

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	158	110.1	2
	Math	153	92.2	
	Combined	311	101.3	
White	ELA	158	110.1	2
	Math	153	92.2	
	Combined	311	101.3	
Students with Disabilities	ELA	39	62.8	2
	Math	38	48.7	
	Combined	77	55.8	
Economically Disadvantaged	ELA	101	90.6	2
	Math	95	74.7	
	Combined	196	82.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	161	108.1	2
	Math	158	89.2	
	Combined	319	98.7	
White	ELA	161	108.1	2
	Math	158	89.2	
	Combined	319	98.7	
Students with Disabilities	ELA	41	59.8	3
	Math	41	45.1	
	Combined	82	52.4	
Economically Disadvantaged	ELA	104	88	2
	Math	102	69.6	
	Combined	206	78.9	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	239	56	23.4%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	239	56	23.4%	2
English Language Learner	1	—	—	—
Students with Disabilities	52	13	25%	3
Economically Disadvantaged	140	38	27.1%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	171	93%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	X	171	93%
English Language Learner	—	0	—
Students with Disabilities	X	43	90.7%
Economically Disadvantaged	X	111	91.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	169	91.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	X	169	91.1%
English Language Learner	—	0	—
Students with Disabilities	X	44	86.4%
Economically Disadvantaged	X	109	88.1%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	29	163.8	134.1	2
	Math	22	68.2		
	Science	26	188.5		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	28	162.5	134.7	2
	Math	21	71.4		
	Science	25	188		
Students with Disabilities	ELA	8	50	–	–
	Math	5	20		
	Science	6	116.7		
Economically Disadvantaged	ELA	14	171.4	142.5	4
	Math	11	72.7		
	Science	13	203.8		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	29	163.8	126	3
	Math	27	55.6		
	Science	28	175		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	28	162.5	126.1	3
	Math	26	57.7		
	Science	27	174.1		
Students with Disabilities	ELA	8	50	—	—
	Math	7	14.3		
	Science	7	100		
Economically Disadvantaged	ELA	14	171.4	134.7	4
	Math	13	61.5		
	Science	14	189.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	38	35	92.1%	94.9%	4
	5-year	43	42	97.7%		
	6-year	26	—	—		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	34	32	94.1%	95.9%	4
	5-year	42	41	97.6%		
	6-year	26	—	—		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	8	—	—	—	—
	5-year	7	—	—		
	6-year	6	—	—		
Economically Disadvantaged	4-year	20	19	95%	97.5%	4
	5-year	21	21	100%		
	6-year	10	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	110	36	32.7%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	1	–	–	–
White	108	36	33.3%	2
English Language Learner	–	–	–	–
Students with Disabilities	18	–	–	–
Economically Disadvantaged	60	25	41.7%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	30	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	1	–
White	–	29	–
English Language Learner	–	0	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	15	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	28	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	0	–
Multiracial	–	1	–
White	–	27	–
English Language Learner	–	0	–
Students with Disabilities	–	7	–
Economically Disadvantaged	–	14	–

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Grade 4	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Grade 5	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Grade 6	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Grade 7	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Grade 8	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Grades 3-8	172	13	8%	159	92%	48	30%	56	35%	39	25%	16	10%	55	35%

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	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Female	12	0	0%	12	100%	1	8%	2	17%	7	58%	2	17%	9	75%
Male	11	1	9%	10	91%	4	40%	1	10%	4	40%	1	10%	5	50%
General Education Students	19	0	0%	19	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	3	21%	6	43%	2	14%	8	57%
Not Economically Disadvantaged	8	0	0%	8	100%	2	25%	0	0%	5	63%	1	13%	6	75%
Non-English Language Learner	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Not in Foster Care	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Not Homeless	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Not Migrant	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%
Parent Not in Armed Forces	23	1	4%	22	96%	5	23%	3	14%	11	50%	3	14%	14	64%

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	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Female	13	1	8%	12	92%	5	42%	4	33%	2	17%	1	8%	3	25%
Male	16	0	0%	16	100%	4	25%	9	56%	1	6%	2	13%	3	19%
General Education Students	17	0	0%	17	100%	3	18%	9	53%	2	12%	3	18%	5	29%
Students with Disabilities	12	1	8%	11	92%	6	55%	4	36%	1	9%	0	0%	1	9%
White	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Economically Disadvantaged	16	1	6%	15	94%	8	53%	5	33%	1	7%	1	7%	2	13%
Not Economically Disadvantaged	13	0	0%	13	100%	1	8%	8	62%	2	15%	2	15%	4	31%
Non-English Language Learner	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Not in Foster Care	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Not Homeless	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Not Migrant	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%
Parent Not in Armed Forces	29	1	3%	28	97%	9	32%	13	46%	3	11%	3	11%	6	21%

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	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Female	23	2	9%	21	91%	8	38%	9	43%	3	14%	1	5%	4	19%
Male	16	1	6%	15	94%	10	67%	3	20%	2	13%	0	0%	2	13%
General Education Students	27	2	7%	25	93%	10	40%	9	36%	5	20%	1	4%	6	24%
Students with Disabilities	12	1	8%	11	92%	8	73%	3	27%	0	0%	0	0%	0	0%
White	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Economically Disadvantaged	32	2	6%	30	94%	16	53%	11	37%	2	7%	1	3%	3	10%
Not Economically Disadvantaged	7	1	14%	6	86%	2	33%	1	17%	3	50%	0	0%	3	50%
Non-English Language Learner	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Not in Foster Care	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Not Homeless	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Not Migrant	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%
Parent Not in Armed Forces	39	3	8%	36	92%	18	50%	12	33%	5	14%	1	3%	6	17%

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	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Female	14	2	14%	12	86%	2	17%	6	50%	2	17%	2	17%	4	33%
Male	17	0	0%	17	100%	6	35%	7	41%	3	18%	1	6%	4	24%
General Education Students	24	1	4%	23	96%	7	30%	10	43%	4	17%	2	9%	6	26%
Students with Disabilities	7	1	14%	6	86%	1	17%	3	50%	1	17%	1	17%	2	33%
White	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Economically Disadvantaged	22	1	5%	21	95%	6	29%	11	52%	2	10%	2	10%	4	19%
Not Economically Disadvantaged	9	1	11%	8	89%	2	25%	2	25%	3	38%	1	13%	4	50%
Non-English Language Learner	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Not in Foster Care	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Not Homeless	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Not Migrant	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%
Parent Not in Armed Forces	31	2	6%	29	94%	8	28%	13	45%	5	17%	3	10%	8	28%

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	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Female	13	0	0%	13	100%	0	0%	5	38%	6	46%	2	15%	8	62%
Male	12	2	17%	10	83%	3	30%	5	50%	2	20%	0	0%	2	20%
General Education Students	20	2	10%	18	90%	1	6%	8	44%	7	39%	2	11%	9	50%
Students with Disabilities	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
White	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Economically Disadvantaged	16	2	13%	14	88%	3	21%	6	43%	4	29%	1	7%	5	36%
Not Economically Disadvantaged	9	0	0%	9	100%	0	0%	4	44%	4	44%	1	11%	5	56%
Non-English Language Learner	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Not in Foster Care	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Not Homeless	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Not Migrant	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%
Parent Not in Armed Forces	25	2	8%	23	92%	3	13%	10	43%	8	35%	2	9%	10	43%

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	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Female	12	3	25%	9	75%	3	33%	1	11%	2	22%	3	33%	5	56%
Male	13	1	8%	12	92%	2	17%	4	33%	5	42%	1	8%	6	50%
General Education Students	21	3	14%	18	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Economically Disadvantaged	10	2	20%	8	80%	4	50%	1	13%	1	13%	2	25%	3	38%
Not Economically Disadvantaged	15	2	13%	13	87%	1	8%	4	31%	6	46%	2	15%	8	62%
Non-English Language Learner	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Not in Foster Care	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Not Homeless	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Not Migrant	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%
Parent Not in Armed Forces	25	4	16%	21	84%	5	24%	5	24%	7	33%	4	19%	11	52%

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	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Grade 4	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Grade 5	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Grade 6	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Combined 6	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Grade 7	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Combined 7	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Grade 8	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Combined 8	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Grades 3-8	169	15	9%	154	91%	58	38%	54	35%	36	23%	6	4%	42	27%

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	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Female	12	0	0%	12	100%	0	0%	4	33%	6	50%	2	17%	8	67%
Male	11	2	18%	9	82%	0	0%	3	33%	5	56%	1	11%	6	67%
General Education Students	19	0	0%	19	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Economically Disadvantaged	15	2	13%	13	87%	0	0%	6	46%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Non-English Language Learner	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Not in Foster Care	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Not Homeless	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Not Migrant	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%
Parent Not in Armed Forces	23	2	9%	21	91%	0	0%	7	33%	11	52%	3	14%	14	67%

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	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Female	13	1	8%	12	92%	7	58%	3	25%	1	8%	1	8%	2	17%
Male	16	0	0%	16	100%	7	44%	3	19%	5	31%	1	6%	6	38%
General Education Students	17	0	0%	17	100%	7	41%	3	18%	5	29%	2	12%	7	41%
Students with Disabilities	12	1	8%	11	92%	7	64%	3	27%	1	9%	0	0%	1	9%
White	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Economically Disadvantaged	16	1	6%	15	94%	9	60%	3	20%	2	13%	1	7%	3	20%
Not Economically Disadvantaged	13	0	0%	13	100%	5	38%	3	23%	4	31%	1	8%	5	38%
Non-English Language Learner	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Not in Foster Care	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Not Homeless	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Not Migrant	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%
Parent Not in Armed Forces	29	1	3%	28	97%	14	50%	6	21%	6	21%	2	7%	8	29%

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	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Female	22	2	9%	20	91%	12	60%	5	25%	3	15%	0	0%	3	15%
Male	16	1	6%	15	94%	8	53%	6	40%	1	7%	0	0%	1	7%
General Education Students	26	2	8%	24	92%	12	50%	8	33%	4	17%	0	0%	4	17%
Students with Disabilities	12	1	8%	11	92%	8	73%	3	27%	0	0%	0	0%	0	0%
White	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Economically Disadvantaged	31	2	6%	29	94%	17	59%	11	38%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	7	1	14%	6	86%	3	50%	0	0%	3	50%	0	0%	3	50%
Non-English Language Learner	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Not in Foster Care	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Not Homeless	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Not Migrant	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%
Parent Not in Armed Forces	38	3	8%	35	92%	20	57%	11	31%	4	11%	0	0%	4	11%

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	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Female	14	3	21%	11	79%	3	27%	6	55%	2	18%	0	0%	2	18%
Male	17	1	6%	16	94%	7	44%	5	31%	4	25%	0	0%	4	25%
General Education Students	24	3	13%	21	88%	7	33%	9	43%	5	24%	0	0%	5	24%
Students with Disabilities	7	1	14%	6	86%	3	50%	2	33%	1	17%	0	0%	1	17%
White	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Economically Disadvantaged	22	4	18%	18	82%	8	44%	7	39%	3	17%	0	0%	3	17%
Not Economically Disadvantaged	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
Non-English Language Learner	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Not in Foster Care	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Not Homeless	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Not Migrant	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%
Parent Not in Armed Forces	31	4	13%	27	87%	10	37%	11	41%	6	22%	0	0%	6	22%

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	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Female	13	0	0%	13	100%	1	8%	8	62%	4	31%	0	0%	4	31%
Male	11	1	9%	10	91%	2	20%	6	60%	1	10%	1	10%	2	20%
General Education Students	19	1	5%	18	95%	0	0%	12	67%	5	28%	1	6%	6	33%
Students with Disabilities	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
White	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	9	64%	2	14%	0	0%	2	14%
Not Economically Disadvantaged	9	0	0%	9	100%	0	0%	5	56%	3	33%	1	11%	4	44%
Non-English Language Learner	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Not in Foster Care	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Not Homeless	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Not Migrant	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%
Parent Not in Armed Forces	24	1	4%	23	96%	3	13%	14	61%	5	22%	1	4%	6	26%

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	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Female	11	3	27%	8	73%	5	63%	1	13%	2	25%	0	0%	2	25%
Male	13	1	8%	12	92%	6	50%	4	33%	2	17%	0	0%	2	17%
General Education Students	20	3	15%	17	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Economically Disadvantaged	10	3	30%	7	70%	5	71%	2	29%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	14	1	7%	13	93%	6	46%	3	23%	4	31%	0	0%	4	31%
Non-English Language Learner	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Not in Foster Care	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Not Homeless	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Not Migrant	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%
Parent Not in Armed Forces	24	4	17%	20	83%	11	55%	5	25%	4	20%	0	0%	4	20%

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	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Combined 8	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%

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	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Female	12	1	8%	11	92%	0	0%	6	55%	3	27%	2	18%	5	45%
Male	13	0	0%	13	100%	1	8%	2	15%	9	69%	1	8%	10	77%
General Education Students	21	1	5%	20	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	5	50%	4	40%	1	10%	5	50%
Not Economically Disadvantaged	15	1	7%	14	93%	1	7%	3	21%	8	57%	2	14%	10	71%
Non-English Language Learner	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Not in Foster Care	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Not Homeless	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Not Migrant	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%
Parent Not in Armed Forces	25	1	4%	24	96%	1	4%	8	33%	12	50%	3	13%	15	63%

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	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Female	9	0	0%	2	22%	1	11%	4	44%	2	22%	7	78%
Male	17	0	0%	3	18%	4	24%	6	35%	4	24%	14	82%
General Education Students	19	0	0%	0	0%	3	16%	10	53%	6	32%	19	100%
Students with Disabilities	7	0	0%	5	71%	2	29%	0	0%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
White	25	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Economically Disadvantaged	12	0	0%	1	8%	4	33%	5	42%	2	17%	11	92%
Not Economically Disadvantaged	14	0	0%	4	29%	1	7%	5	36%	4	29%	10	71%
Non-English Language Learner	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Not in Foster Care	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Not Homeless	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Not Migrant	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%
Parent Not in Armed Forces	26	0	0%	5	19%	5	19%	10	38%	6	23%	21	81%

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	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
General Education Students	15	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
White	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Economically Disadvantaged	11	0	0%	2	18%	9	82%	0	0%	0	0%	9	82%
Not Economically Disadvantaged	8	2	25%	1	13%	4	50%	1	13%	0	0%	5	63%
Non-English Language Learner	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Not in Foster Care	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Not Homeless	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Not Migrant	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%
Parent Not in Armed Forces	19	2	11%	3	16%	13	68%	1	5%	0	0%	14	74%

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	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Female	13	2	15%	1	8%	8	62%	1	8%	1	8%	10	77%
Male	11	3	27%	2	18%	4	36%	1	9%	1	9%	6	55%
General Education Students	23	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Economically Disadvantaged	10	3	30%	2	20%	4	40%	0	0%	1	10%	5	50%
Not Economically Disadvantaged	14	2	14%	1	7%	8	57%	2	14%	1	7%	11	79%
Non-English Language Learner	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Not in Foster Care	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Not Homeless	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Not Migrant	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%
Parent Not in Armed Forces	24	5	21%	3	13%	12	50%	2	8%	2	8%	16	67%

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	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Female	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Male	8	2	25%	2	25%	3	38%	0	0%	1	13%	4	50%
General Education Students	14	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	14	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Economically Disadvantaged	5	1	20%	2	40%	1	20%	0	0%	1	20%	2	40%
Not Economically Disadvantaged	10	4	40%	1	10%	5	50%	0	0%	0	0%	5	50%
Non-English Language Learner	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Not in Foster Care	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Not Homeless	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Not Migrant	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%
Parent Not in Armed Forces	15	5	33%	3	20%	6	40%	0	0%	1	7%	7	47%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	1	7%	2	14%	7	50%	4	29%	11	79%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	10	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	14	1	7%	2	14%	7	50%	4	29%	11	79%
General Education Students	9	0	0%	0	0%	6	67%	3	33%	9	100%
Students with Disabilities	5	1	20%	2	40%	1	20%	1	20%	2	40%
White	14	1	7%	2	14%	7	50%	4	29%	11	79%
Economically Disadvantaged	9	0	0%	1	11%	5	56%	3	33%	8	89%
Not Economically Disadvantaged	5	1	20%	1	20%	2	40%	1	20%	3	60%
Non-English Language Learner	14	1	7%	2	14%	7	50%	4	29%	11	79%
Not in Foster Care	14	1	7%	2	14%	7	50%	4	29%	11	79%
Not Homeless	14	1	7%	2	14%	7	50%	4	29%	11	79%
Not Migrant	14	1	7%	2	14%	7	50%	4	29%	11	79%
Parent Not in Armed Forces	14	1	7%	2	14%	7	50%	4	29%	11	79%

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	34	5	15%	7	21%	11	32%	11	32%	22	65%
Female	14	1	7%	5	36%	4	29%	4	29%	8	57%
Male	20	4	20%	2	10%	7	35%	7	35%	14	70%
General Education Students	27	1	4%	6	22%	10	37%	10	37%	20	74%
Students with Disabilities	7	4	57%	1	14%	1	14%	1	14%	2	29%
White	34	5	15%	7	21%	11	32%	11	32%	22	65%
Economically Disadvantaged	20	3	15%	6	30%	5	25%	6	30%	11	55%
Not Economically Disadvantaged	14	2	14%	1	7%	6	43%	5	36%	11	79%
Non-English Language Learner	34	5	15%	7	21%	11	32%	11	32%	22	65%
Not in Foster Care	34	5	15%	7	21%	11	32%	11	32%	22	65%
Not Homeless	34	5	15%	7	21%	11	32%	11	32%	22	65%
Not Migrant	34	5	15%	7	21%	11	32%	11	32%	22	65%
Parent Not in Armed Forces	34	5	15%	7	21%	11	32%	11	32%	22	65%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	24	1	4%	7	29%	15	63%	1	4%	16	67%
Female	12	0	0%	3	25%	9	75%	0	0%	9	75%
Male	12	1	8%	4	33%	6	50%	1	8%	7	58%
General Education Students	23	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
White	23	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	1	4%	7	29%	15	63%	1	4%	16	67%
Economically Disadvantaged	7	1	14%	2	29%	3	43%	1	14%	4	57%
Not Economically Disadvantaged	17	0	0%	5	29%	12	71%	0	0%	12	71%
Non-English Language Learner	24	1	4%	7	29%	15	63%	1	4%	16	67%
Not in Foster Care	24	1	4%	7	29%	15	63%	1	4%	16	67%
Not Homeless	24	1	4%	7	29%	15	63%	1	4%	16	67%
Not Migrant	24	1	4%	7	29%	15	63%	1	4%	16	67%
Parent Not in Armed Forces	24	1	4%	7	29%	15	63%	1	4%	16	67%

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	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Female	11	0	0%	2	18%	2	18%	0	0%	7	64%	9	82%
Male	16	3	19%	1	6%	3	19%	1	6%	8	50%	12	75%
General Education Students	20	0	0%	2	10%	3	15%	1	5%	14	70%	18	90%
Students with Disabilities	7	3	43%	1	14%	2	29%	0	0%	1	14%	3	43%
White	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Economically Disadvantaged	12	0	0%	3	25%	4	33%	0	0%	5	42%	9	75%
Not Economically Disadvantaged	15	3	20%	0	0%	1	7%	1	7%	10	67%	12	80%
Non-English Language Learner	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Not in Foster Care	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Not Homeless	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Not Migrant	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%
Parent Not in Armed Forces	27	3	11%	3	11%	5	19%	1	4%	15	56%	21	78%

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	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Female	8	0	0%	4	50%	1	13%	1	13%	2	25%	4	50%
Male	14	1	7%	1	7%	4	29%	5	36%	3	21%	12	86%
General Education Students	18	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	21	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Economically Disadvantaged	11	0	0%	3	27%	3	27%	3	27%	2	18%	8	73%
Not Economically Disadvantaged	11	1	9%	2	18%	2	18%	3	27%	3	27%	8	73%
Non-English Language Learner	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Not in Foster Care	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Not Homeless	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Not Migrant	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%
Parent Not in Armed Forces	22	1	5%	5	23%	5	23%	6	27%	5	23%	16	73%

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

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.

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	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Female	15	0	0%	15	100%	0	0%	1	7%	4	27%	10	67%	14	93%
Male	18	2	11%	16	89%	0	0%	4	22%	2	11%	10	56%	12	67%
General Education Students	25	2	8%	23	92%	0	0%	1	4%	2	8%	20	80%	22	88%
Students with Disabilities	8	0	0%	8	100%	0	0%	4	50%	4	50%	0	0%	4	50%
White	32	2	—	30	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Economically Disadvantaged	17	2	12%	15	88%	0	0%	2	12%	3	18%	10	59%	13	76%
Not Economically Disadvantaged	16	0	0%	16	100%	0	0%	3	19%	3	19%	10	63%	13	81%
Non-English Language Learner	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Not in Foster Care	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Not Homeless	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Not Migrant	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%
Parent Not in Armed Forces	33	2	6%	31	94%	0	0%	5	15%	6	18%	20	61%	26	79%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	0	0	8	100
Female	2	0	0	2	100
Male	6	0	0	6	100
General Education Students	6	0	0	6	100
Students with Disabilities	2	0	0	2	100
White	8	0	0	8	100
Economically Disadvantaged	4	0	0	4	100
Not Economically Disadvantaged	4	0	0	4	100
Non-English Language Learner	8	0	0	8	100
Not in Foster Care	8	0	0	8	100
Not Homeless	8	0	0	8	100
Not Migrant	8	0	0	8	100
Parent Not in Armed Forces	8	0	0	8	100

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Female	15	1	7%	14	93%	4	27%	3	20%	4	27%	3	20%	7	47%
Male	18	8	44%	10	56%	1	6%	4	22%	4	22%	1	6%	5	28%
General Education Students	25	6	24%	19	76%	4	16%	4	16%	7	28%	4	16%	11	44%
Students with Disabilities	8	3	38%	5	63%	1	13%	3	38%	1	13%	0	0%	1	13%
White	32	9	—	23	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Economically Disadvantaged	17	5	29%	12	71%	4	24%	3	18%	3	18%	2	12%	5	29%
Not Economically Disadvantaged	16	4	25%	12	75%	1	6%	4	25%	5	31%	2	13%	7	44%
Non-English Language Learner	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Not in Foster Care	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Not Homeless	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Not Migrant	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%
Parent Not in Armed Forces	33	9	27%	24	73%	5	15%	7	21%	8	24%	4	12%	12	36%

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	29	6	21	23	79
Female	14	1	7	13	93
Male	15	5	33	10	67
General Education Students	24	5	21	19	79
Students with Disabilities	5	1	20	4	80
White	28	6	21	22	79
Multiracial	1	0	0	1	100
Economically Disadvantaged	15	4	27	11	73
Not Economically Disadvantaged	14	2	14	12	86
Non-English Language Learner	29	6	21	23	79
Not in Foster Care	29	6	21	23	79
Not Homeless	29	6	21	23	79
Not Migrant	29	6	21	23	79
Parent Not in Armed Forces	29	6	21	23	79

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	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Female	15	1	7%	14	93%	0	0%	1	7%	10	67%	3	20%	13	87%
Male	18	4	22%	14	78%	2	11%	1	6%	7	39%	4	22%	11	61%
General Education Students	25	3	12%	22	88%	0	0%	1	4%	14	56%	7	28%	21	84%
Students with Disabilities	8	2	25%	6	75%	2	25%	1	13%	3	38%	0	0%	3	38%
White	32	5	—	27	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Economically Disadvantaged	17	3	18%	14	82%	0	0%	1	6%	10	59%	3	18%	13	76%
Not Economically Disadvantaged	16	2	13%	14	88%	2	13%	1	6%	7	44%	4	25%	11	69%
Non-English Language Learner	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Not in Foster Care	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Not Homeless	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Not Migrant	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%
Parent Not in Armed Forces	33	5	15%	28	85%	2	6%	2	6%	17	52%	7	21%	24	73%

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	29	4	14	25	86
Female	15	1	7	14	93
Male	14	3	21	11	79
General Education Students	23	2	9	21	91
Students with Disabilities	6	2	33	4	67
White	28	4	14	24	86
Multiracial	1	0	0	1	100
Economically Disadvantaged	15	2	13	13	87
Not Economically Disadvantaged	14	2	14	12	86
Non-English Language Learner	29	4	14	25	86
Not in Foster Care	29	4	14	25	86
Not Homeless	29	4	14	25	86
Not Migrant	29	4	14	25	86
Parent Not in Armed Forces	29	4	14	25	86

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	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Female	15	14	93%	1	7%	0	0%	1	7%	0	0%	0	0%	0	0%
Male	18	17	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
General Education Students	25	24	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Students with Disabilities	8	7	88%	1	13%	0	0%	1	13%	0	0%	0	0%	0	0%
White	32	30	—	2	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Economically Disadvantaged	17	15	88%	2	12%	0	0%	1	6%	1	6%	0	0%	1	6%
Not Economically Disadvantaged	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Not in Foster Care	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Not Homeless	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Not Migrant	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	3%
Parent Not in Armed Forces	33	31	94%	2	6%	0	0%	1	3%	1	3%	0	0%	1	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	27	27	100	0	0
Female	13	13	100	0	0
Male	14	14	100	0	0
General Education Students	22	22	100	0	0
Students with Disabilities	5	5	100	0	0
White	26	26	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	13	13	100	0	0
Not Economically Disadvantaged	14	14	100	0	0
Non-English Language Learner	27	27	100	0	0
Not in Foster Care	27	27	100	0	0
Not Homeless	27	27	100	0	0
Not Migrant	27	27	100	0	0
Parent Not in Armed Forces	27	27	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	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Female	15	12	80%	3	20%	0	0%	0	0%	3	20%	0	0%	3	20%
Male	18	16	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
General Education Students	25	21	84%	4	16%	0	0%	0	0%	4	16%	0	0%	4	16%
Students with Disabilities	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
White	32	27	—	5	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Economically Disadvantaged	17	14	82%	3	18%	0	0%	0	0%	3	18%	0	0%	3	18%
Not Economically Disadvantaged	16	14	88%	2	13%	0	0%	0	0%	2	13%	0	0%	2	13%
Non-English Language Learner	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Not in Foster Care	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Not Homeless	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Not Migrant	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	15%
Parent Not in Armed Forces	33	28	85%	5	15%	0	0%	0	0%	5	15%	0	0%	5	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	22	18	82	4	18
Female	13	11	85	2	15
Male	9	7	78	2	22
General Education Students	20	16	80	4	20
Students with Disabilities	2	2	100	0	0
White	21	17	81	4	19
Multiracial	1	1	100	0	0
Economically Disadvantaged	10	8	80	2	20
Not Economically Disadvantaged	12	10	83	2	17
Non-English Language Learner	22	18	82	4	18
Not in Foster Care	22	18	82	4	18
Not Homeless	22	18	82	4	18
Not Migrant	22	18	82	4	18
Parent Not in Armed Forces	22	18	82	4	18

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	399	\$870,855	\$2,183	\$13,476,367	\$33,775	\$14,347,222	\$35,958
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	52	22	42%	2	0	0%
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	45	10	22%
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	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%
Female	15	14	93%	8	53%	6	40%	0	0%	0	0%	1	7%	0	0%	0	0%
Male	18	16	89%	5	28%	11	61%	0	0%	0	0%	0	0%	0	0%	2	11%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	25	23	92%	13	52%	10	40%	0	0%	0	0%	0	0%	0	0%	2	8%
Students with Disabilities	8	7	88%	0	0%	7	88%	0	0%	0	0%	1	13%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	17	14	82%	6	35%	8	47%	0	0%	0	0%	1	6%	0	0%	2	12%
Not Economically Disadvantaged	16	16	100%	7	44%	9	56%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%
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	33	30	91%	13	39%	17	52%	0	0%	0	0%	1	3%	0	0%	2	6%

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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