

CORTLAND CITY SCHOOL DISTRICT - 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.

TARGET DISTRICT

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
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement: Potential Target District	NA
White	Local Support and Improvement	NA
Students with Disabilities	Targeted Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement: Potential Target District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	730	91.8	2
	Math	719	103.4	
	Combined	1,449	97.6	
American Indian or Alaska Native	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	150	–
	Math	12	183.3	
	Combined	23	–	
Black or African American	ELA	17	47.1	1
	Math	19	57.9	
	Combined	36	52.8	
Hispanic or Latino	ELA	32	106.3	2
	Math	32	103.1	
	Combined	64	104.7	
Multiracial	ELA	40	68.8	1
	Math	37	68.9	
	Combined	77	68.8	
White	ELA	628	93	2
	Math	617	105.7	
	Combined	1,245	99.3	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Students with Disabilities	ELA	165	31.8	1
	Math	159	35.8	
	Combined	324	33.8	
Economically Disadvantaged	ELA	419	61.6	1
	Math	407	75.7	
	Combined	826	68.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	783	85.6	2
	Math	780	95.3	
	Combined	1,563	90.4	
American Indian or Alaska Native	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	137.5	–
	Math	12	183.3	
	Combined	24	–	
Black or African American	ELA	20	40	1
	Math	20	55	
	Combined	40	47.5	
Hispanic or Latino	ELA	33	103	2
	Math	33	100	
	Combined	66	101.5	
Multiracial	ELA	43	64	1
	Math	43	59.3	
	Combined	86	61.6	
White	ELA	673	86.8	2
	Math	670	97.3	
	Combined	1,343	92	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Students with Disabilities	ELA	181	29	1
	Math	181	31.5	
	Combined	362	30.2	
Economically Disadvantaged	ELA	464	55.6	1
	Math	462	66.7	
	Combined	926	61.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	2	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	0	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,191	310	26%	2
American Indian or Alaska Native	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–
Black or African American	35	12	34.3%	2
Hispanic or Latino	43	7	16.3%	3
Multiracial	60	17	28.3%	2
White	1,032	268	26%	2
English Language Learner	17	–	–	–
Students with Disabilities	250	83	33.2%	2
Economically Disadvantaged	726	250	34.4%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	864	88%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	23	—
Hispanic or Latino	—	36	—
Multiracial	X	47	87.2%
White	X	743	88%
English Language Learner	—	4	—
Students with Disabilities	X	190	86.8%
Economically Disadvantaged	X	518	85.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	864	87.4%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	14	—
Black or African American	—	24	—
Hispanic or Latino	—	36	—
Multiracial	X	47	83%
White	X	741	87.2%
English Language Learner	—	4	—
Students with Disabilities	X	191	84.3%
Economically Disadvantaged	X	518	83.6%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Multiracial	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	2	3	2	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	3	2	–	–	2
White	2	3	2	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	3	3	1	–	2
Economically Disadvantaged	2	2	1	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	137	151.5	132.9	2
	Math	81	113.6		
	Science	104	134.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Black or African American	ELA	3	–	–	–
	Math	3	–		
	Science	2	–		
Hispanic or Latino	ELA	7	107.1	–	–
	Math	1	–		
	Science	4	–		
Multiracial	ELA	10	155	147.6	3
	Math	4	–		
	Science	7	114.3		
White	ELA	116	155.2	135.2	2
	Math	72	113.2		
	Science	90	138.3		
English Language Learner	ELA	1	–	–	–
	Math	–	–		
	Science	–	–		
Students with Disabilities	ELA	16	96.9	90.6	3
	Math	7	57.1		
	Science	8	131.3		
Economically Disadvantaged	ELA	55	127.3	108.9	2
	Math	27	83.3		
	Science	38	119.7		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	143	145.1	108.3	3
	Math	122	75.4		
	Science	136	102.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Black or African American	ELA	4	–	–	–
	Math	3	–		
	Science	4	–		
Hispanic or Latino	ELA	7	107.1	–	–
	Math	7	0		
	Science	7	71.4		
Multiracial	ELA	12	129.2	89.5	2
	Math	10	65		
	Science	12	66.7		
White	ELA	119	151.3	114.8	3
	Math	101	80.7		
	Science	112	111.2		
English Language Learner	ELA	1	–	–	–
	Math	–	–		
	Science	1	–		
Students with Disabilities	ELA	16	96.9	65.1	3
	Math	15	26.7		
	Science	14	75		
Economically Disadvantaged	ELA	59	118.6	82	2
	Math	50	45		
	Science	55	82.7		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	176	140	79.5%	82.8%	2
	5-year	172	150	87.2%		
	6-year	190	155	81.6%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	5	–	–	–	–
	5-year	1	–	–		
	6-year	2	–	–		
Black or African American	4-year	8	–	–	–	–
	5-year	8	–	–		
	6-year	10	–	–		
Hispanic or Latino	4-year	9	–	–	–	–
	5-year	6	–	–		
	6-year	12	–	–		
Multiracial	4-year	7	–	–	–	–
	5-year	9	–	–		
	6-year	7	–	–		
White	4-year	147	114	77.6%	82.6%	2
	5-year	148	129	87.2%		
	6-year	158	131	82.9%		
English Language Learner	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
Students with Disabilities	4-year	32	15	46.9%	49.2%	1
	5-year	20	–	–		
	6-year	37	19	51.4%		
Economically Disadvantaged	4-year	87	59	67.8%	72.4%	1
	5-year	71	52	73.2%		
	6-year	88	67	76.1%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	619	214	34.6%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–
Black or African American	13	–	–	–
Hispanic or Latino	24	–	–	–
Multiracial	46	19	41.3%	2
White	528	173	32.8%	2
English Language Learner	3	–	–	–
Students with Disabilities	91	34	37.4%	2
Economically Disadvantaged	286	139	48.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	137	97.1%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	3	–
Hispanic or Latino	–	7	–
Multiracial	–	9	–
White	✓	117	97.4%
English Language Learner	–	0	–
Students with Disabilities	–	12	–
Economically Disadvantaged	✗	55	92.7%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	113	69%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	—	6	—
Multiracial	—	8	—
White	X	96	74%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	X	43	58.1%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	147	9	6%	138	94%	88	64%	33	24%	16	12%	1	1%	17	12%
Grade 4	143	14	10%	129	90%	49	38%	46	36%	29	22%	5	4%	34	26%
Grade 5	125	11	9%	114	91%	58	51%	25	22%	25	22%	6	5%	31	27%
Grade 6	145	13	9%	132	91%	42	32%	51	39%	30	23%	9	7%	39	30%
Grade 7	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%
Grade 8	172	61	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%
Grades 3-8	874	128	15%	746	85%	322	43%	215	29%	161	22%	48	6%	209	28%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	9	6%	138	94%	88	64%	33	24%	16	12%	1	1%	17	12%
Female	67	6	9%	61	91%	37	61%	13	21%	10	16%	1	2%	11	18%
Male	80	3	4%	77	96%	51	66%	20	26%	6	8%	0	0%	6	8%
General Education Students	99	4	4%	95	96%	45	47%	33	35%	16	17%	1	1%	17	18%
Students with Disabilities	48	5	10%	43	90%	43	100%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
White	133	9	7%	124	93%	76	61%	31	25%	16	13%	1	1%	17	14%
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	8	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	108	7	6%	101	94%	73	72%	22	22%	6	6%	0	0%	6	6%
Not Economically Disadvantaged	39	2	5%	37	95%	15	41%	11	30%	10	27%	1	3%	11	30%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	146	8	5%	138	95%	88	64%	33	24%	16	12%	1	1%	17	12%
In Foster Care	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	143	9	6%	134	94%	-	-	-	-	-	-	-	-	-	-
Homeless	5	1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
Not Homeless	142	8	6%	134	94%	-	-	-	-	-	-	-	-	-	-
Not Migrant	147	9	6%	138	94%	88	64%	33	24%	16	12%	1	1%	17	12%
Parent Not in Armed Forces	147	9	6%	138	94%	88	64%	33	24%	16	12%	1	1%	17	12%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	14	10%	129	90%	49	38%	46	36%	29	22%	5	4%	34	26%
Female	69	5	7%	64	93%	21	33%	25	39%	16	25%	2	3%	18	28%
Male	74	9	12%	65	88%	28	43%	21	32%	13	20%	3	5%	16	25%
General Education Students	104	4	4%	100	96%	25	25%	41	41%	29	29%	5	5%	34	34%
Students with Disabilities	39	10	26%	29	74%	24	83%	5	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	126	13	10%	113	90%	43	38%	40	35%	26	23%	4	4%	30	27%
Multiracial	6	0	0%	6	100%	2	33%	3	50%	1	17%	0	0%	1	17%
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	4	40%	3	30%	2	20%	1	10%	3	30%
Economically Disadvantaged	91	9	10%	82	90%	40	49%	27	33%	14	17%	1	1%	15	18%
Not Economically Disadvantaged	52	5	10%	47	90%	9	19%	19	40%	15	32%	4	9%	19	40%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	142	13	9%	129	91%	49	38%	46	36%	29	22%	5	4%	34	26%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	141	14	10%	127	90%	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	137	12	9%	125	91%	–	–	–	–	–	–	–	–	–	–
Not Migrant	143	14	10%	129	90%	49	38%	46	36%	29	22%	5	4%	34	26%
Parent Not in Armed Forces	143	14	10%	129	90%	49	38%	46	36%	29	22%	5	4%	34	26%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	11	9%	114	91%	58	51%	25	22%	25	22%	6	5%	31	27%
Female	56	7	13%	49	88%	26	53%	11	22%	10	20%	2	4%	12	24%
Male	69	4	6%	65	94%	32	49%	14	22%	15	23%	4	6%	19	29%
General Education Students	97	8	8%	89	92%	34	38%	24	27%	25	28%	6	7%	31	35%
Students with Disabilities	28	3	11%	25	89%	24	96%	1	4%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	2	29%	5	71%	3	60%	1	20%	1	20%	0	0%	1	20%
White	102	8	8%	94	92%	47	50%	19	20%	23	24%	5	5%	28	30%
Multiracial	8	0	0%	8	100%	6	75%	1	13%	1	13%	0	0%	1	13%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	2	29%	4	57%	0	0%	1	14%	1	14%
Economically Disadvantaged	85	8	9%	77	91%	48	62%	15	19%	11	14%	3	4%	14	18%
Not Economically Disadvantaged	40	3	8%	37	93%	10	27%	10	27%	14	38%	3	8%	17	46%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	123	10	8%	113	92%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	124	11	9%	113	91%	–	–	–	–	–	–	–	–	–	–
Homeless	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Not Homeless	120	10	8%	110	92%	–	–	–	–	–	–	–	–	–	–
Not Migrant	125	11	9%	114	91%	58	51%	25	22%	25	22%	6	5%	31	27%
Parent Not in Armed Forces	125	11	9%	114	91%	58	51%	25	22%	25	22%	6	5%	31	27%

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	145	13	9%	132	91%	42	32%	51	39%	30	23%	9	7%	39	30%
Female	73	5	7%	68	93%	16	24%	24	35%	22	32%	6	9%	28	41%
Male	72	8	11%	64	89%	26	41%	27	42%	8	13%	3	5%	11	17%
General Education Students	118	6	5%	112	95%	24	21%	49	44%	30	27%	9	8%	39	35%
Students with Disabilities	27	7	26%	20	74%	18	90%	2	10%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	7	88%	0	0%	3	43%	4	57%	0	0%	4	57%
White	125	12	10%	113	90%	38	34%	41	36%	25	22%	9	8%	34	30%
Multiracial	7	0	0%	7	100%	2	29%	4	57%	1	14%	0	0%	1	14%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Economically Disadvantaged	74	8	11%	66	89%	31	47%	27	41%	7	11%	1	2%	8	12%
Not Economically Disadvantaged	71	5	7%	66	93%	11	17%	24	36%	23	35%	8	12%	31	47%
Non-English Language Learner	145	13	9%	132	91%	42	32%	51	39%	30	23%	9	7%	39	30%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	13	9%	130	91%	–	–	–	–	–	–	–	–	–	–
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	142	13	9%	129	91%	–	–	–	–	–	–	–	–	–	–
Not Migrant	145	13	9%	132	91%	42	32%	51	39%	30	23%	9	7%	39	30%
Parent Not in Armed Forces	145	13	9%	132	91%	42	32%	51	39%	30	23%	9	7%	39	30%

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	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%
Female	63	11	17%	52	83%	15	29%	15	29%	15	29%	7	13%	22	42%
Male	79	9	11%	70	89%	31	44%	16	23%	14	20%	9	13%	23	33%
General Education Students	118	15	13%	103	87%	31	30%	27	26%	29	28%	16	16%	45	44%
Students with Disabilities	24	5	21%	19	79%	15	79%	4	21%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
White	117	15	13%	102	87%	38	37%	24	24%	26	25%	14	14%	40	39%
Multiracial	12	3	25%	9	75%	5	56%	2	22%	1	11%	1	11%	2	22%
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	3	27%	5	45%	2	18%	1	9%	3	27%
Economically Disadvantaged	75	17	23%	58	77%	31	53%	17	29%	7	12%	3	5%	10	17%
Not Economically Disadvantaged	67	3	4%	64	96%	15	23%	14	22%	22	34%	13	20%	35	55%
Non-English Language Learner	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%
Not in Foster Care	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%
Homeless	8	1	13%	7	88%	3	43%	3	43%	0	0%	1	14%	1	14%
Not Homeless	134	19	14%	115	86%	43	37%	28	24%	29	25%	15	13%	44	38%
Not Migrant	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%
Parent Not in Armed Forces	142	20	14%	122	86%	46	38%	31	25%	29	24%	16	13%	45	37%

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	172	61	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%
Female	79	29	37%	50	63%	22	44%	9	18%	12	24%	7	14%	19	38%
Male	93	32	34%	61	66%	17	28%	20	33%	20	33%	4	7%	24	39%
General Education Students	144	48	33%	96	67%	28	29%	27	28%	30	31%	11	11%	41	43%
Students with Disabilities	28	13	46%	15	54%	11	73%	2	13%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	7	2	29%	5	71%	-	-	-	-	-	-	-	-	-	-
White	148	51	34%	97	66%	34	35%	23	24%	30	31%	10	10%	40	41%
Multiracial	11	4	36%	7	64%	4	57%	2	29%	0	0%	1	14%	1	14%
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	1	14%	4	57%	2	29%	0	0%	2	29%
Economically Disadvantaged	87	42	48%	45	52%	27	60%	9	20%	8	18%	1	2%	9	20%
Not Economically Disadvantaged	85	19	22%	66	78%	12	18%	20	30%	24	36%	10	15%	34	52%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	171	60	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	171	60	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%
Homeless	4	2	50%	2	50%	-	-	-	-	-	-	-	-	-	-
Not Homeless	168	59	35%	109	65%	-	-	-	-	-	-	-	-	-	-
Not Migrant	172	61	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%
Parent Not in Armed Forces	172	61	35%	111	65%	39	35%	29	26%	32	29%	11	10%	43	39%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	147	14	10%	133	90%	52	39%	49	37%	27	20%	5	4%	32	24%
Grade 4	142	14	10%	128	90%	44	34%	29	23%	46	36%	9	7%	55	43%
Grade 5	125	8	6%	117	94%	62	53%	18	15%	31	26%	6	5%	37	32%
Grade 6	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%
Combined 6	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%
Grade 7	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Combined 7	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Grade 8	172	74	43%	98	57%	46	47%	25	26%	23	23%	4	4%	27	28%
Regents 8	—	—	—	11	6%	0	0%	0	0%	2	18%	9	82%	11	100%
Combined 8	172	63	37%	109	63%	46	42%	25	23%	25	23%	13	12%	38	35%
Grades 3-8	873	132	15%	741	85%	297	40%	184	25%	203	27%	57	8%	260	35%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	14	10%	133	90%	52	39%	49	37%	27	20%	5	4%	32	24%
Female	68	9	13%	59	87%	26	44%	22	37%	8	14%	3	5%	11	19%
Male	79	5	6%	74	94%	26	35%	27	36%	19	26%	2	3%	21	28%
General Education Students	99	7	7%	92	93%	19	21%	42	46%	26	28%	5	5%	31	34%
Students with Disabilities	48	7	15%	41	85%	33	80%	7	17%	1	2%	0	0%	1	2%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	2	40%	2	40%	1	20%	0	0%	1	20%
White	132	12	9%	120	91%	45	38%	44	37%	26	22%	5	4%	31	26%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	5	63%	3	38%	0	0%	0	0%	0	0%
Economically Disadvantaged	108	12	11%	96	89%	45	47%	36	38%	14	15%	1	1%	15	16%
Not Economically Disadvantaged	39	2	5%	37	95%	7	19%	13	35%	13	35%	4	11%	17	46%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	146	13	9%	133	91%	52	39%	49	37%	27	20%	5	4%	32	24%
In Foster Care	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	14	10%	129	90%	–	–	–	–	–	–	–	–	–	–
Homeless	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Not Homeless	142	13	9%	129	91%	–	–	–	–	–	–	–	–	–	–
Not Migrant	147	14	10%	133	90%	52	39%	49	37%	27	20%	5	4%	32	24%
Parent Not in Armed Forces	147	14	10%	133	90%	52	39%	49	37%	27	20%	5	4%	32	24%

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	142	14	10%	128	90%	44	34%	29	23%	46	36%	9	7%	55	43%
Female	69	5	7%	64	93%	23	36%	16	25%	23	36%	2	3%	25	39%
Male	73	9	12%	64	88%	21	33%	13	20%	23	36%	7	11%	30	47%
General Education Students	103	6	6%	97	94%	17	18%	25	26%	46	47%	9	9%	55	57%
Students with Disabilities	39	8	21%	31	79%	27	87%	4	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	125	12	10%	113	90%	38	34%	25	22%	42	37%	8	7%	50	44%
Multiracial	6	1	17%	5	83%	2	40%	2	40%	1	20%	0	0%	1	20%
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	4	40%	2	20%	3	30%	1	10%	4	40%
Economically Disadvantaged	91	10	11%	81	89%	37	46%	17	21%	26	32%	1	1%	27	33%
Not Economically Disadvantaged	51	4	8%	47	92%	7	15%	12	26%	20	43%	8	17%	28	60%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	141	13	9%	128	91%	44	34%	29	23%	46	36%	9	7%	55	43%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	140	14	10%	126	90%	–	–	–	–	–	–	–	–	–	–
Homeless	6	3	50%	3	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	136	11	8%	125	92%	–	–	–	–	–	–	–	–	–	–
Not Migrant	142	14	10%	128	90%	44	34%	29	23%	46	36%	9	7%	55	43%
Parent Not in Armed Forces	142	14	10%	128	90%	44	34%	29	23%	46	36%	9	7%	55	43%

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	125	8	6%	117	94%	62	53%	18	15%	31	26%	6	5%	37	32%
Female	56	5	9%	51	91%	31	61%	8	16%	10	20%	2	4%	12	24%
Male	69	3	4%	66	96%	31	47%	10	15%	21	32%	4	6%	25	38%
General Education Students	96	4	4%	92	96%	38	41%	17	18%	31	34%	6	7%	37	40%
Students with Disabilities	29	4	14%	25	86%	24	96%	1	4%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	6	86%	4	67%	0	0%	2	33%	0	0%	2	33%
White	102	7	7%	95	93%	48	51%	16	17%	27	28%	4	4%	31	33%
Multiracial	8	0	0%	8	100%	5	63%	1	13%	2	25%	0	0%	2	25%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	5	63%	1	13%	0	0%	2	25%	2	25%
Economically Disadvantaged	86	6	7%	80	93%	52	65%	10	13%	16	20%	2	3%	18	23%
Not Economically Disadvantaged	39	2	5%	37	95%	10	27%	8	22%	15	41%	4	11%	19	51%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	8	7%	115	93%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	8	6%	116	94%	—	—	—	—	—	—	—	—	—	—
Homeless	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
Not Homeless	120	8	7%	112	93%	59	53%	17	15%	30	27%	6	5%	36	32%
Not Migrant	125	8	6%	117	94%	62	53%	18	15%	31	26%	6	5%	37	32%
Parent Not in Armed Forces	125	8	6%	117	94%	62	53%	18	15%	31	26%	6	5%	37	32%

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	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%
Female	73	7	10%	66	90%	25	38%	18	27%	20	30%	3	5%	23	35%
Male	72	8	11%	64	89%	26	41%	14	22%	20	31%	4	6%	24	38%
General Education Students	118	8	7%	110	93%	33	30%	31	28%	39	35%	7	6%	46	42%
Students with Disabilities	27	7	26%	20	74%	18	90%	1	5%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	7	88%	2	29%	3	43%	1	14%	1	14%	2	29%
White	125	14	11%	111	89%	43	39%	23	21%	39	35%	6	5%	45	41%
Multiracial	7	0	0%	7	100%	4	57%	3	43%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Economically Disadvantaged	74	10	14%	64	86%	36	56%	15	23%	11	17%	2	3%	13	20%
Not Economically Disadvantaged	71	5	7%	66	93%	15	23%	17	26%	29	44%	5	8%	34	52%
Non-English Language Learner	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	15	10%	128	90%	–	–	–	–	–	–	–	–	–	–
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	142	14	10%	128	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%
Parent Not in Armed Forces	145	15	10%	130	90%	51	39%	32	25%	40	31%	7	5%	47	36%

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	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Female	63	10	16%	53	84%	19	36%	8	15%	20	38%	6	11%	26	49%
Male	79	8	10%	71	90%	23	32%	23	32%	14	20%	11	15%	25	35%
General Education Students	118	11	9%	107	91%	27	25%	29	27%	34	32%	17	16%	51	48%
Students with Disabilities	24	7	29%	17	71%	15	88%	2	12%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	0	0%	3	60%	3	60%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	117	16	14%	101	86%	32	32%	27	27%	30	30%	12	12%	42	42%
Multiracial	12	2	17%	10	83%	7	70%	0	0%	2	20%	1	10%	3	30%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	3	38%	2	25%	1	13%	3	38%
Economically Disadvantaged	75	15	20%	60	80%	33	55%	13	22%	12	20%	2	3%	14	23%
Not Economically Disadvantaged	67	3	4%	64	96%	9	14%	18	28%	22	34%	15	23%	37	58%
Non-English Language Learner	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Not in Foster Care	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Homeless	8	2	25%	6	75%	3	50%	2	33%	1	17%	0	0%	1	17%
Not Homeless	134	16	12%	118	88%	39	33%	29	25%	33	28%	17	14%	50	42%
Not Migrant	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%
Parent Not in Armed Forces	142	18	13%	124	87%	42	34%	31	25%	34	27%	17	14%	51	41%

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	172	74	43%	98	57%	46	47%	25	26%	23	23%	4	4%	27	28%
Female	78	38	49%	40	51%	20	50%	10	25%	8	20%	2	5%	10	25%
Male	94	36	38%	58	62%	26	45%	15	26%	15	26%	2	3%	17	29%
General Education Students	143	58	41%	85	59%	34	40%	24	28%	23	27%	4	5%	27	32%
Students with Disabilities	29	16	55%	13	45%	12	92%	1	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	2	29%	5	71%	3	60%	2	40%	0	0%	0	0%	0	0%
White	148	63	43%	85	57%	39	46%	21	25%	21	25%	4	5%	25	29%
Multiracial	11	6	55%	5	45%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	17	9	53%	8	47%	4	50%	2	25%	2	25%	0	0%	2	25%
Economically Disadvantaged	87	50	57%	37	43%	24	65%	8	22%	5	14%	0	0%	5	14%
Not Economically Disadvantaged	85	24	28%	61	72%	22	36%	17	28%	18	30%	4	7%	22	36%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	171	73	43%	98	57%	46	47%	25	26%	23	23%	4	4%	27	28%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	171	74	43%	97	57%	-	-	-	-	-	-	-	-	-	-
Homeless	4	3	75%	1	25%	-	-	-	-	-	-	-	-	-	-
Not Homeless	168	71	42%	97	58%	-	-	-	-	-	-	-	-	-	-
Not Migrant	172	74	43%	98	57%	46	47%	25	26%	23	23%	4	4%	27	28%
Parent Not in Armed Forces	172	74	43%	98	57%	46	47%	25	26%	23	23%	4	4%	27	28%

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	171	64	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%
Combined 8	171	64	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%

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	171	64	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%
Female	78	33	42%	45	58%	7	16%	15	33%	19	42%	4	9%	23	51%
Male	93	31	33%	62	67%	6	10%	20	32%	30	48%	6	10%	36	58%
General Education Students	142	49	35%	93	65%	5	5%	32	34%	46	49%	10	11%	56	60%
Students with Disabilities	29	15	52%	14	48%	8	57%	3	21%	3	21%	0	0%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	2	29%	5	71%	-	-	-	-	-	-	-	-	-	-
White	147	57	39%	90	61%	9	10%	29	32%	43	48%	9	10%	52	58%
Multiracial	11	3	27%	8	73%	2	25%	5	63%	1	13%	0	0%	1	13%
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	2	22%	1	11%	5	56%	1	11%	6	67%
Economically Disadvantaged	86	44	51%	42	49%	9	21%	17	40%	13	31%	3	7%	16	38%
Not Economically Disadvantaged	85	20	24%	65	76%	4	6%	18	28%	36	55%	7	11%	43	66%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	170	63	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	170	64	38%	106	62%	-	-	-	-	-	-	-	-	-	-
Homeless	4	3	75%	1	25%	-	-	-	-	-	-	-	-	-	-
Not Homeless	167	61	37%	106	63%	-	-	-	-	-	-	-	-	-	-
Not Migrant	171	64	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%
Parent Not in Armed Forces	171	64	37%	107	63%	13	12%	35	33%	49	46%	10	9%	59	55%

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	155	14	9%	14	9%	53	34%	29	19%	45	29%	127	82%
Female	83	8	10%	9	11%	23	28%	17	20%	26	31%	66	80%
Male	72	6	8%	5	7%	30	42%	12	17%	19	26%	61	85%
General Education Students	130	8	6%	8	6%	41	32%	28	22%	45	35%	114	88%
Students with Disabilities	25	6	24%	6	24%	12	48%	1	4%	0	0%	13	52%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	5	0	0%	1	20%	4	80%	0	0%	0	0%	4	80%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	136	11	8%	13	10%	43	32%	27	20%	42	31%	112	82%
Multiracial	9	2	22%	0	0%	4	44%	1	11%	2	22%	7	78%
Small Group Total: Race & Ethnicity	5	1	20%	0	0%	2	40%	1	20%	1	20%	4	80%
Economically Disadvantaged	70	10	14%	8	11%	35	50%	10	14%	7	10%	52	74%
Not Economically Disadvantaged	85	4	5%	6	7%	18	21%	19	22%	38	45%	75	88%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	154	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	155	14	9%	14	9%	53	34%	29	19%	45	29%	127	82%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	152	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	155	14	9%	14	9%	53	34%	29	19%	45	29%	127	82%
Parent Not in Armed Forces	155	14	9%	14	9%	53	34%	29	19%	45	29%	127	82%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	262	45	17%	49	19%	110	42%	41	16%	17	6%	168	64%
Female	134	26	19%	27	20%	52	39%	20	15%	9	7%	81	60%
Male	128	19	15%	22	17%	58	45%	21	16%	8	6%	87	68%
General Education Students	203	14	7%	34	17%	99	49%	39	19%	17	8%	155	76%
Students with Disabilities	59	31	53%	15	25%	11	19%	2	3%	0	0%	13	22%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	2	29%	0	0%	4	57%	1	14%	0	0%	5	71%
White	224	38	17%	39	17%	93	42%	38	17%	16	7%	147	66%
Multiracial	24	2	8%	10	42%	11	46%	1	4%	0	0%	12	50%
Small Group Total: Race & Ethnicity	7	3	43%	0	0%	2	29%	1	14%	1	14%	4	57%
Economically Disadvantaged	129	32	25%	28	22%	56	43%	9	7%	4	3%	69	53%
Not Economically Disadvantaged	133	13	10%	21	16%	54	41%	32	24%	13	10%	99	74%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	261	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	261	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	2	33%	2	33%	0	0%	0	0%	2	33%
Not Homeless	256	43	17%	47	18%	108	42%	41	16%	17	7%	166	65%
Not Migrant	262	45	17%	49	19%	110	42%	41	16%	17	6%	168	64%
Parent Not in Armed Forces	262	45	17%	49	19%	110	42%	41	16%	17	6%	168	64%

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	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%
Female	32	6	19%	2	6%	16	50%	4	13%	4	13%	24	75%
Male	26	3	12%	1	4%	9	35%	4	15%	9	35%	22	85%
General Education Students	54	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	49	9	18%	2	4%	21	43%	6	12%	11	22%	38	78%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	4	44%	2	22%	2	22%	8	89%
Economically Disadvantaged	14	3	21%	0	0%	6	43%	3	21%	2	14%	11	79%
Not Economically Disadvantaged	44	6	14%	3	7%	19	43%	5	11%	11	25%	35	80%
Non-English Language Learner	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%
Not in Foster Care	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%
Not Homeless	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%
Not Migrant	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%
Parent Not in Armed Forces	58	9	16%	3	5%	25	43%	8	14%	13	22%	46	79%

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	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%
Female	31	5	16%	2	6%	13	42%	7	23%	4	13%	24	77%
Male	25	3	12%	2	8%	11	44%	5	20%	4	16%	20	80%
General Education Students	55	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	51	5	10%	3	6%	24	47%	11	22%	8	16%	43	84%
Small Group Total: Race & Ethnicity	5	3	60%	1	20%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	52	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%
Not in Foster Care	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%
Not Homeless	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%
Not Migrant	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%
Parent Not in Armed Forces	56	8	14%	4	7%	24	43%	12	21%	8	14%	44	79%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	162	21	13%	26	16%	75	46%	40	25%	115	71%
Female	78	10	13%	14	18%	37	47%	17	22%	54	69%
Male	84	11	13%	12	14%	38	45%	23	27%	61	73%
General Education Students	130	10	8%	17	13%	63	48%	40	31%	103	79%
Students with Disabilities	32	11	34%	9	28%	12	38%	0	0%	12	38%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	1	20%	0	0%	3	60%	1	20%	4	80%
White	136	16	12%	20	15%	65	48%	35	26%	100	74%
Multiracial	14	2	14%	6	43%	5	36%	1	7%	6	43%
Small Group Total: Race & Ethnicity	7	2	29%	0	0%	2	29%	3	43%	5	71%
Economically Disadvantaged	74	17	23%	12	16%	34	46%	11	15%	45	61%
Not Economically Disadvantaged	88	4	5%	14	16%	41	47%	29	33%	70	80%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	161	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	162	21	13%	26	16%	75	46%	40	25%	115	71%
Homeless	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	159	–	–	–	–	–	–	–	–	–	–
Not Migrant	162	21	13%	26	16%	75	46%	40	25%	115	71%
Parent Not in Armed Forces	162	21	13%	26	16%	75	46%	40	25%	115	71%

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	137	28	20%	11	8%	55	40%	43	31%	98	72%
Female	70	19	27%	6	9%	26	37%	19	27%	45	64%
Male	67	9	13%	5	7%	29	43%	24	36%	53	79%
General Education Students	121	15	12%	10	8%	54	45%	42	35%	96	79%
Students with Disabilities	16	13	81%	1	6%	1	6%	1	6%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	119	25	21%	10	8%	43	36%	41	34%	84	71%
Multiracial	13	3	23%	1	8%	8	62%	1	8%	9	69%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	62	19	31%	9	15%	24	39%	10	16%	34	55%
Not Economically Disadvantaged	75	9	12%	2	3%	31	41%	33	44%	64	85%
Non-English Language Learner	137	28	20%	11	8%	55	40%	43	31%	98	72%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	136	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	133	–	–	–	–	–	–	–	–	–	–
Not Migrant	137	28	20%	11	8%	55	40%	43	31%	98	72%
Parent Not in Armed Forces	137	28	20%	11	8%	55	40%	43	31%	98	72%

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	46	6	13%	12	26%	25	54%	3	7%	28	61%
Female	30	3	10%	8	27%	18	60%	1	3%	19	63%
Male	16	3	19%	4	25%	7	44%	2	13%	9	56%
General Education Students	44	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	43	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	46	6	13%	12	26%	25	54%	3	7%	28	61%
Economically Disadvantaged	7	1	14%	3	43%	3	43%	0	0%	3	43%
Not Economically Disadvantaged	39	5	13%	9	23%	22	56%	3	8%	25	64%
Non-English Language Learner	46	6	13%	12	26%	25	54%	3	7%	28	61%
Not in Foster Care	46	6	13%	12	26%	25	54%	3	7%	28	61%
Not Homeless	46	6	13%	12	26%	25	54%	3	7%	28	61%
Not Migrant	46	6	13%	12	26%	25	54%	3	7%	28	61%
Parent Not in Armed Forces	46	6	13%	12	26%	25	54%	3	7%	28	61%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	20	5	25%	1	5%	7	35%	7	35%	14	70%
Female	9	3	33%	1	11%	3	33%	2	22%	5	56%
Male	11	2	18%	0	0%	4	36%	5	45%	9	82%
General Education Students	20	5	25%	1	5%	7	35%	7	35%	14	70%
White	20	5	25%	1	5%	7	35%	7	35%	14	70%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	17	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	20	5	25%	1	5%	7	35%	7	35%	14	70%
Not in Foster Care	20	5	25%	1	5%	7	35%	7	35%	14	70%
Not Homeless	20	5	25%	1	5%	7	35%	7	35%	14	70%
Not Migrant	20	5	25%	1	5%	7	35%	7	35%	14	70%
Parent Not in Armed Forces	20	5	25%	1	5%	7	35%	7	35%	14	70%

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	158	31	20%	19	12%	55	35%	19	12%	34	22%	108	68%
Female	81	14	17%	12	15%	30	37%	4	5%	21	26%	55	68%
Male	77	17	22%	7	9%	25	32%	15	19%	13	17%	53	69%
General Education Students	127	14	11%	10	8%	52	41%	19	15%	32	25%	103	81%
Students with Disabilities	31	17	55%	9	29%	3	10%	0	0%	2	6%	5	16%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	132	25	19%	15	11%	44	33%	17	13%	31	23%	92	70%
Multiracial	18	4	22%	4	22%	8	44%	1	6%	1	6%	10	56%
Small Group Total: Race & Ethnicity	8	2	25%	0	0%	3	38%	1	13%	2	25%	6	75%
Economically Disadvantaged	75	26	35%	11	15%	26	35%	5	7%	7	9%	38	51%
Not Economically Disadvantaged	83	5	6%	8	10%	29	35%	14	17%	27	33%	70	84%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	157	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	157	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	154	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	158	31	20%	19	12%	55	35%	19	12%	34	22%	108	68%
Parent Not in Armed Forces	158	31	20%	19	12%	55	35%	19	12%	34	22%	108	68%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	13	9%	10	7%	39	28%	58	42%	17	12%	114	83%
Female	77	10	13%	7	9%	23	30%	28	36%	9	12%	60	78%
Male	60	3	5%	3	5%	16	27%	30	50%	8	13%	54	90%
General Education Students	118	5	4%	7	6%	34	29%	55	47%	17	14%	106	90%
Students with Disabilities	19	8	42%	3	16%	5	26%	3	16%	0	0%	8	42%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	2	29%	1	14%	2	29%	2	29%	0	0%	4	57%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	117	9	8%	7	6%	33	28%	52	44%	16	14%	101	86%
Multiracial	8	2	25%	1	13%	2	25%	2	25%	1	13%	5	63%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	2	40%	0	0%	4	80%
Economically Disadvantaged	60	11	18%	7	12%	22	37%	16	27%	4	7%	42	70%
Not Economically Disadvantaged	77	2	3%	3	4%	17	22%	42	55%	13	17%	72	94%
Non-English Language Learner	137	13	9%	10	7%	39	28%	58	42%	17	12%	114	83%
Not in Foster Care	137	13	9%	10	7%	39	28%	58	42%	17	12%	114	83%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	135	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	137	13	9%	10	7%	39	28%	58	42%	17	12%	114	83%
Parent Not in Armed Forces	137	13	9%	10	7%	39	28%	58	42%	17	12%	114	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	170	29	17%	141	83%	7	4%	15	9%	48	28%	71	42%	119	70%
Female	86	11	13%	75	87%	2	2%	6	7%	27	31%	40	47%	67	78%
Male	84	18	21%	66	79%	5	6%	9	11%	21	25%	31	37%	52	62%
General Education Students	145	19	13%	126	87%	6	4%	11	8%	41	28%	68	47%	109	75%
Students with Disabilities	25	10	40%	15	60%	1	4%	4	16%	7	28%	3	12%	10	40%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	1	11%	1	11%	5	56%	1	11%	6	67%
White	141	22	16%	119	84%	5	4%	12	9%	39	28%	63	45%	102	72%
Multiracial	14	4	29%	10	71%	1	7%	1	7%	2	14%	6	43%	8	57%
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	0	0%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	82	26	32%	56	68%	5	6%	9	11%	21	26%	21	26%	42	51%
Not Economically Disadvantaged	88	3	3%	85	97%	2	2%	6	7%	27	31%	50	57%	77	88%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	29	—	140	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	29	17%	141	83%	7	4%	15	9%	48	28%	71	42%	119	70%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	29	—	140	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	29	17%	141	83%	7	4%	15	9%	48	28%	71	42%	119	70%
Parent Not in Armed Forces	170	29	17%	141	83%	7	4%	15	9%	48	28%	71	42%	119	70%

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	170	82	48%	88	52%	19	11%	10	6%	26	15%	33	19%	59	35%
Female	86	42	49%	44	51%	11	13%	4	5%	12	14%	17	20%	29	34%
Male	84	40	48%	44	52%	8	10%	6	7%	14	17%	16	19%	30	36%
General Education Students	145	64	44%	81	56%	14	10%	10	7%	25	17%	32	22%	57	39%
Students with Disabilities	25	18	72%	7	28%	5	20%	0	0%	1	4%	1	4%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	8	89%	1	11%	0	0%	1	11%	0	0%	0	0%	0	0%
White	141	62	44%	79	56%	19	13%	9	6%	20	14%	31	22%	51	36%
Multiracial	14	10	71%	4	29%	0	0%	0	0%	2	14%	2	14%	4	29%
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	0	0%	0	0%	4	67%	0	0%	4	67%
Economically Disadvantaged	82	52	63%	30	37%	7	9%	4	5%	14	17%	5	6%	19	23%
Not Economically Disadvantaged	88	30	34%	58	66%	12	14%	6	7%	12	14%	28	32%	40	45%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	81	—	88	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	82	48%	88	52%	19	11%	10	6%	26	15%	33	19%	59	35%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	81	—	88	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	82	48%	88	52%	19	11%	10	6%	26	15%	33	19%	59	35%
Parent Not in Armed Forces	170	82	48%	88	52%	19	11%	10	6%	26	15%	33	19%	59	35%

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	132	57	43	75	57
Female	72	35	49	37	51
Male	60	22	37	38	63
General Education Students	123	52	42	71	58
Students with Disabilities	9	5	56	4	44
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	1	50	1	50
Hispanic or Latino	7	6	86	1	14
White	111	43	39	68	61
Multiracial	11	7	64	4	36
Economically Disadvantaged	52	29	56	23	44
Not Economically Disadvantaged	80	28	35	52	65
English Language Learner	1	1	100	0	0
Non-English Language Learner	131	56	43	75	57
Not in Foster Care	132	57	43	75	57
Homeless	1	1	100	0	0
Not Homeless	131	56	43	75	57
Not Migrant	132	57	43	75	57
Parent Not in Armed Forces	132	57	43	75	57

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	170	62	36%	108	64%	36	21%	8	5%	52	31%	12	7%	64	38%
Female	86	26	30%	60	70%	23	27%	6	7%	26	30%	5	6%	31	36%
Male	84	36	43%	48	57%	13	15%	2	2%	26	31%	7	8%	33	39%
General Education Students	145	44	30%	101	70%	33	23%	8	6%	49	34%	11	8%	60	41%
Students with Disabilities	25	18	72%	7	28%	3	12%	0	0%	3	12%	1	4%	4	16%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	5	56%	4	44%	1	11%	1	11%	2	22%	0	0%	2	22%
White	141	47	33%	94	67%	30	21%	7	5%	45	32%	12	9%	57	40%
Multiracial	14	7	50%	7	50%	3	21%	0	0%	4	29%	0	0%	4	29%
Small Group Total: Race & Ethnicity	6	3	50%	3	50%	2	33%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	82	42	51%	40	49%	16	20%	4	5%	17	21%	3	4%	20	24%
Not Economically Disadvantaged	88	20	23%	68	77%	20	23%	4	5%	35	40%	9	10%	44	50%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	61	—	108	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	62	36%	108	64%	36	21%	8	5%	52	31%	12	7%	64	38%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	62	—	107	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	62	36%	108	64%	36	21%	8	5%	52	31%	12	7%	64	38%
Parent Not in Armed Forces	170	62	36%	108	64%	36	21%	8	5%	52	31%	12	7%	64	38%

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	143	43	30	100	70
Female	73	18	25	55	75
Male	70	25	36	45	64
General Education Students	133	36	27	97	73
Students with Disabilities	10	7	70	3	30
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	3	2	67	1	33
Hispanic or Latino	8	5	63	3	38
White	119	31	26	88	74
Multiracial	12	5	42	7	58
Economically Disadvantaged	59	25	42	34	58
Not Economically Disadvantaged	84	18	21	66	79
Non-English Language Learner	143	43	30	100	70
Not in Foster Care	143	43	30	100	70
Homeless	1	0	0	1	100
Not Homeless	142	43	30	99	70
Not Migrant	143	43	30	100	70
Parent Not in Armed Forces	143	43	30	100	70

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	170	160	94%	10	6%	3	2%	2	1%	5	3%	0	0%	5	3%
Female	86	79	92%	7	8%	2	2%	2	2%	3	3%	0	0%	3	3%
Male	84	81	96%	3	4%	1	1%	0	0%	2	2%	0	0%	2	2%
General Education Students	145	138	95%	7	5%	2	1%	0	0%	5	3%	0	0%	5	3%
Students with Disabilities	25	22	88%	3	12%	1	4%	2	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
White	141	136	96%	5	4%	1	1%	2	1%	2	1%	0	0%	2	1%
Multiracial	14	12	86%	2	14%	1	7%	0	0%	1	7%	0	0%	1	7%
Small Group Total: Race & Ethnicity	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	82	73	89%	9	11%	3	4%	2	2%	4	5%	0	0%	4	5%
Not Economically Disadvantaged	88	87	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	160	—	9	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	160	94%	10	6%	3	2%	2	1%	5	3%	0	0%	5	3%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	159	—	10	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	160	94%	10	6%	3	2%	2	1%	5	3%	0	0%	5	3%
Parent Not in Armed Forces	170	160	94%	10	6%	3	2%	2	1%	5	3%	0	0%	5	3%

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	122	122	100	0	0
Female	65	65	100	0	0
Male	57	57	100	0	0
General Education Students	113	113	100	0	0
Students with Disabilities	9	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	5	5	100	0	0
White	105	105	100	0	0
Multiracial	9	9	100	0	0
Economically Disadvantaged	45	45	100	0	0
Not Economically Disadvantaged	77	77	100	0	0
Non-English Language Learner	122	122	100	0	0
Not in Foster Care	122	122	100	0	0
Homeless	1	1	100	0	0
Not Homeless	121	121	100	0	0
Not Migrant	122	122	100	0	0
Parent Not in Armed Forces	122	122	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	170	158	93%	12	7%	3	2%	0	0%	6	4%	3	2%	9	5%
Female	86	78	91%	8	9%	3	3%	0	0%	3	3%	2	2%	5	6%
Male	84	80	95%	4	5%	0	0%	0	0%	3	4%	1	1%	4	5%
General Education Students	145	134	92%	11	8%	2	1%	0	0%	6	4%	3	2%	9	6%
Students with Disabilities	25	24	96%	1	4%	1	4%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	141	132	94%	9	6%	1	1%	0	0%	5	4%	3	2%	8	6%
Multiracial	14	13	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Small Group Total: Race & Ethnicity	6	4	67%	2	33%	2	33%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	82	74	90%	8	10%	3	4%	0	0%	2	2%	3	4%	5	6%
Not Economically Disadvantaged	88	84	95%	4	5%	0	0%	0	0%	4	5%	0	0%	4	5%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	157	—	12	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	158	93%	12	7%	3	2%	0	0%	6	4%	3	2%	9	5%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	157	—	12	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	158	93%	12	7%	3	2%	0	0%	6	4%	3	2%	9	5%
Parent Not in Armed Forces	170	158	93%	12	7%	3	2%	0	0%	6	4%	3	2%	9	5%

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	114	110	96	4	4
Female	61	60	98	1	2
Male	53	50	94	3	6
General Education Students	107	103	96	4	4
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	6	6	100	0	0
White	96	92	96	4	4
Multiracial	9	9	100	0	0
Economically Disadvantaged	39	39	100	0	0
Not Economically Disadvantaged	75	71	95	4	5
Non-English Language Learner	114	110	96	4	4
Not in Foster Care	114	110	96	4	4
Homeless	1	1	100	0	0
Not Homeless	113	109	96	4	4
Not Migrant	114	110	96	4	4
Parent Not in Armed Forces	114	110	96	4	4

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		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 1	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 8	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	10	9	90%	1	10%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	10	9	90%	1	10%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	10	9	90%	1	10%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	176	33	19%	6	2	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	161	11	7%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	170	131	77%	44	26%	87	51%	0	0%	1	1%	10	6%	3	2%	25	15%
Female	86	70	81%	22	26%	48	56%	0	0%	1	1%	5	6%	1	1%	9	10%
Male	84	61	73%	22	26%	39	46%	0	0%	0	0%	5	6%	2	2%	16	19%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	145	120	83%	42	29%	78	54%	0	0%	0	0%	5	3%	3	2%	17	12%
Students with Disabilities	25	11	44%	2	8%	9	36%	0	0%	1	4%	5	20%	0	0%	8	32%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	6	67%	0	0%	6	67%	0	0%	0	0%	1	11%	1	11%	1	11%
White	141	112	79%	39	28%	73	52%	0	0%	0	0%	7	5%	2	1%	20	14%
Multiracial	14	9	64%	4	29%	5	36%	0	0%	0	0%	1	7%	0	0%	4	29%
Economically Disadvantaged	82	49	60%	7	9%	42	51%	0	0%	1	1%	9	11%	3	4%	20	24%
Not Economically Disadvantaged	88	82	93%	37	42%	45	51%	0	0%	0	0%	1	1%	0	0%	5	6%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	170	131	77%	44	26%	87	51%	0	0%	1	1%	10	6%	3	2%	25	15%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	169	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	170	131	77%	44	26%	87	51%	0	0%	1	1%	10	6%	3	2%	25	15%
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	170	131	77%	44	26%	87	51%	0	0%	1	1%	10	6%	3	2%	25	15%

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