THOUSAND ISLANDS 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

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
	ELA	376	147.7	
All Students	Math	368	165.1	4
	Combined	744	156.3	
	ELA	3	_	
Asian or Native Hawaiian/Other Pacific Islander	Math	3	_] _
	Combined	6	_	
	ELA	2	_	
Black or African American	Math	2	_] _
	Combined	4	_	
	ELA	12	125	
Hispanic or Latino	Math	11	136.4	_
	Combined	23	_	
	ELA	12	154.2	
Multiracial	Math	11	127.3] _
	Combined	23	_	
	ELA	347	149	
White	Math	341	167.6	3
	Combined	688	158.2	-
	ELA	55	68.2	
Students with Disabilities	Math	51	79.4	3
	Combined	106	73.6	
	ELA	189	129.1	
Economically Disadvantaged	Math	182	148.6	4
	Combined	371	138.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
	ELA	376	147.7	
All Students	Math	368	165.1	4
	Combined	744	156.3	
	ELA	3	_	
Asian or Native Hawaiian/Other Pacific Islander	Math	3	_	_
	Combined	6	_	
	ELA	2	_	
Black or African American	Math	2	_	_
	Combined	4	_	
	ELA	12	125	
Hispanic or Latino	Math	11	136.4	_
	Combined	23	_	
	ELA	12	154.2	
Multiracial	Math	11	127.3	_
	Combined	23	_	
	ELA	347	149	
White	Math	341	167.6	4
	Combined	688	158.2	
	ELA	55	68.2	
Students with Disabilities	Math	51	79.4	4
	Combined	106	73.6	
	ELA	189	129.1	
Economically Disadvantaged	Math	182	148.6	4
	Combined	371	138.7	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	507	126	24.9%	2
American Indian or Alaska Native	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	5	_	_	_
Black or African American	7	_	_	_
Hispanic or Latino	13	-	_	_
Multiracial	19	_	_	_
White	463	112	24.2%	2
English Language Learner	_	_	_	_
Students with Disabilities	68	20	29.4%	2
Economically Disadvantaged	260	85	32.7%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	389	98.5%
American Indian or Alaska Native	_	0	_
Asian or Native Hawaiian/Other Pacific Islander	_	3	_
Black or African American	_	3	_
Hispanic or Latino	_	12	_
Multiracial	_	13	_
White	✓	358	98.3%
English Language Learner	_	0	_
Students with Disabilities	✓	55	98.2%
Economically Disadvantaged	✓	195	99%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	385	97.4%
American Indian or Alaska Native	_	0	_
Asian or Native Hawaiian/Other Pacific Islander	_	3	_
Black or African American	_	3	_
Hispanic or Latino	_	12	_
Multiracial	_	13	_
White	✓	354	97.7%
English Language Learner	_	0	_
Students with Disabilities	X	53	94.3%
Economically Disadvantaged	✓	191	97.4%

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	_	2
American Indian or Alaska Native	-	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	_	_	_	_	_
Black or African American	ı	_	_	_	_
Hispanic or Latino	ı	_	_	_	_
Multiracial	ı	_	_	_	_
White	4	3	3	_	2
English Language Learner	1	_	_	_	_
Students with Disabilities		2	_	_	2
Economically Disadvantaged	4	3	4	_	2

SECONDARY CORE SUBJECT PERFORMANCE

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

SECONDARY WEIGHTED AVERAGE PERFORMANCE

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

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
	4-year	72	66	91.7%		
All Students	5-year	73	65	89%	92.2%	3
	6-year	74	71	95.9%	_	
	4-year	0	_	_		
American Indian or Alaska Native	5-year	2	_	_		_
	6-year	1	_	_	_	
	4-year	0	_	_		
Asian or Native Hawaiian/Other Pacific Islander	5-year	0	_	_	Ī -	_
	6-year	0	_	_	-	
	4-year	2	_	_		
Black or African American	5-year	0	_	_	- -	_
	6-year	1	_	_		
Hispanic or Latino	4-year	3	_	_	_	
	5-year	1	_	_		_
	6-year	1	_	_		
	4-year	3	_	_	_	
Multiracial	5-year	3	_	_		_
	6-year	4	_	_		
	4-year	64	60	93.8%		
White	5-year	67	61	91%	93.9%	3
	6-year	67	65	97%		
	4-year	0	_	_		
English Language Learner	5-year	1	_	_	_	_
	6-year	0	_	_	-	
	4-year	10	_	_		
Students with Disabilities	5-year	11	_	_	_	_
	6-year	7	_	_		
	4-year	20	_	_		
Economically Disadvantaged	5-year	27	_	_	96.7%	4
	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%	2
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%	2
English Language Learner	1	_	_	_
Students with Disabilities	49	19	38.8%	2
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	_

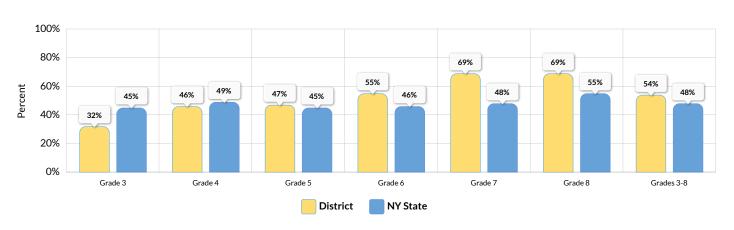
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

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Percent Scoring Proficient by Grade

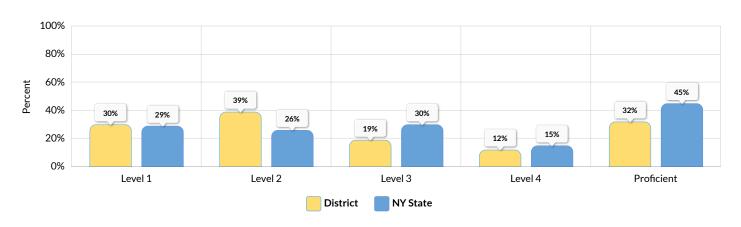


Grade	Total	Not	Tested	Te	ested	Le	vel 1	Lev	vel 2	Lev	vel 3	Le	vel 4		icient s 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
Grade 4	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Grade 5	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Grade 6	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Grade 7	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Grade 8	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Grades 3-8	390	7	2%	383	98%	59	15%	118	31%	139	36%	67	17%	206	54%

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 sted	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3	Le	evel 4	(Lev	ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
Female	27	0	0%	27	100%	1	4%	14	52%	9	33%	3	11%	12	44%
Male	30	0	0%	30	100%	16	53%	8	27%	2	7%	4	13%	6	20%
General Education Students	47	0	0%	47	100%	11	23%	19	40%	10	21%	7	15%	17	36%
Students with Disabilities	10	0	0%	10	100%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Black or African American	1	0	0%	1	100%	-	_	_	_	_	_	_	_	_	_
White	55	0	0%	55	100%	-	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
Economically Disadvantaged	31	0	0%	31	100%	9	29%	15	48%	4	13%	3	10%	7	23%
Not Economically Disadvantaged	26	0	0%	26	100%	8	31%	7	27%	7	27%	4	15%	11	42%
Non-English Language Learner	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
In Foster Care	1	0	0%	1	100%	-	_	_	_	_	_	_	_	_	_
Not in Foster Care	56	0	0%	56	100%	1	_	_	_	1	_	_	_	_	_
Not Homeless	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
Not Migrant	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%
Parent Not in Armed Forces	57	0	0%	57	100%	17	30%	22	39%	11	19%	7	12%	18	32%

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	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3	Le	evel 4		ficient ls 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Female	35	1	3%	34	97%	4	12%	13	38%	12	35%	5	15%	17	50%
Male	35	0	0%	35	100%	7	20%	13	37%	13	37%	2	6%	15	43%
General Education Students	62	1	2%	61	98%	6	10%	23	38%	25	41%	7	11%	32	52%
Students with Disabilities	8	0	0%	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	_	_	_	_	1	_	_	_	_	_
Hispanic or Latino	1	0	0%	1	100%	_	_	_	_	1	_	_	_	_	_
White	63	1	2%	62	98%	10	16%	24	39%	24	39%	4	6%	28	45%
Multiracial	5	0	0%	5	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	2	29%	1	14%	3	43%	4	57%
Economically Disadvantaged	31	0	0%	31	100%	9	29%	13	42%	6	19%	3	10%	9	29%
Not Economically Disadvantaged	39	1	3%	38	97%	2	5%	13	34%	19	50%	4	11%	23	61%
Non-English Language Learner	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Not in Foster Care	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Not Homeless	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Not Migrant	70	1	1%	69	99%	11	16%	26	38%	25	36%	7	10%	32	46%
Parent in Armed Forces	2	0	0%	2	100%	_	1	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	68	1	1%	67	99%	_	-	_	_	_	_	_	_	_	_

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.

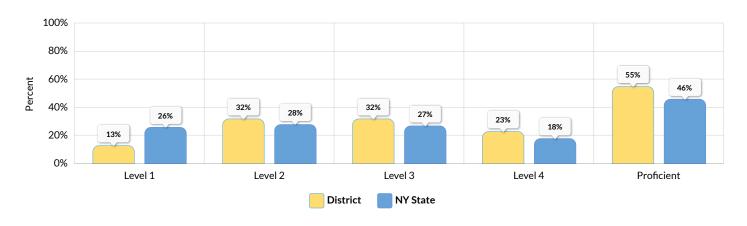


Subgroup	Total	Not	Tested	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3	Le	evel 4		ficient ls 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Female	29	0	0%	29	100%	6	21%	8	28%	12	41%	3	10%	15	52%
Male	25	1	4%	24	96%	8	33%	6	25%	9	38%	1	4%	10	42%
General Education Students	45	1	2%	44	98%	7	16%	12	27%	21	48%	4	9%	25	57%
Students with Disabilities	9	0	0%	9	100%	7	78%	2	22%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	_	_	_	_	_	_	_	_	_	_
White	52	1	2%	51	98%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Economically Disadvantaged	31	1	3%	30	97%	11	37%	7	23%	9	30%	3	10%	12	40%
Not Economically Disadvantaged	23	0	0%	23	100%	3	13%	7	30%	12	52%	1	4%	13	57%
Non-English Language Learner	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Not in Foster Care	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Not Homeless	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Not Migrant	54	1	2%	53	98%	14	26%	14	26%	21	40%	4	8%	25	47%
Parent in Armed Forces	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	53	1	2%	52	98%	_	_	_	_	_	-	_	_	_	_

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	Te	ested	Le	evel 1	Le	vel 2	Le	vel 3	Le	vel 4		ficient ls 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Female	37	0	0%	37	100%	7	19%	11	30%	11	30%	8	22%	19	51%
Male	33	1	3%	32	97%	2	6%	11	34%	11	34%	8	25%	19	59%
General Education Students	60	0	0%	60	100%	5	8%	18	30%	21	35%	16	27%	37	62%
Students with Disabilities	10	1	10%	9	90%	4	44%	4	44%	1	11%	0	0%	1	11%
Hispanic or Latino	2	0	0%	2	100%	_	-	_	-	-	-	_	-	_	_
White	65	1	2%	64	98%	9	14%	18	28%	21	33%	16	25%	37	58%
Multiracial	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	4	80%	1	20%	0	0%	1	20%
Economically Disadvantaged	33	0	0%	33	100%	7	21%	15	45%	6	18%	5	15%	11	33%
Not Economically Disadvantaged	37	1	3%	36	97%	2	6%	7	19%	16	44%	11	31%	27	75%
Non-English Language Learner	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Not in Foster Care	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Not Homeless	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Not Migrant	70	1	1%	69	99%	9	13%	22	32%	22	32%	16	23%	38	55%
Parent in Armed Forces	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	69	1	1%	68	99%	_	_	_	_	_	_	_	_	_	_

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.

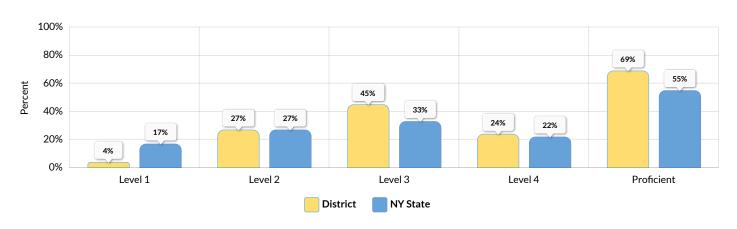


Subgroup	Total		Not ested	Te	ested	Le	evel 1	Le	vel 2	Le	vel 3	Le	vel 4	(Lev	ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Female	33	0	0%	33	100%	2	6%	8	24%	14	42%	9	27%	23	70%
Male	36	1	3%	35	97%	3	9%	8	23%	16	46%	8	23%	24	69%
General Education Students	61	1	2%	60	98%	2	3%	13	22%	29	48%	16	27%	45	75%
Students with Disabilities	8	0	0%	8	100%	3	38%	3	38%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	_	_	_	_	_	_	-	_	_	_
Hispanic or Latino	4	0	0%	4	100%	_	-	_	_	_	_	_	_	_	_
White	63	1	2%	62	98%	5	8%	15	24%	25	40%	17	27%	42	68%
Multiracial	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	31	0	0%	31	100%	4	13%	10	32%	10	32%	7	23%	17	55%
Not Economically Disadvantaged	38	1	3%	37	97%	1	3%	6	16%	20	54%	10	27%	30	81%
Non-English Language Learner	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Not in Foster Care	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Not Homeless	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Not Migrant	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%
Parent Not in Armed Forces	69	1	1%	68	99%	5	7%	16	24%	30	44%	17	25%	47	69%

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.



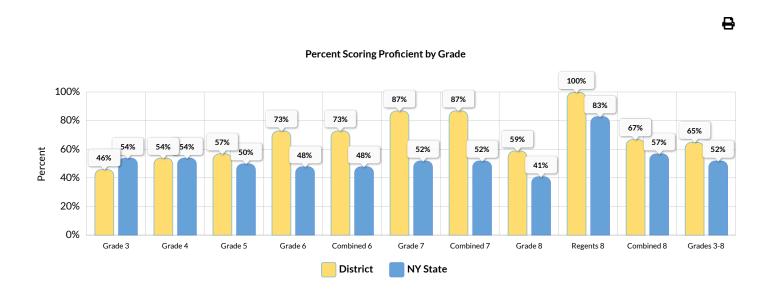


Subgroup	Total		Not ested	Te	ested	Le	evel 1	Le	vel 2	Le	vel 3	Le	vel 4	(Lev	ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Female	34	0	0%	34	100%	1	3%	5	15%	16	47%	12	35%	28	82%
Male	36	3	8%	33	92%	2	6%	13	39%	14	42%	4	12%	18	55%
General Education Students	59	2	3%	57	97%	1	2%	13	23%	27	47%	16	28%	43	75%
Students with Disabilities	11	1	9%	10	91%	2	20%	5	50%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	-
Black or African American	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
White	61	3	5%	58	95%	2	3%	13	22%	27	47%	16	28%	43	74%
Multiracial	4	0	0%	4	100%	_	-	_	_	_	-	_	_	_	_
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	5	56%	3	33%	0	0%	3	33%
Economically Disadvantaged	38	1	3%	37	97%	2	5%	9	24%	17	46%	9	24%	26	70%
Not Economically Disadvantaged	32	2	6%	30	94%	1	3%	9	30%	13	43%	7	23%	20	67%
Non-English Language Learner	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Not in Foster Care	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Not Homeless	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Not Migrant	70	3	4%	67	96%	3	4%	18	27%	30	45%	16	24%	46	69%
Parent in Armed Forces	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	67	3	4%	64	96%	_	ı	_	_	_	_	_	_	_	_

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



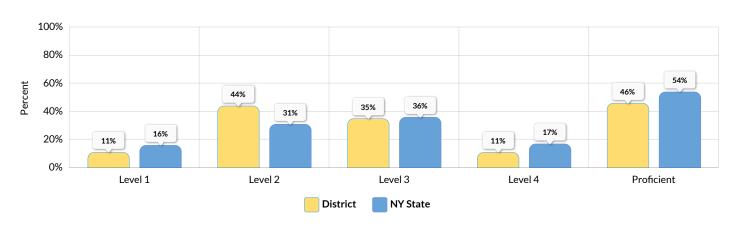
Grade	Total	Not	Tested	Te	ested	Le	vel 1	Lev	rel 2	Lev	vel 3	Level 4	1 & Above		oficient 3 & Above)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
Grade 4	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Grade 5	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Grade 6	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Combined 6	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Grade 7	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Combined 7	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Grade 8	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Regents 8	_	_	_	13	19%	0	0%	0	0%	1	8%	12	92%	13	100%
Combined 8	69	5	7%	64	93%	8	13%	13	20%	29	45%	14	22%	43	67%
Grades 3-8	387	12	3%	375	97%	33	9%	100	27%	173	46%	69	18%	242	65%

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 ested	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3	Le	evel 4	(Lev	ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
Female	27	0	0%	27	100%	2	7%	10	37%	12	44%	3	11%	15	56%
Male	30	0	0%	30	100%	4	13%	15	50%	8	27%	3	10%	11	37%
General Education Students	47	0	0%	47	100%	2	4%	19	40%	20	43%	6	13%	26	55%
Students with Disabilities	10	0	0%	10	100%	4	40%	6	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Black or African American	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
White	55	0	0%	55	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
Economically Disadvantaged	31	0	0%	31	100%	4	13%	15	48%	10	32%	2	6%	12	39%
Not Economically Disadvantaged	26	0	0%	26	100%	2	8%	10	38%	10	38%	4	15%	14	54%
Non-English Language Learner	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
In Foster Care	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Not in Foster Care	56	0	0%	56	100%	_	_	_	_	_	_	_	_	_	_
Not Homeless	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
Not Migrant	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	46%
Parent Not in Armed Forces	57	0	0%	57	100%	6	11%	25	44%	20	35%	6	11%	26	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	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Female	35	0	0%	35	100%	2	6%	13	37%	14	40%	6	17%	20	57%
Male	34	0	0%	34	100%	5	15%	12	35%	12	35%	5	15%	17	50%
General Education Students	61	0	0%	61	100%	1	2%	24	39%	25	41%	11	18%	36	59%
Students with Disabilities	8	0	0%	8	100%	6	75%	1	13%	1	13%	0	0%	1	13%
Black or African American	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
White	62	0	0%	62	100%	6	10%	22	35%	25	40%	9	15%	34	55%
Multiracial	5	0	0%	5	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	3	43%	1	14%	2	29%	3	43%
Economically Disadvantaged	30	0	0%	30	100%	6	20%	11	37%	11	37%	2	7%	13	43%
Not Economically Disadvantaged	39	0	0%	39	100%	1	3%	14	36%	15	38%	9	23%	24	62%
Non-English Language Learner	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Not in Foster Care	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Not Homeless	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Not Migrant	69	0	0%	69	100%	7	10%	25	36%	26	38%	11	16%	37	54%
Parent in Armed Forces	2	0	0%	2	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	67	0	0%	67	100%	_	_	_	_	_	_	_	_	_	_

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	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Female	29	1	3%	28	97%	3	11%	10	36%	14	50%	1	4%	15	54%
Male	24	1	4%	23	96%	5	22%	4	17%	10	43%	4	17%	14	61%
General Education Students	45	2	4%	43	96%	2	5%	13	30%	23	53%	5	12%	28	65%
Students with Disabilities	8	0	0%	8	100%	6	75%	1	13%	1	13%	0	0%	1	13%
Hispanic or Latino	2	0	0%	2	100%	_	_	_	_	_	_	_	_	_	_
White	51	2	4%	49	96%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Economically Disadvantaged	30	2	7%	28	93%	6	21%	10	36%	10	36%	2	7%	12	43%
Not Economically Disadvantaged	23	0	0%	23	100%	2	9%	4	17%	14	61%	3	13%	17	74%
Non-English Language Learner	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Not in Foster Care	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Not Homeless	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Not Migrant	53	2	4%	51	96%	8	16%	14	27%	24	47%	5	10%	29	57%
Parent in Armed Forces	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	52	2	4%	50	96%	_	_	_	_	_	_	_	_	_	_

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.

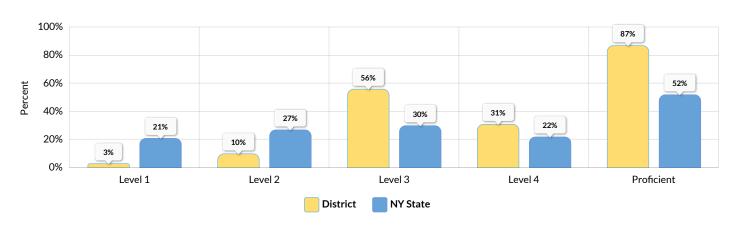


Subgroup	Total	Not	Tested	Te	ested	Le	evel 1	Le	vel 2	Le	vel 3	Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Female	36	2	6%	34	94%	2	6%	11	32%	16	47%	5	15%	21	62%
Male	33	1	3%	32	97%	0	0%	5	16%	20	63%	7	22%	27	84%
General Education Students	59	0	0%	59	100%	0	0%	13	22%	34	58%	12	20%	46	78%
Students with Disabilities	10	3	30%	7	70%	2	29%	3	43%	2	29%	0	0%	2	29%
Hispanic or Latino	2	0	0%	2	100%	_	_	_	-	_	_	_	_	_	_
White	64	3	5%	61	95%	1	2%	14	23%	34	56%	12	20%	46	75%
Multiracial	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	32	0	0%	32	100%	1	3%	13	41%	14	44%	4	13%	18	56%
Not Economically Disadvantaged	37	3	8%	34	92%	1	3%	3	9%	22	65%	8	24%	30	88%
Non-English Language Learner	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Not in Foster Care	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Not Homeless	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Not Migrant	69	3	4%	66	96%	2	3%	16	24%	36	55%	12	18%	48	73%
Parent in Armed Forces	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	68	3	4%	65	96%	_	_	_	_	_	_	_	_	_	_

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.



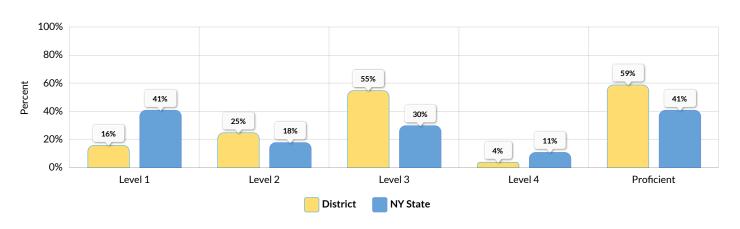


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Female	33	0	0%	33	100%	1	3%	2	6%	19	58%	11	33%	30	91%
Male	37	2	5%	35	95%	1	3%	5	14%	19	54%	10	29%	29	83%
General Education Students	62	2	3%	60	97%	0	0%	5	8%	34	57%	21	35%	55	92%
Students with Disabilities	8	0	0%	8	100%	2	25%	2	25%	4	50%	0	0%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	4	0	0%	4	100%	_	_	_	_	_	_	_	_	_	_
White	64	2	3%	62	97%	2	3%	6	10%	33	53%	21	34%	54	87%
Multiracial	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	31	0	0%	31	100%	2	6%	5	16%	17	55%	7	23%	24	77%
Not Economically Disadvantaged	39	2	5%	37	95%	0	0%	2	5%	21	57%	14	38%	35	95%
Non-English Language Learner	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Not in Foster Care	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Not Homeless	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Not Migrant	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%
Parent Not in Armed Forces	70	2	3%	68	97%	2	3%	7	10%	38	56%	21	31%	59	87%

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 sted	Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Female	33	7	21%	26	79%	3	12%	4	15%	18	69%	1	4%	19	73%
Male	36	11	31%	25	69%	5	20%	9	36%	10	40%	1	4%	11	44%
General Education Students	59	17	29%	42	71%	4	10%	10	24%	26	62%	2	5%	28	67%
Students with Disabilities	10	1	10%	9	90%	4	44%	3	33%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%		ı	-	1	ı	_	_	ı	1	_
Black or African American	1	0	0%	1	100%	_	1	_	1	ı	_	_	1	ı	_
Hispanic or Latino	3	1	33%	2	67%	_	ı	_	1	ı	_	_	ı	1	_
White	60	16	27%	44	73%	6	14%	10	23%	26	59%	2	5%	28	64%
Multiracial	4	1	25%	3	75%	_	_	_	_	-	_	_	_	_	_
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	29%	3	43%	2	29%	0	0%	2	29%
Economically Disadvantaged	37	7	19%	30	81%	6	20%	5	17%	19	63%	0	0%	19	63%
Not Economically Disadvantaged	32	11	34%	21	66%	2	10%	8	38%	9	43%	2	10%	11	52%
Non-English Language Learner	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Not in Foster Care	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Not Homeless	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Not Migrant	69	18	26%	51	74%	8	16%	13	25%	28	55%	2	4%	30	59%
Parent in Armed Forces	3	1	33%	2	67%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	66	17	26%	49	74%	_	_	_	_	_	_	_	_	_	

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

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Grade	Total	Not Tested		Tested		Level 1		Le	vel 2	Le	vel 3	L	evel 4	Proficient (Levels 3 & 4)		
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 8	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%	
Combined 8	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%	

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

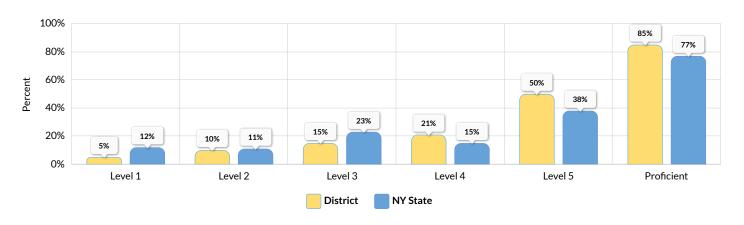
Subgroup	Total		Not	Te	ested	Lev	vel 1	Le	vel 2	Le	vel 3	Le	vel 4	(Lev	ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%
Female	33	0	0%	33	100%	0	0%	9	27%	20	61%	4	12%	24	73%
Male	36	3	8%	33	92%	1	3%	9	27%	18	55%	5	15%	23	70%
General Education Students	59	2	3%	57	97%	1	2%	12	21%	35	61%	9	16%	44	77%
Students with Disabilities	10	1	10%	9	90%	0	0%	6	67%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	ı	1	ı	ı	ı	-	_	ı	_	-
Black or African American	1	0	0%	1	100%	ı	ı	ı	1	ı	-	_	ı	_	_
Hispanic or Latino	3	0	0%	3	100%	ı	ı	ı	1	ı	_	_	ı	_	_
White	60	2	3%	58	97%	1	2%	13	22%	35	60%	9	16%	44	76%
Multiracial	4	1	25%	3	75%	_	_	-	-	-	_	_	_	_	_
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	5	63%	3	38%	0	0%	3	38%
Economically Disadvantaged	37	2	5%	35	95%	1	3%	11	31%	18	51%	5	14%	23	66%
Not Economically Disadvantaged	32	1	3%	31	97%	0	0%	7	23%	20	65%	4	13%	24	77%
Non-English Language Learner	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%
Not in Foster Care	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%
Not Homeless	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%
Not Migrant	69	3	4%	66	96%	1	2%	18	27%	38	58%	9	14%	47	71%
Parent in Armed Forces	3	0	0%	3	100%	_	_	-	-	-	_	_	_	_	_
Parent Not in Armed Forces	66	3	5%	63	95%	_	_	_	_	_	_	_	_	_	_

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)

Percent Scoring at Levels for All Students

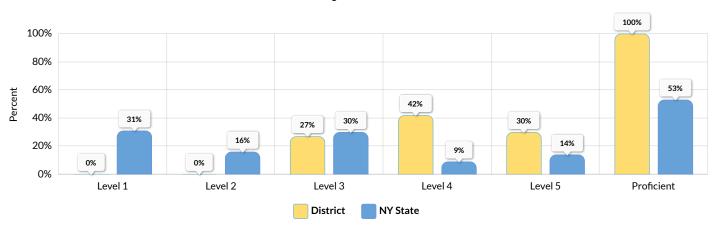


Subgroup	Tested	Le	evel 1	Le	evel 2	Le	evel 3	Le	vel 4	Le	vel 5		oficient 3 & Above)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	3	5%	6	10%	9	15%	13	21%	31	50%	53	85%
Female	35	1	3%	0	0%	6	17%	8	23%	20	57%	34	97%
Male	27	2	7%	6	22%	3	11%	5	19%	11	41%	19	70%
General Education Students	52	1	2%	3	6%	6	12%	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%

Subgroup	Tested	Le	evel 1	Le	evel 2	Le	vel 3	Le	vel 4	Le	evel 5		oficient 3 & Above)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	2	3%	7	11%	27	42%	19	30%	9	14%	55	86%
Female	29	1	3%	3	10%	8	28%	12	41%	5	17%	25	86%
Male	35	1	3%	4	11%	19	54%	7	20%	4	11%	30	86%
General Education Students	57	1	2%	5	9%	24	42%	18	32%	9	16%	51	89%
Students with Disabilities	7	1	14%	2	29%	3	43%	1	14%	0	0%	4	57%
Hispanic or Latino	4	_	_	_	_	_	_	_	_	_	_	_	_
White	58	1	2%	7	12%	24	41%	18	31%	8	14%	50	86%
Multiracial	2	_	_	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	3	50%	1	17%	1	17%	5	83%
Economically Disadvantaged	28	1	4%	4	14%	12	43%	8	29%	3	11%	23	82%
Not Economically Disadvantaged	36	1	3%	3	8%	15	42%	11	31%	6	17%	32	89%
English Language Learner	1	_	_	_	_	_	_	_	_	_	_	_	_
Non-English Language Learner	63	_	_	_	_	_	_	_	_	_	_	_	_
Not in Foster Care	64	2	3%	7	11%	27	42%	19	30%	9	14%	55	86%
Not Homeless	64	2	3%	7	11%	27	42%	19	30%	9	14%	55	86%
Not Migrant	64	2	3%	7	11%	27	42%	19	30%	9	14%	55	86%
Parent in Armed Forces	2	_	_	_	_	_	_	_	_	-	_	_	_
Parent Not in Armed Forces	62	_	_	_	_	_	_	_	-	-	_	_	_

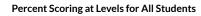
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

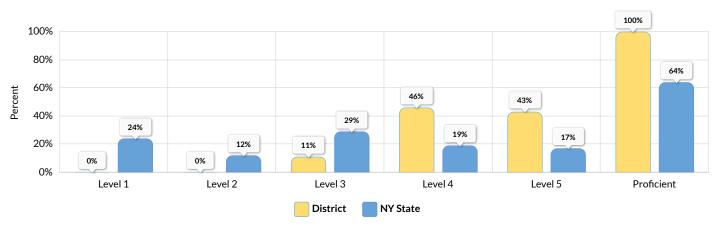




Subgroup	Tested	Le	vel 1	Le	vel 2	Le	evel 3	Le	vel 4	Le	vel 5		oficient s 3 & Above)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	0	0%	0	0%	9	27%	14	42%	10	30%	33	100%
Female	19	0	0%	0	0%	5	26%	7	37%	7	37%	19	100%
Male	14	0	0%	0	0%	4	29%	7	50%	3	21%	14	100%
General Education Students	32	_	_	_	_	_	_	_	_	_	_	_	_
Students with Disabilities	1	_	_	_	_	_	_	_	_	_	_	_	_
American Indian or Alaska Native	1	_	_	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	1	_	_	_	_	_	_	_	_	_	_	_	_
White	28	0	0%	0	0%	9	32%	12	43%	7	25%	28	100%
Multiracial	3	_	_	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	11	0	0%	0	0%	2	18%	7	64%	2	18%	11	100%
Not Economically Disadvantaged	22	0	0%	0	0%	7	32%	7	32%	8	36%	22	100%
Non-English Language Learner	33	0	0%	0	0%	9	27%	14	42%	10	30%	33	100%
Not in Foster Care	33	0	0%	0	0%	9	27%	14	42%	10	30%	33	100%
Not Homeless	33	0	0%	0	0%	9	27%	14	42%	10	30%	33	100%
Not Migrant	33	0	0%	0	0%	9	27%	14	42%	10	30%	33	100%
Parent in Armed Forces	1	_	_	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	32	_	_	_	_	_	_	_	_	_	_	_	_

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

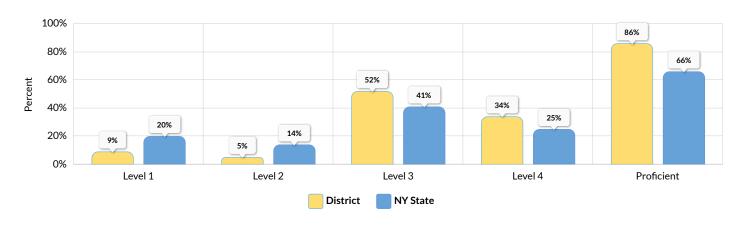




Subgroup	Tested	Le	vel 1	Le	vel 2	Le	evel 3	Le	vel 4	Le	vel 5		oficient 3 & Above)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	0	0%	0	0%	3	11%	13	46%	12	43%	28	100%
Female	17	0	0%	0	0%	1	6%	9	53%	7	41%	17	100%
Male	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
General Education Students	28	0	0%	0	0%	3	11%	13	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 LIVING ENVIRONMENT (2022-23)

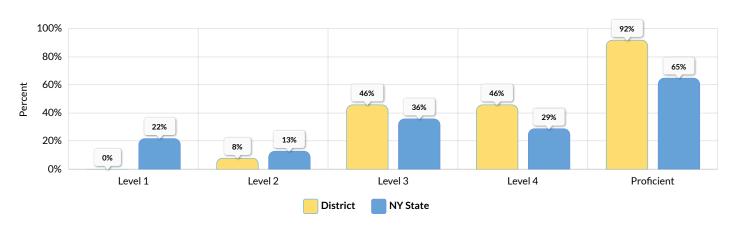




Subgroup	Tested	Le	evel 1	Le	evel 2	Le	vel 3	Le	evel 4		oficient els 3 & 4)
		#	%	#	%	#	%	#	%	#	%
All Students	65	6	9%	3	5%	34	52%	22	34%	56	86%
Female	33	3	9%	1	3%	15	45%	14	42%	29	88%
Male	32	3	9%	2	6%	19	59%	8	25%	27	84%
General Education Students	54	3	6%	1	2%	28	52%	22	41%	50	93%
Students with Disabilities	11	3	27%	2	18%	6	55%	0	0%	6	55%
Hispanic or Latino	2	_	_	_	-	_	_	_	_	_	_
White	60	6	10%	3	5%	32	53%	19	32%	51	85%
Multiracial	3	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	31	2	6%	2	6%	19	61%	8	26%	27	87%
Not Economically Disadvantaged	34	4	12%	1	3%	15	44%	14	41%	29	85%
Non-English Language Learner	65	6	9%	3	5%	34	52%	22	34%	56	86%
Not in Foster Care	65	6	9%	3	5%	34	52%	22	34%	56	86%
Not Homeless	65	6	9%	3	5%	34	52%	22	34%	56	86%
Not Migrant	65	6	9%	3	5%	34	52%	22	34%	56	86%
Parent in Armed Forces	1	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	64	_	_	_	_	_	_	-	_	_	_

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



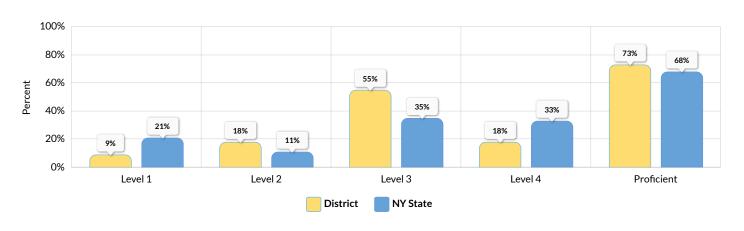


Subgroup	Tested	Le	vel 1	Le	evel 2	Le	vel 3	Le	vel 4		ficient els 3 & 4)
		#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	4	8%	22	46%	22	46%	44	92%
Female	24	0	0%	3	13%	9	38%	12	50%	21	88%
Male	24	0	0%	1	4%	13	54%	10	42%	23	96%
General Education Students	47	_	_	_	_	_	_	_	_	_	_
Students with Disabilities	1	_	_	_	_	_	_	_	_	_	_
American Indian or Alaska Native	1	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	1	_	_	_	_	_	-	_	_	_	_
White	45	_	_	_	_	_	_	_	_	_	_
Multiracial	1	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	48	0	0%	4	8%	22	46%	22	46%	44	92%
Economically Disadvantaged	21	0	0%	1	5%	10	48%	10	48%	20	95%
Not Economically Disadvantaged	27	0	0%	3	11%	12	44%	12	44%	24	89%
Non-English Language Learner	48	0	0%	4	8%	22	46%	22	46%	44	92%
Not in Foster Care	48	0	0%	4	8%	22	46%	22	46%	44	92%
Not Homeless	48	0	0%	4	8%	22	46%	22	46%	44	92%
Not Migrant	48	0	0%	4	8%	22	46%	22	46%	44	92%
Parent in Armed Forces	2	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	46	_	_	_	_	_	_	_	_	_	_

Subgroup	Tested	Le	vel 1	Le	evel 2	Le	vel 3	Le	evel 4		oficient els 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)

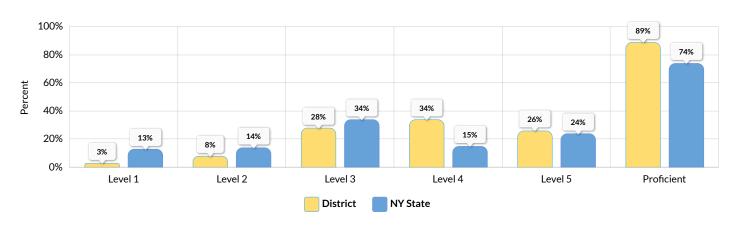
Percent Scoring at Levels for All Students



Subgroup	Tested	Le	vel 1	L	evel 2	Le	evel 3	L	evel 4		oficient els 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	Le	evel 1	Le	evel 2	Le	vel 3	Le	vel 4	Le	vel 5		oficient 3 & Above)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%
Female	35	1	3%	4	11%	9	26%	10	29%	11	31%	30	86%
Male	26	1	4%	1	4%	8	31%	11	42%	5	19%	24	92%
General Education Students	55	1	2%	5	9%	12	22%	21	38%	16	29%	49	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	54	1	2%	4	7%	15	28%	19	35%	15	28%	49	91%
Multiracial	3	_	_	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	2	29%	2	29%	1	14%	5	71%
Economically Disadvantaged	26	2	8%	4	15%	7	27%	7	27%	6	23%	20	77%
Not Economically Disadvantaged	35	0	0%	1	3%	10	29%	14	40%	10	29%	34	97%
Non-English Language Learner	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%
Not in Foster Care	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%
Not Homeless	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%
Not Migrant	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%
Parent Not in Armed Forces	61	2	3%	5	8%	17	28%	21	34%	16	26%	54	89%

Subgroup	Tested	Le	vel 1	Le	evel 2	Le	evel 3	Le	vel 4	Le	vel 5		oficient s 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	_	_	_	_	_	-	_	ı	_	_	_	_
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.

Subgroup	Cohort		Not ested	Te	ested	Le	evel 1	Le	vel 2	Le	vel 3		rel 4 & bove	(Lev	ficient rels 3 & pove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	ı	1	ı	_	_	_	_	-	ı	-	_	_	_
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	1	_	_	_	_	_	-	ı	_	_	_
Parent Not in Armed Forces	58	1	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.

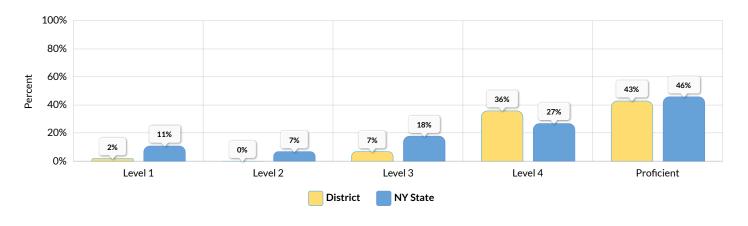
	Table	Exempt,	Not Tested	Exer	npt, Tested
Subgroup	Total Exempt	#	%	#	%
All Students	8	0	0	8	100
Female	6	0	0	6	100
Male	2	0	0	2	100
General Education Students	8	0	0	8	100
White	8	0	0	8	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	7	0	0	7	100
Non-English Language Learner	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

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Percent Scoring at Levels for All Students



Subgroup	Cohort		Not sted	Те	sted	Lev	/el 1	Lev	vel 2	Le	vel 3		rel 4 & bove	(Lev	ficient rels 3 & pove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	ı	ı	-	-	-	-	ı	ı	_	-	_
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

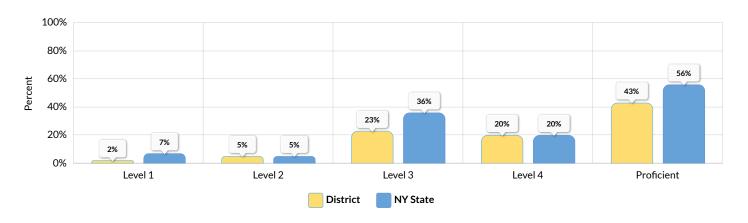
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Colorana	Tabel Comment	Exempt	, Not Tested	Exem	ot, Tested
Subgroup	Total Exempt	#	%	#	%
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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not	Tested	Те	sted	Lev	vel 1	Le	vel 2	Le	vel 3	Le	vel 4		ficient Is 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	_	_	_	_	ı	ı	_	ı	ı	_	ı
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	1	_	_	_	ı	1	_	l	1	_	ı
Not Homeless	60	30	_	30	_	_	_	_	-	ı	_	ı	ı	_	
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

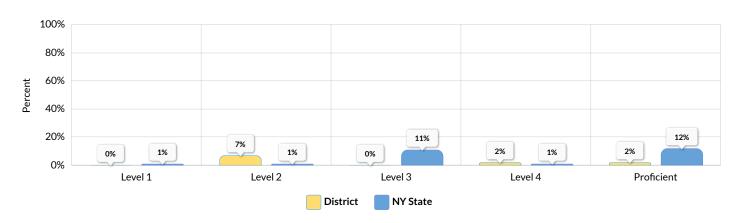
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Colorana	Tabel Comment	Exempt	, Not Tested	Exem	ot, Tested
Subgroup	Total Exempt	#	%	#	%
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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not	Tested	Te	ested	Lev	vel 1	Le	vel 2	Lev	vel 3		el 4 & pove	(Lev	ficient els 3 & oove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	_	_	_	ı	_	_	_	_	_	_	_
Not Migrant	61	56	92%	5	8%	0	0%	4	7%	0	0%	1	2%	1	2%
Parent in Armed Forces	3	3	_	0	_	_	_	ı	_	_	_	_	_	_	_
Parent Not in Armed Forces	58	53	_	5	_	_	_	_	_	_	_	_	_	_	_

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

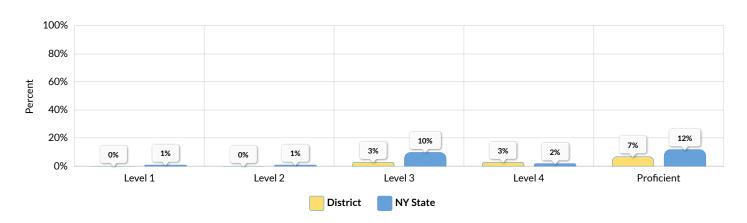
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Colorana	Total Exempt	Exempt	Not Tested	Exemp	t, Tested
Subgroup	Total Exempt	#	%	#	%
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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not	Not Tested		ested	Lev	vel 1	Lev	vel 2	Lev	vel 3		rel 4 & pove	(Le	oficient vels 3 & bove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	ı	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	ı	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.

Cubanana	Tabal Francish	Exem	pt, Not Tested	Exempt, Tested		
Subgroup	Total Exempt	#	%	#	%	
All Students	5	5	100	0	0	
Female	2	2	100	0	0	
Male	3	3	100	0	0	
Students with Disabilities	5	5	100	0	0	
White	5	5	100	0	0	
Economically Disadvantaged	3	3	100	0	0	
Not Economically Disadvantaged	2	2	100	0	0	
Non-English Language Learner	5	5	100	0	0	
Not in Foster Care	5	5	100	0	0	
Not Homeless	5	5	100	0	0	
Not Migrant	5	5	100	0	0	
Parent Not in Armed Forces	5	5	100	0	0	

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not	Tested	1	Tested		ering	Eme	rging	Transitioning		Expa	nding	Commandin	g (Proficient)
Grade	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 12	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_

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	No	Not Tested		Tested		Level 1		Level 2		vel 3	Le	vel 4		oficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

		R	EADING				MATH	
SUBGROUP	BELOW BASIC	I BASIC I DPOFICIENT I ADVANCED I		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
All Students	42%	42% 29% 21% 8% 34% 3			38%	23%	5%	
Students with Disabilities	75%	% 19% 6% 1% 66% 24%				24%	9%	1%
American Indian/Alaska Native	*	* * * *		*	*	*		
Asian/Pacific Islander	25%	28% 28% 20% 11%		11%	35%	39%	16%	
Black	59%	26% 13% 2%		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% 6		29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

		R	EADING		MATH						
SUBGROUP	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%	4% 40% 15% 1% 64%		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 Participa	ation 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

		R	EADING				MATH	
SUBGROUP	BELOW BASIC	I BASIC I PROFICIENT I ADVANCED I		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
All Students	39%	39% 29% 24% 8% 26% 3		39%	28%	7%		
Students with Disabilities	71%	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%		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

		R	EADING				MATH	
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	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%		1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%		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%	2% 39% 17% 1%		1%	54%	33%	11%	2%

^{*}There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participa	ation 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	Fed	leral	State &	k Local	Total		
	Count Expenditures Expenditures Per Pupil		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil		
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	Total # % Inexperienced Inexperienced		Total	# Inexperienced	% Inexperienced			
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	THEIR SUBJE	CHING OUT OF CCT/FIELD OF CATION
		#	%
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		RAD RATE	W ADV	GENTS /ITH ANCED SNATION		SENTS LOMA		CAL LOMA	DIPI	ON LOMA RED		TILL OLLED		SED NSFER	DRO	DPOUT
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	_	-	ı	_	_	ı	_	_	_	ı	-	-	_	_	_	_
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	_	-		_	_		_	_	_	-	ı	ı	_	_	_	_
Hispanic or Latino	2	ı	1	1	-	ı	ı	ı	-	_	ı	1	1		_	1	_
White	53	50	94%	22	42%	27	51%	1	2%	0	0%	0	0%	0	0%	3	6%
Multiracial	2	_	1	ı	_	_	ı	_	_	_	ı	ı	ı	_	_	_	_
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		irad Rate	M ADV	GENTS /ITH ANCED SNATION		SENTS LOMA		CAL _OMA	DIP	ON _OMA RED		TILL OLLED		ED NSFER	DRO	DPOUT
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	_	_	_	_	_	_	-	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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