1	1	100	0	0
Not Homeless	53	53	100	0	0
Not Migrant	54	54	100	0	0
Parent in Armed Forces	3	3	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	61	57	93%	4	7%	0	0%	0	0%	2	3%	2	3%	4	7%
Female	27	25	93%	2	7%	0	0%	0	0%	1	4%	1	4%	2	7%
Male	34	32	94%	2	6%	0	0%	0	0%	1	3%	1	3%	2	6%
General Education Students	47	44	94%	3	6%	0	0%	0	0%	1	2%	2	4%	3	6%
Students with Disabilities	14	13	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	53	49	92%	4	8%	0	0%	0	0%	2	4%	2	4%	4	8%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	28	90%	3	10%	0	0%	0	0%	1	3%	2	6%	3	10%
Not Economically Disadvantaged	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Non-English Language Learner	61	57	93%	4	7%	0	0%	0	0%	2	3%	2	3%	4	7%
Not in Foster Care	61	57	93%	4	7%	0	0%	0	0%	2	3%	2	3%	4	7%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	56	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	57	93%	4	7%	0	0%	0	0%	2	3%	2	3%	4	7%
Parent in Armed Forces	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	58	55	—	3	—	—	—	—	—	—	—	—	—	—	—

### 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.



## 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 School	247	\$71,938	\$291	\$2,664,498	\$10,787	\$2,736,436	\$11,079
This District	874	\$1,050,290	\$1,202	\$15,749,898	\$18,020	\$16,800,188	\$19,222
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 SCHOOL	30	9	30%	1	0	0%
THIS DISTRICT	73	14	19%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	30	5	17%
THIS DISTRICT	72	8	11%
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	61	57	93%	24	39%	32	52%	1	2%	0	0%	0	0%	0	0%	4	7%
Female	27	26	96%	15	56%	11	41%	0	0%	0	0%	0	0%	0	0%	1	4%
Male	34	31	91%	9	26%	21	62%	1	3%	0	0%	0	0%	0	0%	3	9%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	47	44	94%	24	51%	20	43%	0	0%	0	0%	0	0%	0	0%	3	6%
Students with Disabilities	14	13	93%	0	0%	12	86%	1	7%	0	0%	0	0%	0	0%	1	7%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
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	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	53	50	94%	22	42%	27	51%	1	2%	0	0%	0	0%	0	0%	3	6%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	31	27	87%	6	19%	20	65%	1	3%	0	0%	0	0%	0	0%	4	13%
Not Economically Disadvantaged	30	30	100%	18	60%	12	40%	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	61	57	93%	24	39%	32	52%	1	2%	0	0%	0	0%	0	0%	4	7%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	61	57	93%	24	39%	32	52%	1	2%	0	0%	0	0%	0	0%	4	7%



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	61	57	93%	24	39%	32	52%	1	2%	0	0%	0	0%	0	0%	4	7%
Parent in Armed Forces	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	58	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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