

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	156.4	4
	Math	298	162.1	
	Combined	595	159.2	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	6	175	—
	Math	6	166.7	
	Combined	12	—	
Multiracial	ELA	9	188.9	—
	Math	9	183.3	
	Combined	18	—	
White	ELA	280	155.4	3
	Math	281	161.7	
	Combined	561	158.6	
Students with Disabilities	ELA	56	82.1	4
	Math	57	94.7	
	Combined	113	88.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	108	133.3	4
	Math	108	144.9	
	Combined	216	139.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	156.4	4
	Math	298	162.1	
	Combined	595	159.2	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	6	175	—
	Math	6	166.7	
	Combined	12	—	
Multiracial	ELA	9	188.9	—
	Math	9	183.3	
	Combined	18	—	
White	ELA	280	155.4	4
	Math	281	161.7	
	Combined	561	158.6	
Students with Disabilities	ELA	56	82.1	4
	Math	57	94.7	
	Combined	113	88.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	108	133.3	4
	Math	108	144.9	
	Combined	216	139.1	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	403	43	10.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	13	—	—	—
Multiracial	12	—	—	—
White	376	40	10.6%	4
English Language Learner	—	—	—	—
Students with Disabilities	65	9	13.8%	4
Economically Disadvantaged	146	21	14.4%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	306	99%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	6	—
Multiracial	—	9	—
White	✓	289	99%
English Language Learner	—	0	—
Students with Disabilities	✓	57	98.3%
Economically Disadvantaged	✓	113	99.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	306	99.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	6	—
Multiracial	—	9	—
White	✓	289	99.3%
English Language Learner	—	0	—
Students with Disabilities	✓	57	100%
Economically Disadvantaged	✓	113	99.1%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	48	188.5	152.5	3
	Math	20	102.5		
	Science	30	173.3		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	44	186.4	146.7	3
	Math	17	91.2		
	Science	27	170.4		
Students with Disabilities	ELA	8	87.5	—	—
	Math	5	60		
	Science	8	131.3		
Economically Disadvantaged	ELA	18	194.4	155.2	4
	Math	6	100		
	Science	12	179.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	49	184.7	114	3
	Math	45	45.6		
	Science	47	110.6		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	45	182.2	109.3	3
	Math	41	37.8		
	Science	43	107		
Students with Disabilities	ELA	9	77.8	—	—
	Math	7	42.9		
	Science	9	116.7		
Economically Disadvantaged	ELA	18	194.4	120.6	4
	Math	16	37.5		
	Science	16	134.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	56	47	83.9%	88.3%	2
	5-year	54	46	85.2%		
	6-year	70	67	95.7%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Multiracial	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	52	45	86.5%	88.6%	2
	5-year	50	42	84%		
	6-year	63	60	95.2%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	12	—	—	—	—
	5-year	11	—	—		
	6-year	14	—	—		
Economically Disadvantaged	4-year	14	—	—	81.8%	2
	5-year	23	17	73.9%		
	6-year	29	26	89.7%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	222	40	18%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	4	—	—	—
Multiracial	6	—	—	—
White	208	35	16.8%	4
English Language Learner	—	—	—	—
Students with Disabilities	39	10	25.6%	3
Economically Disadvantaged	82	26	31.7%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	50	98%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	3	—
White	✓	46	97.8%
English Language Learner	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	18	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	46	45.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	3	—
White	X	42	42.9%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	16	—

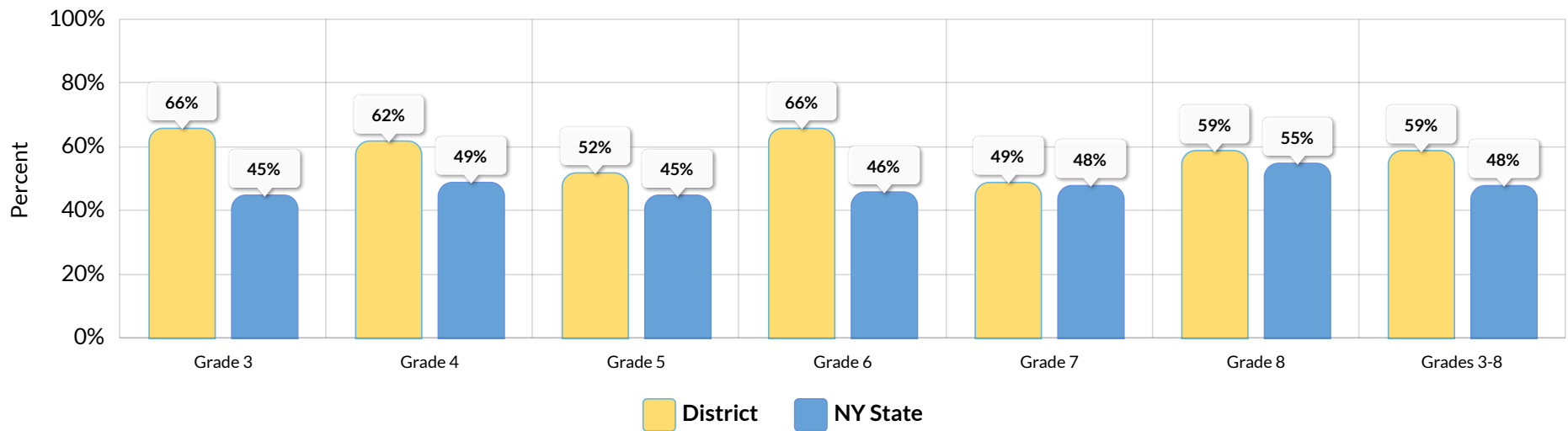
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



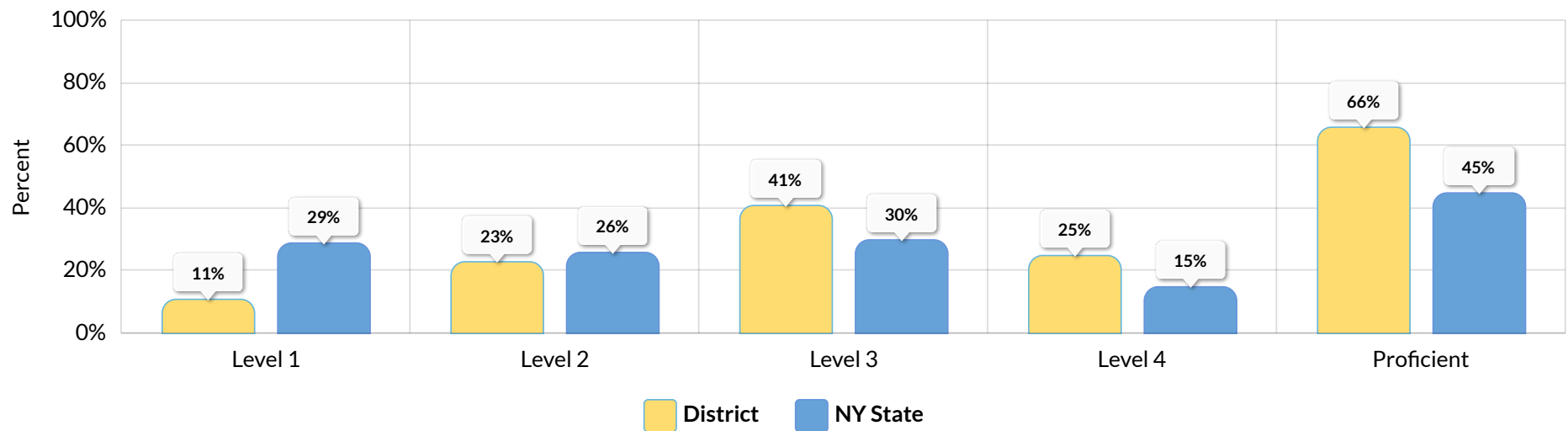
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Grade 4	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Grade 5	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Grade 6	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Grade 7	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Grade 8	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Grades 3-8	307	7	2%	300	98%	39	13%	85	28%	115	38%	61	20%	176	59%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students



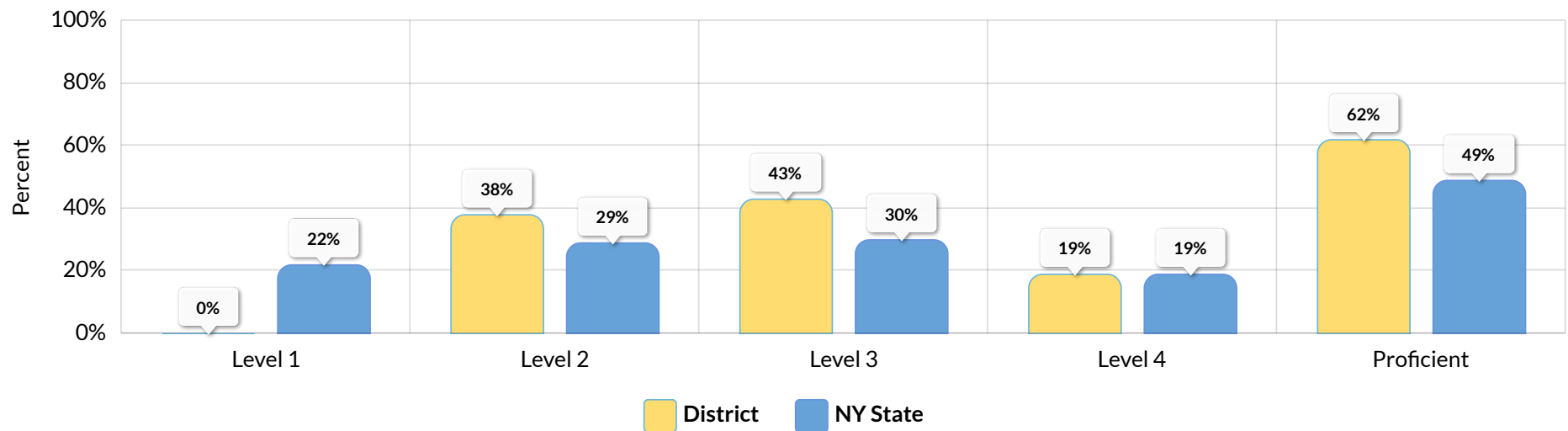
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Female	23	0	0%	23	100%	2	9%	3	13%	11	48%	7	30%	18	78%
Male	21	0	0%	21	100%	3	14%	7	33%	7	33%	4	19%	11	52%
General Education Students	37	0	0%	37	100%	3	8%	6	16%	18	49%	10	27%	28	76%
Students with Disabilities	7	0	0%	7	100%	2	29%	4	57%	0	0%	1	14%	1	14%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	39	0	0%	39	100%	4	10%	10	26%	15	38%	10	26%	25	64%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	13	0	0%	13	100%	3	23%	2	15%	7	54%	1	8%	8	62%
Not Economically Disadvantaged	31	0	0%	31	100%	2	6%	8	26%	11	35%	10	32%	21	68%
Non-English Language Learner	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Not in Foster Care	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Not Homeless	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Not Migrant	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%
Parent Not in Armed Forces	44	0	0%	44	100%	5	11%	10	23%	18	41%	11	25%	29	66%

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.



Percent Scoring at Levels for All Students



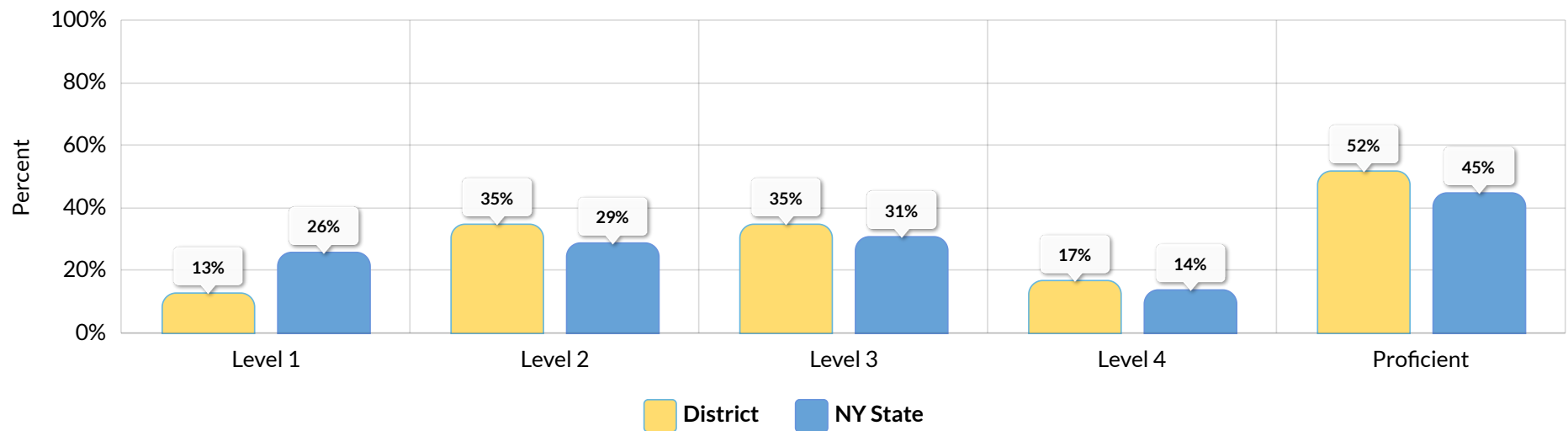
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Female	21	1	5%	20	95%	0	0%	8	40%	8	40%	4	20%	12	60%
Male	23	1	4%	22	96%	0	0%	8	36%	10	45%	4	18%	14	64%
General Education Students	39	0	0%	39	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	42	2	5%	40	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Economically Disadvantaged	15	2	13%	13	87%	0	0%	6	46%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	29	0	0%	29	100%	0	0%	10	34%	12	41%	7	24%	19	66%
Non-English Language Learner	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Not in Foster Care	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Not Homeless	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Not Migrant	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%
Parent Not in Armed Forces	44	2	5%	42	95%	0	0%	16	38%	18	43%	8	19%	26	62%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Female	28	0	0%	28	100%	4	14%	5	18%	13	46%	6	21%	19	68%
Male	32	0	0%	32	100%	4	13%	16	50%	8	25%	4	13%	12	38%
General Education Students	46	0	0%	46	100%	2	4%	14	30%	20	43%	10	22%	30	65%
Students with Disabilities	14	0	0%	14	100%	6	43%	7	50%	1	7%	0	0%	1	7%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	57	0	0%	57	100%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Economically Disadvantaged	23	0	0%	23	100%	3	13%	11	48%	8	35%	1	4%	9	39%
Not Economically Disadvantaged	37	0	0%	37	100%	5	14%	10	27%	13	35%	9	24%	22	59%
Non-English Language Learner	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Not in Foster Care	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Not Homeless	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Not Migrant	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%
Parent Not in Armed Forces	60	0	0%	60	100%	8	13%	21	35%	21	35%	10	17%	31	52%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Female	26	0	0%	26	100%	1	4%	4	15%	13	50%	8	31%	21	81%
Male	28	1	4%	27	96%	6	22%	7	26%	9	33%	5	19%	14	52%
General Education Students	43	0	0%	43	100%	3	7%	8	19%	19	44%	13	30%	32	74%
Students with Disabilities	11	1	9%	10	91%	4	40%	3	30%	3	30%	0	0%	3	30%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	49	1	2%	48	98%	7	15%	11	23%	19	40%	11	23%	30	63%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	26	1	4%	25	96%	6	24%	4	16%	9	36%	6	24%	15	60%
Not Economically Disadvantaged	28	0	0%	28	100%	1	4%	7	25%	13	46%	7	25%	20	71%
Non-English Language Learner	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Not in Foster Care	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Not Homeless	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Not Migrant	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%
Parent Not in Armed Forces	54	1	2%	53	98%	7	13%	11	21%	22	42%	13	25%	35	66%

GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Female	24	2	8%	22	92%	2	9%	7	32%	6	27%	7	32%	13	59%
Male	27	2	7%	25	93%	6	24%	9	36%	7	28%	3	12%	10	40%
General Education Students	40	2	5%	38	95%	4	11%	12	32%	12	32%	10	26%	22	58%
Students with Disabilities	11	2	18%	9	82%	4	44%	4	44%	1	11%	0	0%	1	11%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	50	4	8%	46	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Economically Disadvantaged	20	2	10%	18	90%	4	22%	9	50%	4	22%	1	6%	5	28%
Not Economically Disadvantaged	31	2	6%	29	94%	4	14%	7	24%	9	31%	9	31%	18	62%
Non-English Language Learner	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Not in Foster Care	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Not Homeless	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Not Migrant	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%
Parent Not in Armed Forces	51	4	8%	47	92%	8	17%	16	34%	13	28%	10	21%	23	49%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Female	27	0	0%	27	100%	4	15%	5	19%	11	41%	7	26%	18	67%
Male	27	0	0%	27	100%	7	26%	6	22%	12	44%	2	7%	14	52%
General Education Students	44	0	0%	44	100%	4	9%	9	20%	22	50%	9	20%	31	70%
Students with Disabilities	10	0	0%	10	100%	7	70%	2	20%	1	10%	0	0%	1	10%
White	53	0	0%	53	100%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Economically Disadvantaged	17	0	0%	17	100%	5	29%	6	35%	4	24%	2	12%	6	35%
Not Economically Disadvantaged	37	0	0%	37	100%	6	16%	5	14%	19	51%	7	19%	26	70%
Non-English Language Learner	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Not in Foster Care	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Not Homeless	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Not Migrant	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%
Parent Not in Armed Forces	54	0	0%	54	100%	11	20%	11	20%	23	43%	9	17%	32	59%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Grade 4	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Grade 5	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Grade 6	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Combined 6	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Grade 7	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Combined 7	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Grade 8	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Regents 8	—	—	—	17	31%	0	0%	0	0%	7	41%	10	59%	17	100%
Combined 8	54	0	0%	54	100%	16	30%	10	19%	18	33%	10	19%	28	52%
Grades 3-8	307	6	2%	301	98%	40	13%	64	21%	117	39%	80	27%	197	65%

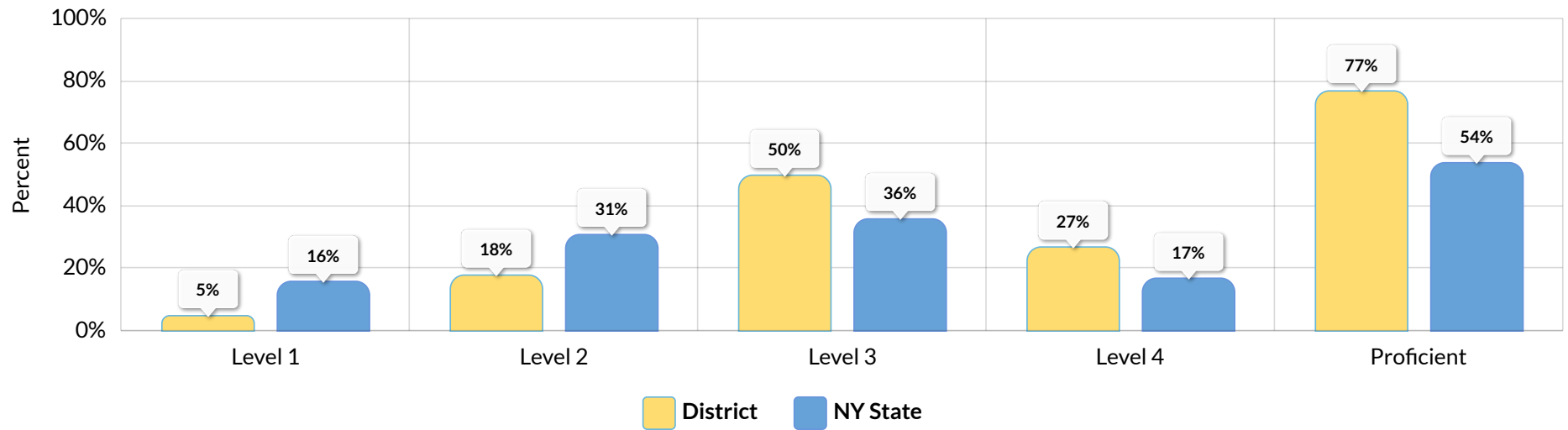
See report card Glossary and Guide for criteria used to include students in this table.

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Female	23	0	0%	23	100%	0	0%	3	13%	13	57%	7	30%	20	87%
Male	21	0	0%	21	100%	2	10%	5	24%	9	43%	5	24%	14	67%
General Education Students	37	0	0%	37	100%	1	3%	4	11%	20	54%	12	32%	32	86%
Students with Disabilities	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	39	0	0%	39	100%	1	3%	7	18%	20	51%	11	28%	31	79%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	13	0	0%	13	100%	1	8%	2	15%	7	54%	3	23%	10	77%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	6	19%	15	48%	9	29%	24	77%
Non-English Language Learner	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Not in Foster Care	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Not Homeless	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Not Migrant	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%
Parent Not in Armed Forces	44	0	0%	44	100%	2	5%	8	18%	22	50%	12	27%	34	77%

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	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Female	21	1	5%	20	95%	1	5%	4	20%	9	45%	6	30%	15	75%
Male	23	1	4%	22	96%	0	0%	3	14%	9	41%	10	45%	19	86%
General Education Students	39	0	0%	39	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	42	2	5%	40	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Economically Disadvantaged	15	2	13%	13	87%	0	0%	3	23%	6	46%	4	31%	10	77%
Not Economically Disadvantaged	29	0	0%	29	100%	1	3%	4	14%	12	41%	12	41%	24	83%
Non-English Language Learner	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Not in Foster Care	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Not Homeless	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Not Migrant	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%
Parent Not in Armed Forces	44	2	5%	42	95%	1	2%	7	17%	18	43%	16	38%	34	81%

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	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Female	28	1	4%	27	96%	3	11%	7	26%	10	37%	7	26%	17	63%
Male	32	0	0%	32	100%	6	19%	5	16%	12	38%	9	28%	21	66%
General Education Students	46	1	2%	45	98%	2	4%	9	20%	18	40%	16	36%	34	76%
Students with Disabilities	14	0	0%	14	100%	7	50%	3	21%	4	29%	0	0%	4	29%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	57	1	2%	56	98%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Economically Disadvantaged	23	0	0%	23	100%	3	13%	8	35%	12	52%	0	0%	12	52%
Not Economically Disadvantaged	37	1	3%	36	97%	6	17%	4	11%	10	28%	16	44%	26	72%
Non-English Language Learner	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Not in Foster Care	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Not Homeless	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Not Migrant	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%
Parent Not in Armed Forces	60	1	2%	59	98%	9	15%	12	20%	22	37%	16	27%	38	64%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Female	26	0	0%	26	100%	0	0%	3	12%	12	46%	11	42%	23	88%
Male	28	1	4%	27	96%	3	11%	7	26%	7	26%	10	37%	17	63%
General Education Students	43	0	0%	43	100%	1	2%	7	16%	18	42%	17	40%	35	81%
Students with Disabilities	11	1	9%	10	91%	2	20%	3	30%	1	10%	4	40%	5	50%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	49	1	2%	48	98%	3	6%	9	19%	17	35%	19	40%	36	75%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	26	1	4%	25	96%	3	12%	4	16%	8	32%	10	40%	18	72%
Not Economically Disadvantaged	28	0	0%	28	100%	0	0%	6	21%	11	39%	11	39%	22	79%
Non-English Language Learner	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Not in Foster Care	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Not Homeless	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Not Migrant	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%
Parent Not in Armed Forces	54	1	2%	53	98%	3	6%	10	19%	19	36%	21	40%	40	75%

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	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Female	24	0	0%	24	100%	4	17%	9	38%	7	29%	4	17%	11	46%
Male	27	2	7%	25	93%	5	20%	8	32%	11	44%	1	4%	12	48%
General Education Students	40	1	3%	39	98%	3	8%	14	36%	17	44%	5	13%	22	56%
Students with Disabilities	11	1	9%	10	91%	6	60%	3	30%	1	10%	0	0%	1	10%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	50	2	4%	48	96%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Economically Disadvantaged	20	2	10%	18	90%	6	33%	5	28%	7	39%	0	0%	7	39%
Not Economically Disadvantaged	31	0	0%	31	100%	3	10%	12	39%	11	35%	5	16%	16	52%
Non-English Language Learner	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Not in Foster Care	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Not Homeless	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Not Migrant	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%
Parent Not in Armed Forces	51	2	4%	49	96%	9	18%	17	35%	18	37%	5	10%	23	47%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Female	27	10	37%	17	63%	7	41%	3	18%	7	41%	0	0%	7	41%
Male	27	7	26%	20	74%	9	45%	7	35%	4	20%	0	0%	4	20%
General Education Students	44	17	39%	27	61%	10	37%	7	26%	10	37%	0	0%	10	37%
Students with Disabilities	10	0	0%	10	100%	6	60%	3	30%	1	10%	0	0%	1	10%
White	53	16	30%	37	70%	16	43%	10	27%	11	30%	0	0%	11	30%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	3	18%	14	82%	8	57%	4	29%	2	14%	0	0%	2	14%
Not Economically Disadvantaged	37	14	38%	23	62%	8	35%	6	26%	9	39%	0	0%	9	39%
Non-English Language Learner	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Not in Foster Care	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Not Homeless	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Not Migrant	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%
Parent Not in Armed Forces	54	17	31%	37	69%	16	43%	10	27%	11	30%	0	0%	11	30%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Regents 8	—	—	—	16	30%	0	0%	1	6%	8	50%	7	44%	15	94%
Combined 8	54	2	4%	52	96%	2	4%	13	25%	30	58%	7	13%	37	71%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Female	27	10	37%	17	63%	2	12%	4	24%	11	65%	0	0%	11	65%
Male	27	8	30%	19	70%	0	0%	8	42%	11	58%	0	0%	11	58%
General Education Students	44	18	41%	26	59%	0	0%	6	23%	20	77%	0	0%	20	77%
Students with Disabilities	10	0	0%	10	100%	2	20%	6	60%	2	20%	0	0%	2	20%
White	53	17	32%	36	68%	2	6%	12	33%	22	61%	0	0%	22	61%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	3	18%	14	82%	0	0%	8	57%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	37	15	41%	22	59%	2	9%	4	18%	16	73%	0	0%	16	73%
Non-English Language Learner	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Not in Foster Care	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Not Homeless	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Not Migrant	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%
Parent Not in Armed Forces	54	18	33%	36	67%	2	6%	12	33%	22	61%	0	0%	22	61%

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	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Female	31	2	6%	4	13%	2	6%	4	13%	19	61%	25	81%
Male	33	2	6%	1	3%	12	36%	6	18%	12	36%	30	91%
General Education Students	51	0	0%	3	6%	11	22%	8	16%	29	57%	48	94%
Students with Disabilities	13	4	31%	2	15%	3	23%	2	15%	2	15%	7	54%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	60	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Economically Disadvantaged	23	2	9%	3	13%	4	17%	4	17%	10	43%	18	78%
Not Economically Disadvantaged	41	2	5%	2	5%	10	24%	6	15%	21	51%	37	90%
Non-English Language Learner	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Not in Foster Care	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Not Homeless	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Not Migrant	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%
Parent Not in Armed Forces	64	4	6%	5	8%	14	22%	10	16%	31	48%	55	86%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	64	6	9%	10	16%	31	48%	13	20%	4	6%	48	75%
Parent Not in Armed Forces	64	6	9%	10	16%	31	48%	13	20%	4	6%	48	75%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Female	15	1	7%	3	20%	8	53%	2	13%	1	7%	11	73%
Male	21	3	14%	1	5%	14	67%	2	10%	1	5%	17	81%
General Education Students	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	33	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Economically Disadvantaged	11	0	0%	1	9%	10	91%	0	0%	0	0%	10	91%
Not Economically Disadvantaged	25	4	16%	3	12%	12	48%	4	16%	2	8%	18	72%
Non-English Language Learner	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Not in Foster Care	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Not Homeless	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Not Migrant	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%
Parent Not in Armed Forces	36	4	11%	4	11%	22	61%	4	11%	2	6%	28	78%

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	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Female	15	0	0%	2	13%	4	27%	5	33%	4	27%	13	87%
Male	8	0	0%	0	0%	4	50%	4	50%	0	0%	8	100%
General Education Students	22	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	20	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Economically Disadvantaged	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Not Economically Disadvantaged	18	0	0%	2	11%	5	28%	8	44%	3	17%	16	89%
Non-English Language Learner	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Not in Foster Care	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Not Homeless	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Not Migrant	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%
Parent Not in Armed Forces	23	0	0%	2	9%	8	35%	9	39%	4	17%	21	91%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	58	10	17%	4	7%	18	31%	26	45%	44	76%
Female	23	5	22%	1	4%	7	30%	10	43%	17	74%
Male	35	5	14%	3	9%	11	31%	16	46%	27	77%
General Education Students	47	3	6%	3	6%	15	32%	26	55%	41	87%
Students with Disabilities	11	7	64%	1	9%	3	27%	0	0%	3	27%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	53	9	17%	3	6%	18	34%	23	43%	41	77%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	23	7	30%	2	9%	10	43%	4	17%	14	61%
Not Economically Disadvantaged	35	3	9%	2	6%	8	23%	22	63%	30	86%
Non-English Language Learner	58	10	17%	4	7%	18	31%	26	45%	44	76%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	—	—	—	—	—	—	—	—	—	—
Not Homeless	58	10	17%	4	7%	18	31%	26	45%	44	76%
Not Migrant	58	10	17%	4	7%	18	31%	26	45%	44	76%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	58	10	17%	4	7%	18	31%	26	45%	44	76%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	44	9	20%	3	7%	24	55%	8	18%	32	73%
Female	23	4	17%	3	13%	13	57%	3	13%	16	70%
Male	21	5	24%	0	0%	11	52%	5	24%	16	76%
General Education Students	41	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
White	41	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	44	9	20%	3	7%	24	55%	8	18%	32	73%
Economically Disadvantaged	14	5	36%	0	0%	8	57%	1	7%	9	64%
Not Economically Disadvantaged	30	4	13%	3	10%	16	53%	7	23%	23	77%
Non-English Language Learner	44	9	20%	3	7%	24	55%	8	18%	32	73%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	9	20%	3	7%	24	55%	8	18%	32	73%
Parent Not in Armed Forces	44	9	20%	3	7%	24	55%	8	18%	32	73%

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	20	0	0%	3	15%	14	70%	3	15%	17	85%
Female	14	0	0%	1	7%	11	79%	2	14%	13	93%
Male	6	0	0%	2	33%	3	50%	1	17%	4	67%
General Education Students	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	19	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	0	0%	3	15%	14	70%	3	15%	17	85%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	18	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	20	0	0%	3	15%	14	70%	3	15%	17	85%
Not in Foster Care	20	0	0%	3	15%	14	70%	3	15%	17	85%
Not Homeless	20	0	0%	3	15%	14	70%	3	15%	17	85%
Not Migrant	20	0	0%	3	15%	14	70%	3	15%	17	85%
Parent Not in Armed Forces	20	0	0%	3	15%	14	70%	3	15%	17	85%

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



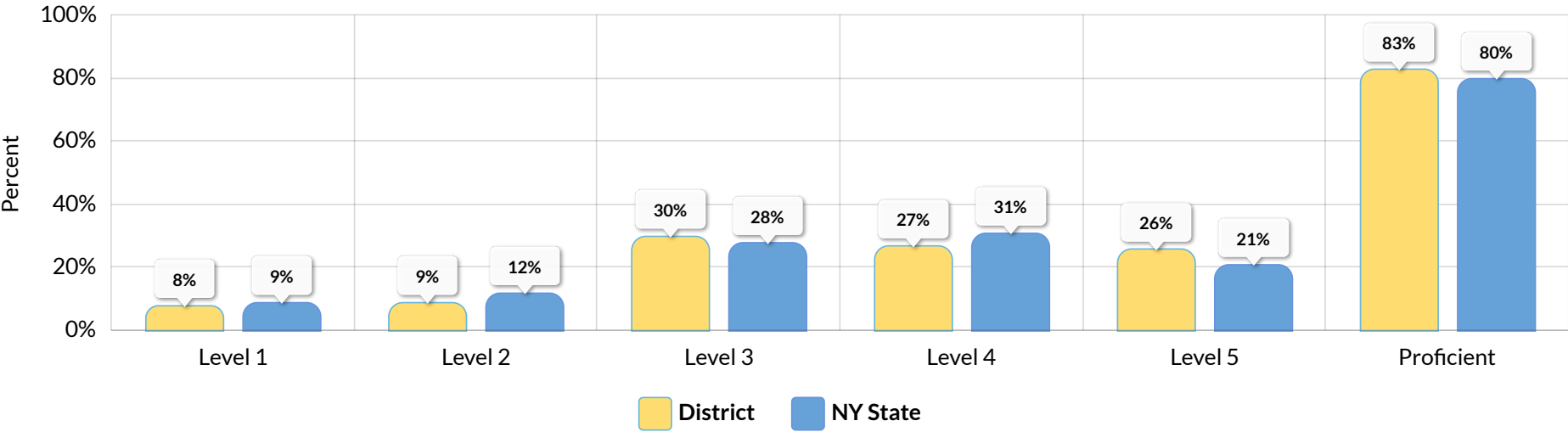
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	8	13%	10	16%	21	33%	9	14%	15	24%	45	71%
Female	27	2	7%	4	15%	10	37%	6	22%	5	19%	21	78%
Male	36	6	17%	6	17%	11	31%	3	8%	10	28%	24	67%
General Education Students	51	2	4%	7	14%	19	37%	9	18%	14	27%	42	82%
Students with Disabilities	12	6	50%	3	25%	2	17%	0	0%	1	8%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	58	7	12%	9	16%	19	33%	9	16%	14	24%	42	72%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	2	40%	0	0%	1	20%	3	60%
Economically Disadvantaged	23	5	22%	7	30%	8	35%	0	0%	3	13%	11	48%
Not Economically Disadvantaged	40	3	8%	3	8%	13	33%	9	23%	12	30%	34	85%
Non-English Language Learner	63	8	13%	10	16%	21	33%	9	14%	15	24%	45	71%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	62	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	8	13%	10	16%	21	33%	9	14%	15	24%	45	71%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	63	8	13%	10	16%	21	33%	9	14%	15	24%	45	71%
Parent Not in Armed Forces	63	8	13%	10	16%	21	33%	9	14%	15	24%	45	71%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Female	31	3	10%	3	10%	9	29%	5	16%	11	35%	25	81%
Male	35	2	6%	3	9%	11	31%	13	37%	6	17%	30	86%
General Education Students	53	2	4%	3	6%	18	34%	13	25%	17	32%	48	91%
Students with Disabilities	13	3	23%	3	23%	2	15%	5	38%	0	0%	7	54%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	62	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Economically Disadvantaged	28	3	11%	3	11%	10	36%	8	29%	4	14%	22	79%
Not Economically Disadvantaged	38	2	5%	3	8%	10	26%	10	26%	13	34%	33	87%
Non-English Language Learner	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Not in Foster Care	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Not Homeless	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Not Migrant	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%
Parent Not in Armed Forces	66	5	8%	6	9%	20	30%	18	27%	17	26%	55	83%

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	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%
Female	23	0	0%	23	100%	1	4%	2	9%	4	17%	16	70%	20	87%
Male	31	4	13%	27	87%	1	3%	1	3%	7	23%	18	58%	25	81%
General Education Students	44	3	7%	41	93%	0	0%	1	2%	8	18%	32	73%	40	91%
Students with Disabilities	10	1	10%	9	90%	2	20%	2	20%	3	30%	2	20%	5	50%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	50	4	—	46	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%
Economically Disadvantaged	22	3	14%	19	86%	1	5%	1	5%	4	18%	13	59%	17	77%
Not Economically Disadvantaged	32	1	3%	31	97%	1	3%	2	6%	7	22%	21	66%	28	88%
Non-English Language Learner	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%
Not in Foster Care	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%
Not Homeless	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%
Not Migrant	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	54	4	7%	50	93%	2	4%	3	6%	11	20%	34	63%	45	83%

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	1	1	100	0	0
Male	1	1	100	0	0
Students with Disabilities	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

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	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Female	23	8	35%	15	65%	2	9%	0	0%	8	35%	5	22%	13	57%
Male	31	10	32%	21	68%	2	6%	2	6%	9	29%	8	26%	17	55%
General Education Students	44	15	34%	29	66%	1	2%	1	2%	15	34%	12	27%	27	61%
Students with Disabilities	10	3	30%	7	70%	3	30%	1	10%	2	20%	1	10%	3	30%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	50	18	—	32	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Economically Disadvantaged	22	9	41%	13	59%	2	9%	0	0%	8	36%	3	14%	11	50%
Not Economically Disadvantaged	32	9	28%	23	72%	2	6%	2	6%	9	28%	10	31%	19	59%
Non-English Language Learner	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Not in Foster Care	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Not Homeless	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Not Migrant	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%
Parent Not in Armed Forces	54	18	33%	36	67%	4	7%	2	4%	17	31%	13	24%	30	56%

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	51	17	33	34	67
Female	23	8	35	15	65
Male	28	9	32	19	68
General Education Students	41	14	34	27	66
Students with Disabilities	10	3	30	7	70
Black or African American	1	0	0	1	100
White	47	17	36	30	64
Multiracial	3	0	0	3	100
Economically Disadvantaged	20	8	40	12	60
Not Economically Disadvantaged	31	9	29	22	71
Non-English Language Learner	51	17	33	34	67
Not in Foster Care	51	17	33	34	67
Not Homeless	51	17	33	34	67
Not Migrant	51	17	33	34	67
Parent Not in Armed Forces	51	17	33	34	67

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	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Female	23	3	13%	20	87%	2	9%	3	13%	11	48%	4	17%	15	65%
Male	31	8	26%	23	74%	2	6%	1	3%	10	32%	10	32%	20	65%
General Education Students	44	10	23%	34	77%	1	2%	2	5%	18	41%	13	30%	31	70%
Students with Disabilities	10	1	10%	9	90%	3	30%	2	20%	3	30%	1	10%	4	40%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	50	11	—	39	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Economically Disadvantaged	22	6	27%	16	73%	1	5%	3	14%	9	41%	3	14%	12	55%
Not Economically Disadvantaged	32	5	16%	27	84%	3	9%	1	3%	12	38%	11	34%	23	72%
Non-English Language Learner	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Not in Foster Care	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Not Homeless	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Not Migrant	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%
Parent Not in Armed Forces	54	11	20%	43	80%	4	7%	4	7%	21	39%	14	26%	35	65%

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	44	8	18	36	82
Female	20	3	15	17	85
Male	24	5	21	19	79
General Education Students	39	7	18	32	82
Students with Disabilities	5	1	20	4	80
Black or African American	1	0	0	1	100
White	41	8	20	33	80
Multiracial	2	0	0	2	100
Economically Disadvantaged	16	3	19	13	81
Not Economically Disadvantaged	28	5	18	23	82
Non-English Language Learner	44	8	18	36	82
Not in Foster Care	44	8	18	36	82
Not Homeless	44	8	18	36	82
Not Migrant	44	8	18	36	82
Parent Not in Armed Forces	44	8	18	36	82

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	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Female	23	21	91%	2	9%	0	0%	0	0%	2	9%	0	0%	2	9%
Male	31	27	87%	4	13%	0	0%	0	0%	2	6%	2	6%	4	13%
General Education Students	44	38	86%	6	14%	0	0%	0	0%	4	9%	2	5%	6	14%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	50	45	—	5	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Economically Disadvantaged	22	19	86%	3	14%	0	0%	0	0%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	32	29	91%	3	9%	0	0%	0	0%	1	3%	2	6%	3	9%
Non-English Language Learner	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Not in Foster Care	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Not Homeless	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Not Migrant	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%
Parent Not in Armed Forces	54	48	89%	6	11%	0	0%	0	0%	4	7%	2	4%	6	11%

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.

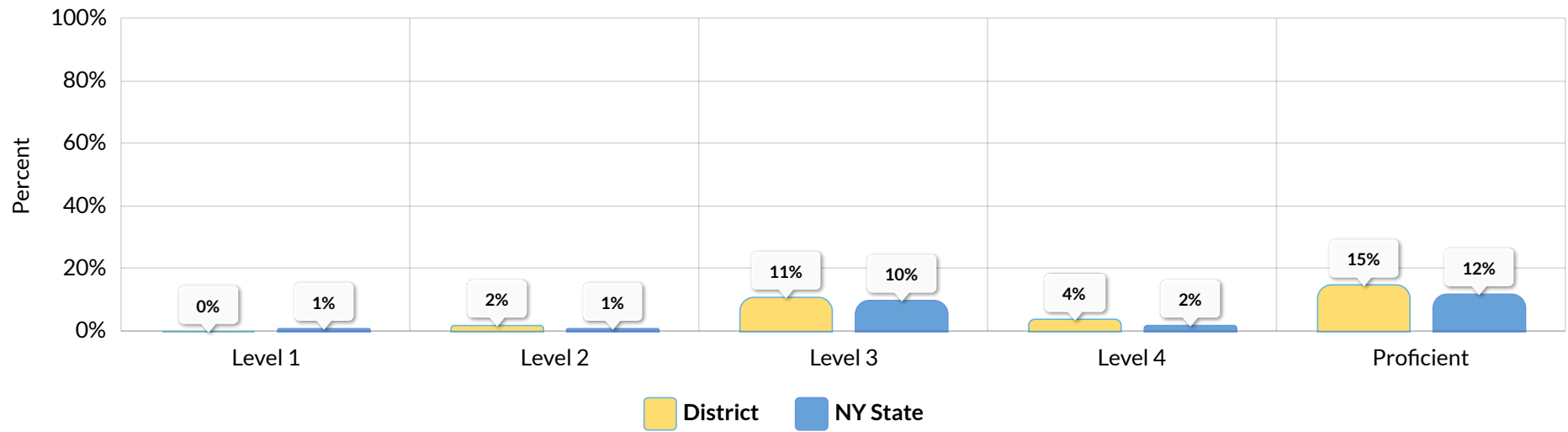
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	44	41	93	3	7
Female	22	21	95	1	5
Male	22	20	91	2	9
General Education Students	36	33	92	3	8
Students with Disabilities	8	8	100	0	0
Black or African American	1	0	0	1	100
White	41	39	95	2	5
Multiracial	2	2	100	0	0
Economically Disadvantaged	18	16	89	2	11
Not Economically Disadvantaged	26	25	96	1	4
Non-English Language Learner	44	41	93	3	7
Not in Foster Care	44	41	93	3	7
Not Homeless	44	41	93	3	7
Not Migrant	44	41	93	3	7
Parent Not in Armed Forces	44	41	93	3	7

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 Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Female	23	18	78%	5	22%	0	0%	1	4%	3	13%	1	4%	4	17%
Male	31	27	87%	4	13%	0	0%	0	0%	3	10%	1	3%	4	13%
General Education Students	44	37	84%	7	16%	0	0%	0	0%	6	14%	1	2%	7	16%
Students with Disabilities	10	8	80%	2	20%	0	0%	1	10%	0	0%	1	10%	1	10%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	50	42	—	8	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Economically Disadvantaged	22	18	82%	4	18%	0	0%	0	0%	3	14%	1	5%	4	18%
Not Economically Disadvantaged	32	27	84%	5	16%	0	0%	1	3%	3	9%	1	3%	4	13%
Non-English Language Learner	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Not in Foster Care	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Not Homeless	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Not Migrant	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%
Parent Not in Armed Forces	54	45	83%	9	17%	0	0%	1	2%	6	11%	2	4%	8	15%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	2	67	1	33
Female	1	0	0	1	100
Male	2	2	100	0	0
General Education Students	2	2	100	0	0
Students with Disabilities	1	0	0	1	100
White	3	2	67	1	33
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	3	2	67	1	33
Not in Foster Care	3	2	67	1	33
Not Homeless	3	2	67	1	33
Not Migrant	3	2	67	1	33
Parent Not in Armed Forces	3	2	67	1	33

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
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 statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	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

	READING				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%	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

	READING				MATH			
SUBGROUP	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

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	691	\$1,006,857	\$1,457	\$19,069,181	\$27,596	\$20,076,038	\$29,054
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	79	18	23%	2	1	50%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH- POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW- POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	87	2	2%
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.

[illegible]

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	22	17	77%	5	23%	12	55%	0	0%	0	0%	1	5%	0	0%	4	18%
Not Economically Disadvantaged	32	31	97%	14	44%	16	50%	1	3%	0	0%	1	3%	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	54	48	89%	19	35%	28	52%	1	2%	0	0%	2	4%	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	54	48	89%	19	35%	28	52%	1	2%	0	0%	2	4%	0	0%	4	7%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	54	48	89%	19	35%	28	52%	1	2%	0	0%	2	4%	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	54	48	89%	19	35%	28	52%	1	2%	0	0%	2	4%	0	0%	4	7%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	54	48	89%	19	35%	28	52%	1	2%	0	0%	2	4%	0	0%	4	7%

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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