

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| All Students | ELA | 345 | 124.5 | 2 |
| | Math | 341 | 126.4 | |
| | Combined | 686 | 125.4 | |
| Black or African American | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Combined | 8 | – | |
| Hispanic or Latino | ELA | 5 | 120 | – |
| | Math | 6 | 100 | |
| | Combined | 11 | – | |
| Multiracial | ELA | 8 | 125 | – |
| | Math | 8 | 125 | |
| | Combined | 16 | – | |
| White | ELA | 328 | 125.2 | 2 |
| | Math | 323 | 127.9 | |
| | Combined | 651 | 126.5 | |
| English Language Learner | ELA | 2 | – | – |
| | Math | 2 | – | |
| | Combined | 4 | – | |
| Students with Disabilities | ELA | 67 | 69.4 | 2 |
| | Math | 66 | 52.3 | |
| | Combined | 133 | 60.9 | |
| Economically Disadvantaged | ELA | 175 | 94.3 | 2 |
| | Math | 172 | 102.6 | |
| | Combined | 347 | 98.4 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| All Students | ELA | 350 | 122.7 | 3 |
| | Math | 350 | 123.1 | |
| | Combined | 700 | 122.9 | |
| Black or African American | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Combined | 8 | – | |
| Hispanic or Latino | ELA | 6 | 100 | – |
| | Math | 6 | 100 | |
| | Combined | 12 | – | |
| Multiracial | ELA | 8 | 125 | – |
| | Math | 8 | 125 | |
| | Combined | 16 | – | |
| White | ELA | 333 | 123.3 | 3 |
| | Math | 333 | 124 | |
| | Combined | 666 | 123.6 | |
| English Language Learner | ELA | 2 | – | – |
| | Math | 2 | – | |
| | Combined | 4 | – | |
| Students with Disabilities | ELA | 78 | 59.6 | 3 |
| | Math | 78 | 44.2 | |
| | Combined | 156 | 51.9 | |
| Economically Disadvantaged | ELA | 180 | 91.7 | 3 |
| | Math | 180 | 98.1 | |
| | Combined | 360 | 94.9 | |

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 | 0 | – | – | – | – |

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|----------------------------|----------------|-----------|---------------|---------------|-------|
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 2 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 0 | – | – | – | – |
| English Language Learner | 2 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |
| Economically Disadvantaged | 2 | – | – | – | – |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 529 | 124 | 23.4% | 2 |
| American Indian or Alaska Native | 2 | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | – | – | – |
| Black or African American | 7 | – | – | – |
| Hispanic or Latino | 7 | – | – | – |
| Multiracial | 8 | – | – | – |
| White | 505 | 117 | 23.2% | 2 |
| English Language Learner | 4 | – | – | – |
| Students with Disabilities | 91 | 31 | 34.1% | 2 |
| Economically Disadvantaged | 288 | 93 | 32.3% | 2 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | ✓ | 386 | 94.6% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| Black or African American | — | 4 | — |
| Hispanic or Latino | — | 6 | — |
| Multiracial | — | 8 | — |
| White | ✓ | 367 | 94.6% |
| English Language Learner | — | 2 | — |
| Students with Disabilities | ✗ | 81 | 84% |
| Economically Disadvantaged | ✗ | 201 | 94% |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | ✗ | 387 | 93.5% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| Black or African American | — | 4 | — |
| Hispanic or Latino | — | 6 | — |
| Multiracial | — | 8 | — |
| White | ✗ | 368 | 93.2% |
| English Language Learner | — | 2 | — |
| Students with Disabilities | ✗ | 81 | 82.7% |
| Economically Disadvantaged | ✗ | 202 | 92.6% |

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|----------------------------|---------|--------|-------|----------------|-------|
| All Students | ELA | 63 | 162.7 | 150.8 | 3 |
| | Math | 42 | 145.2 | | |
| | Science | 34 | 141.2 | | |
| Black or African American | ELA | 1 | — | — | — |
| | Math | 1 | — | | |
| | Science | — | — | | |
| Hispanic or Latino | ELA | 3 | — | — | — |
| | Math | 3 | — | | |
| | Science | 2 | — | | |
| White | ELA | 59 | 168.6 | 156.4 | 3 |
| | Math | 38 | 152.6 | | |
| | Science | 32 | 143.8 | | |
| English Language Learner | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| Students with Disabilities | ELA | 10 | 65 | — | — |
| | Math | 6 | 50 | | |
| | Science | 1 | — | | |
| Economically Disadvantaged | ELA | 31 | 137.1 | 124.7 | 3 |
| | Math | 20 | 115 | | |
| | Science | 12 | 120.8 | | |

SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|----------------------------|---------|--------|-------|----------------|-------|
| All Students | ELA | 64 | 160.2 | 134.8 | 4 |
| | Math | 52 | 117.3 | | |
| | Science | 39 | 123.1 | | |
| Black or African American | ELA | 1 | — | — | — |
| | Math | 1 | — | | |
| | Science | 1 | — | | |
| Hispanic or Latino | ELA | 3 | — | — | — |
| | Math | 3 | — | | |
| | Science | 3 | — | | |
| White | ELA | 60 | 165.8 | 140.3 | 4 |
| | Math | 48 | 120.8 | | |
| | Science | 35 | 131.4 | | |
| English Language Learner | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| Students with Disabilities | ELA | 10 | 65 | — | — |
| | Math | 9 | 33.3 | | |
| | Science | 2 | — | | |
| Economically Disadvantaged | ELA | 32 | 132.8 | 108.5 | 4 |
| | Math | 25 | 92 | | |
| | Science | 15 | 96.7 | | |

SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Level |
|---|--------|------------------|------------------|-----------|-------------------|-------|
| All Students | 4-year | 73 | 65 | 89% | 88.8% | 2 |
| | 5-year | 78 | 72 | 92.3% | | |
| | 6-year | 74 | 63 | 85.1% | | |
| 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 | 0 | – | – | | |
| | 6-year | 0 | – | – | | |
| Black or African American | 4-year | 0 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 1 | – | – | | |
| Hispanic or Latino | 4-year | 1 | – | – | – | – |
| | 5-year | 4 | – | – | | |
| | 6-year | 0 | – | – | | |
| Multiracial | 4-year | 3 | – | – | – | – |
| | 5-year | 2 | – | – | | |
| | 6-year | 2 | – | – | | |
| White | 4-year | 69 | 61 | 88.4% | 88.7% | 2 |
| | 5-year | 72 | 67 | 93.1% | | |
| | 6-year | 71 | 60 | 84.5% | | |
| English Language Learner | 4-year | 0 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 0 | – | – | | |
| Students with Disabilities | 4-year | 12 | – | – | – | – |
| | 5-year | 19 | – | – | | |
| | 6-year | 13 | – | – | | |
| Economically Disadvantaged | 4-year | 33 | 27 | 81.8% | 83.2% | 2 |
| | 5-year | 35 | 32 | 91.4% | | |
| | 6-year | 38 | 29 | 76.3% | | |

SECONDARY ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 6 | – | – | – | – |
| American Indian or Alaska Native | 0 | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 5 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 0 | – | – | – | – |
| English Language Learner | 6 | – | – | – | – |
| Students with Disabilities | 0 | – | – | – | – |
| Economically Disadvantaged | 4 | – | – | – | – |

SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 273 | 82 | 30% | 2 |
| American Indian or Alaska Native | 1 | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | – | – | – |
| Black or African American | 2 | – | – | – |
| Hispanic or Latino | 10 | – | – | – |
| Multiracial | 2 | – | – | – |
| White | 256 | 78 | 30.5% | 2 |
| English Language Learner | 7 | – | – | – |
| Students with Disabilities | 45 | 20 | 44.4% | 2 |
| Economically Disadvantaged | 130 | 55 | 42.3% | 2 |

SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✓ | 68 | 98.5% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — |

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|----------------------------|----------------------------|------------------------------------|---------------------------------|
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 2 | – |
| Multiracial | – | 0 | – |
| White | ✓ | 64 | 98.4% |
| English Language Learner | – | 1 | – |
| Students with Disabilities | – | 9 | – |
| Economically Disadvantaged | – | 33 | – |

SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✗ | 55 | 83.6% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 1 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 2 | – |
| Multiracial | – | 0 | – |
| White | ✗ | 51 | 82.4% |
| English Language Learner | – | 1 | – |
| Students with Disabilities | – | 9 | – |
| Economically Disadvantaged | – | 25 | – |

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 | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Grade 4 | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Grade 5 | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Grade 6 | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Grade 7 | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |
| Grade 8 | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Grades 3-8 | 386 | 24 | 6% | 362 | 94% | 91 | 25% | 119 | 33% | 108 | 30% | 44 | 12% | 152 | 42% |

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 | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Female | 25 | 0 | 0% | 25 | 100% | 6 | 24% | 9 | 36% | 7 | 28% | 3 | 12% | 10 | 40% |
| Male | 32 | 2 | 6% | 30 | 94% | 9 | 30% | 10 | 33% | 9 | 30% | 2 | 7% | 11 | 37% |
| General Education Students | 43 | 1 | 2% | 42 | 98% | 9 | 21% | 14 | 33% | 15 | 36% | 4 | 10% | 19 | 45% |
| Students with Disabilities | 14 | 1 | 7% | 13 | 93% | 6 | 46% | 5 | 38% | 1 | 8% | 1 | 8% | 2 | 15% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 55 | 2 | 4% | 53 | 96% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Race & Ethnicity | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Economically Disadvantaged | 35 | 1 | 3% | 34 | 97% | 12 | 35% | 13 | 38% | 6 | 18% | 3 | 9% | 9 | 26% |
| Not Economically Disadvantaged | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 6 | 29% | 10 | 48% | 2 | 10% | 12 | 57% |
| Non-English Language Learner | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Not in Foster Care | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Not Homeless | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Not Migrant | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |
| Parent Not in Armed Forces | 57 | 2 | 4% | 55 | 96% | 15 | 27% | 19 | 35% | 16 | 29% | 5 | 9% | 21 | 38% |

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 | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Female | 26 | 0 | 0% | 26 | 100% | 2 | 8% | 16 | 62% | 7 | 27% | 1 | 4% | 8 | 31% |
| Male | 25 | 3 | 12% | 22 | 88% | 9 | 41% | 8 | 36% | 3 | 14% | 2 | 9% | 5 | 23% |
| General Education Students | 38 | 1 | 3% | 37 | 97% | 6 | 16% | 18 | 49% | 10 | 27% | 3 | 8% | 13 | 35% |
| Students with Disabilities | 13 | 2 | 15% | 11 | 85% | 5 | 45% | 6 | 55% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 50 | 3 | 6% | 47 | 94% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Economically Disadvantaged | 26 | 2 | 8% | 24 | 92% | 9 | 38% | 10 | 42% | 5 | 21% | 0 | 0% | 5 | 21% |
| Not Economically Disadvantaged | 25 | 1 | 4% | 24 | 96% | 2 | 8% | 14 | 58% | 5 | 21% | 3 | 13% | 8 | 33% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 50 | 3 | 6% | 47 | 94% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Not Homeless | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Not Migrant | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |
| Parent Not in Armed Forces | 51 | 3 | 6% | 48 | 94% | 11 | 23% | 24 | 50% | 10 | 21% | 3 | 6% | 13 | 27% |

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 | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Female | 32 | 3 | 9% | 29 | 91% | 8 | 28% | 12 | 41% | 6 | 21% | 3 | 10% | 9 | 31% |
| Male | 30 | 2 | 7% | 28 | 93% | 14 | 50% | 9 | 32% | 5 | 18% | 0 | 0% | 5 | 18% |
| General Education Students | 49 | 2 | 4% | 47 | 96% | 17 | 36% | 17 | 36% | 10 | 21% | 3 | 6% | 13 | 28% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 5 | 50% | 4 | 40% | 1 | 10% | 0 | 0% | 1 | 10% |
| Hispanic or Latino | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 61 | 4 | 7% | 57 | 93% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Economically Disadvantaged | 29 | 4 | 14% | 25 | 86% | 14 | 56% | 10 | 40% | 1 | 4% | 0 | 0% | 1 | 4% |
| Not Economically Disadvantaged | 33 | 1 | 3% | 32 | 97% | 8 | 25% | 11 | 34% | 10 | 31% | 3 | 9% | 13 | 41% |
| Non-English Language Learner | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Not in Foster Care | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Not Homeless | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Not Migrant | 62 | 5 | 8% | 57 | 92% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |
| Parent in Armed Forces | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 61 | 4 | 7% | 57 | 93% | 22 | 39% | 21 | 37% | 11 | 19% | 3 | 5% | 14 | 25% |

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 | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Female | 43 | 1 | 2% | 42 | 98% | 12 | 29% | 7 | 17% | 18 | 43% | 5 | 12% | 23 | 55% |
| Male | 20 | 2 | 10% | 18 | 90% | 5 | 28% | 4 | 22% | 4 | 22% | 5 | 28% | 9 | 50% |
| General Education Students | 49 | 0 | 0% | 49 | 100% | 8 | 16% | 9 | 18% | 22 | 45% | 10 | 20% | 32 | 65% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 60 | 3 | 5% | 57 | 95% | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Economically Disadvantaged | 37 | 2 | 5% | 35 | 95% | 14 | 40% | 8 | 23% | 9 | 26% | 4 | 11% | 13 | 37% |
| Not Economically Disadvantaged | 26 | 1 | 4% | 25 | 96% | 3 | 12% | 3 | 12% | 13 | 52% | 6 | 24% | 19 | 76% |
| Non-English Language Learner | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Not in Foster Care | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Not Homeless | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Not Migrant | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |
| Parent Not in Armed Forces | 63 | 3 | 5% | 60 | 95% | 17 | 28% | 11 | 18% | 22 | 37% | 10 | 17% | 32 | 53% |

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 | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |
| Female | 45 | 0 | 0% | 45 | 100% | 7 | 16% | 15 | 33% | 13 | 29% | 10 | 22% | 23 | 51% |
| Male | 33 | 5 | 15% | 28 | 85% | 8 | 29% | 8 | 29% | 8 | 29% | 4 | 14% | 12 | 43% |
| General Education Students | 65 | 3 | 5% | 62 | 95% | 12 | 19% | 17 | 27% | 19 | 31% | 14 | 23% | 33 | 53% |
| Students with Disabilities | 13 | 2 | 15% | 11 | 85% | 3 | 27% | 6 | 55% | 2 | 18% | 0 | 0% | 2 | 18% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 71 | 5 | 7% | 66 | 93% | 13 | 20% | 21 | 32% | 19 | 29% | 13 | 20% | 32 | 48% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 2 | 29% | 2 | 29% | 2 | 29% | 1 | 14% | 3 | 43% |
| Economically Disadvantaged | 37 | 2 | 5% | 35 | 95% | 11 | 31% | 14 | 40% | 7 | 20% | 3 | 9% | 10 | 29% |
| Not Economically Disadvantaged | 41 | 3 | 7% | 38 | 93% | 4 | 11% | 9 | 24% | 14 | 37% | 11 | 29% | 25 | 66% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 77 | 5 | 6% | 72 | 94% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |
| Not Homeless | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |
| Not Migrant | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |
| Parent Not in Armed Forces | 78 | 5 | 6% | 73 | 94% | 15 | 21% | 23 | 32% | 21 | 29% | 14 | 19% | 35 | 48% |

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 | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Female | 26 | 3 | 12% | 23 | 88% | 1 | 4% | 2 | 9% | 15 | 65% | 5 | 22% | 20 | 87% |
| Male | 49 | 3 | 6% | 46 | 94% | 10 | 22% | 19 | 41% | 13 | 28% | 4 | 9% | 17 | 37% |
| General Education Students | 61 | 2 | 3% | 59 | 97% | 6 | 10% | 18 | 31% | 26 | 44% | 9 | 15% | 35 | 59% |
| Students with Disabilities | 14 | 4 | 29% | 10 | 71% | 5 | 50% | 3 | 30% | 2 | 20% | 0 | 0% | 2 | 20% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 70 | 6 | 9% | 64 | 91% | 10 | 16% | 20 | 31% | 26 | 41% | 8 | 13% | 34 | 53% |
| Multiracial | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 1 | 20% | 2 | 40% | 1 | 20% | 3 | 60% |
| Economically Disadvantaged | 37 | 4 | 11% | 33 | 89% | 10 | 30% | 10 | 30% | 12 | 36% | 1 | 3% | 13 | 39% |
| Not Economically Disadvantaged | 38 | 2 | 5% | 36 | 95% | 1 | 3% | 11 | 31% | 16 | 44% | 8 | 22% | 24 | 67% |
| Non-English Language Learner | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Not in Foster Care | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Not Homeless | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Not Migrant | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |
| Parent Not in Armed Forces | 75 | 6 | 8% | 69 | 92% | 11 | 16% | 21 | 30% | 28 | 41% | 9 | 13% | 37 | 54% |

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 | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Grade 4 | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Grade 5 | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Grade 6 | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Combined 6 | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Grade 7 | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Combined 7 | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Grade 8 | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Regents 8 | — | — | — | 17 | 23% | 0 | 0% | 0 | 0% | 7 | 41% | 10 | 59% | 17 | 100% |
| Combined 8 | 75 | 6 | 8% | 69 | 92% | 23 | 33% | 11 | 16% | 24 | 35% | 11 | 16% | 35 | 51% |
| Grades 3-8 | 386 | 28 | 7% | 358 | 93% | 83 | 23% | 107 | 30% | 133 | 37% | 35 | 10% | 168 | 47% |

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 | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Female | 25 | 0 | 0% | 25 | 100% | 5 | 20% | 6 | 24% | 14 | 56% | 0 | 0% | 14 | 56% |
| Male | 32 | 2 | 6% | 30 | 94% | 3 | 10% | 14 | 47% | 12 | 40% | 1 | 3% | 13 | 43% |
| General Education Students | 43 | 1 | 2% | 42 | 98% | 4 | 10% | 12 | 29% | 25 | 60% | 1 | 2% | 26 | 62% |
| Students with Disabilities | 14 | 1 | 7% | 13 | 93% | 4 | 31% | 8 | 62% | 1 | 8% | 0 | 0% | 1 | 8% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 55 | 2 | 4% | 53 | 96% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Economically Disadvantaged | 35 | 1 | 3% | 34 | 97% | 5 | 15% | 13 | 38% | 15 | 44% | 1 | 3% | 16 | 47% |
| Not Economically Disadvantaged | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 7 | 33% | 11 | 52% | 0 | 0% | 11 | 52% |
| Non-English Language Learner | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Not in Foster Care | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Not Homeless | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Not Migrant | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |
| Parent Not in Armed Forces | 57 | 2 | 4% | 55 | 96% | 8 | 15% | 20 | 36% | 26 | 47% | 1 | 2% | 27 | 49% |

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 | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Female | 26 | 1 | 4% | 25 | 96% | 3 | 12% | 11 | 44% | 10 | 40% | 1 | 4% | 11 | 44% |
| Male | 25 | 3 | 12% | 22 | 88% | 8 | 36% | 6 | 27% | 6 | 27% | 2 | 9% | 8 | 36% |
| General Education Students | 38 | 2 | 5% | 36 | 95% | 6 | 17% | 12 | 33% | 15 | 42% | 3 | 8% | 18 | 50% |
| Students with Disabilities | 13 | 2 | 15% | 11 | 85% | 5 | 45% | 5 | 45% | 1 | 9% | 0 | 0% | 1 | 9% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 50 | 4 | 8% | 46 | 92% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Economically Disadvantaged | 26 | 3 | 12% | 23 | 88% | 8 | 35% | 9 | 39% | 6 | 26% | 0 | 0% | 6 | 26% |
| Not Economically Disadvantaged | 25 | 1 | 4% | 24 | 96% | 3 | 13% | 8 | 33% | 10 | 42% | 3 | 13% | 13 | 54% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 50 | 4 | 8% | 46 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Not Homeless | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Not Migrant | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |
| Parent Not in Armed Forces | 51 | 4 | 8% | 47 | 92% | 11 | 23% | 17 | 36% | 16 | 34% | 3 | 6% | 19 | 40% |

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 | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Female | 31 | 3 | 10% | 28 | 90% | 4 | 14% | 12 | 43% | 9 | 32% | 3 | 11% | 12 | 43% |
| Male | 30 | 2 | 7% | 28 | 93% | 11 | 39% | 10 | 36% | 7 | 25% | 0 | 0% | 7 | 25% |
| General Education Students | 49 | 2 | 4% | 47 | 96% | 8 | 17% | 20 | 43% | 16 | 34% | 3 | 6% | 19 | 40% |
| Students with Disabilities | 12 | 3 | 25% | 9 | 75% | 7 | 78% | 2 | 22% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 60 | 5 | 8% | 55 | 92% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Economically Disadvantaged | 28 | 4 | 14% | 24 | 86% | 10 | 42% | 8 | 33% | 6 | 25% | 0 | 0% | 6 | 25% |
| Not Economically Disadvantaged | 33 | 1 | 3% | 32 | 97% | 5 | 16% | 14 | 44% | 10 | 31% | 3 | 9% | 13 | 41% |
| Non-English Language Learner | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Not in Foster Care | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Not Homeless | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Not Migrant | 61 | 5 | 8% | 56 | 92% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |
| Parent in Armed Forces | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 60 | 4 | 7% | 56 | 93% | 15 | 27% | 22 | 39% | 16 | 29% | 3 | 5% | 19 | 34% |

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 | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Female | 44 | 2 | 5% | 42 | 95% | 12 | 29% | 15 | 36% | 12 | 29% | 3 | 7% | 15 | 36% |
| Male | 20 | 2 | 10% | 18 | 90% | 6 | 33% | 2 | 11% | 8 | 44% | 2 | 11% | 10 | 56% |
| General Education Students | 50 | 1 | 2% | 49 | 98% | 9 | 18% | 16 | 33% | 19 | 39% | 5 | 10% | 24 | 49% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 9 | 82% | 1 | 9% | 1 | 9% | 0 | 0% | 1 | 9% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 61 | 4 | 7% | 57 | 93% | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Economically Disadvantaged | 38 | 2 | 5% | 36 | 95% | 15 | 42% | 12 | 33% | 8 | 22% | 1 | 3% | 9 | 25% |
| Not Economically Disadvantaged | 26 | 2 | 8% | 24 | 92% | 3 | 13% | 5 | 21% | 12 | 50% | 4 | 17% | 16 | 67% |
| Non-English Language Learner | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Not in Foster Care | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Not Homeless | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Not Migrant | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |
| Parent Not in Armed Forces | 64 | 4 | 6% | 60 | 94% | 18 | 30% | 17 | 28% | 20 | 33% | 5 | 8% | 25 | 42% |

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 | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Female | 45 | 2 | 4% | 43 | 96% | 6 | 14% | 14 | 33% | 15 | 35% | 8 | 19% | 23 | 53% |
| Male | 33 | 5 | 15% | 28 | 85% | 2 | 7% | 6 | 21% | 16 | 57% | 4 | 14% | 20 | 71% |
| General Education Students | 65 | 4 | 6% | 61 | 94% | 1 | 2% | 17 | 28% | 31 | 51% | 12 | 20% | 43 | 70% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 7 | 70% | 3 | 30% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| White | 71 | 7 | 10% | 64 | 90% | 7 | 11% | 18 | 28% | 29 | 45% | 10 | 16% | 39 | 61% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 2 | 29% | 2 | 29% | 2 | 29% | 4 | 57% |
| Economically Disadvantaged | 37 | 3 | 8% | 34 | 92% | 6 | 18% | 13 | 38% | 12 | 35% | 3 | 9% | 15 | 44% |
| Not Economically Disadvantaged | 41 | 4 | 10% | 37 | 90% | 2 | 5% | 7 | 19% | 19 | 51% | 9 | 24% | 28 | 76% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 77 | 7 | 9% | 70 | 91% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Not Homeless | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Not Migrant | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |
| Parent Not in Armed Forces | 78 | 7 | 9% | 71 | 91% | 8 | 11% | 20 | 28% | 31 | 44% | 12 | 17% | 43 | 61% |

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 | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Female | 26 | 11 | 42% | 15 | 58% | 4 | 27% | 6 | 40% | 5 | 33% | 0 | 0% | 5 | 33% |
| Male | 49 | 12 | 24% | 37 | 76% | 19 | 51% | 5 | 14% | 12 | 32% | 1 | 3% | 13 | 35% |
| General Education Students | 61 | 19 | 31% | 42 | 69% | 16 | 38% | 9 | 21% | 16 | 38% | 1 | 2% | 17 | 40% |
| Students with Disabilities | 14 | 4 | 29% | 10 | 71% | 7 | 70% | 2 | 20% | 1 | 10% | 0 | 0% | 1 | 10% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 70 | 21 | 30% | 49 | 70% | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 74 | 22 | 30% | 52 | 70% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Economically Disadvantaged | 37 | 9 | 24% | 28 | 76% | 15 | 54% | 8 | 29% | 5 | 18% | 0 | 0% | 5 | 18% |
| Not Economically Disadvantaged | 38 | 14 | 37% | 24 | 63% | 8 | 33% | 3 | 13% | 12 | 50% | 1 | 4% | 13 | 54% |
| Non-English Language Learner | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Not in Foster Care | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Not Homeless | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Not Migrant | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |
| Parent Not in Armed Forces | 75 | 23 | 31% | 52 | 69% | 23 | 44% | 11 | 21% | 17 | 33% | 1 | 2% | 18 | 35% |

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 | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Regents 8 | — | — | — | 17 | 23% | 0 | 0% | 0 | 0% | 4 | 24% | 13 | 76% | 17 | 100% |
| Combined 8 | 75 | 5 | 7% | 70 | 93% | 5 | 7% | 22 | 31% | 26 | 37% | 17 | 24% | 43 | 61% |

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 | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Female | 26 | 11 | 42% | 15 | 58% | 1 | 7% | 4 | 27% | 9 | 60% | 1 | 7% | 10 | 67% |
| Male | 49 | 11 | 22% | 38 | 78% | 4 | 11% | 18 | 47% | 13 | 34% | 3 | 8% | 16 | 42% |
| General Education Students | 61 | 19 | 31% | 42 | 69% | 4 | 10% | 15 | 36% | 19 | 45% | 4 | 10% | 23 | 55% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 1 | 9% | 7 | 64% | 3 | 27% | 0 | 0% | 3 | 27% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 70 | 20 | 29% | 50 | 71% | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 74 | 21 | 28% | 53 | 72% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Economically Disadvantaged | 37 | 8 | 22% | 29 | 78% | 5 | 17% | 15 | 52% | 9 | 31% | 0 | 0% | 9 | 31% |
| Not Economically Disadvantaged | 38 | 14 | 37% | 24 | 63% | 0 | 0% | 7 | 29% | 13 | 54% | 4 | 17% | 17 | 71% |
| Non-English Language Learner | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Not in Foster Care | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Not Homeless | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Not Migrant | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |
| Parent Not in Armed Forces | 75 | 22 | 29% | 53 | 71% | 5 | 9% | 22 | 42% | 22 | 42% | 4 | 8% | 26 | 49% |

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 | 79 | 11 | 14% | 9 | 11% | 12 | 15% | 8 | 10% | 39 | 49% | 59 | 75% |
| Female | 38 | 4 | 11% | 3 | 8% | 5 | 13% | 2 | 5% | 24 | 63% | 31 | 82% |
| Male | 41 | 7 | 17% | 6 | 15% | 7 | 17% | 6 | 15% | 15 | 37% | 28 | 68% |
| General Education Students | 62 | 3 | 5% | 6 | 10% | 8 | 13% | 7 | 11% | 38 | 61% | 53 | 85% |
| Students with Disabilities | 17 | 8 | 47% | 3 | 18% | 4 | 24% | 1 | 6% | 1 | 6% | 6 | 35% |
| American Indian or Alaska Native | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 73 | 10 | 14% | 7 | 10% | 10 | 14% | 8 | 11% | 38 | 52% | 56 | 77% |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 6 | 1 | 17% | 2 | 33% | 2 | 33% | 0 | 0% | 1 | 17% | 3 | 50% |
| Economically Disadvantaged | 40 | 6 | 15% | 5 | 13% | 10 | 25% | 4 | 10% | 15 | 38% | 29 | 73% |
| Not Economically Disadvantaged | 39 | 5 | 13% | 4 | 10% | 2 | 5% | 4 | 10% | 24 | 62% | 30 | 77% |

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 77 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 79 | 11 | 14% | 9 | 11% | 12 | 15% | 8 | 10% | 39 | 49% | 59 | 75% |
| Not Homeless | 79 | 11 | 14% | 9 | 11% | 12 | 15% | 8 | 10% | 39 | 49% | 59 | 75% |
| Not Migrant | 79 | 11 | 14% | 9 | 11% | 12 | 15% | 8 | 10% | 39 | 49% | 59 | 75% |
| Parent Not in Armed Forces | 79 | 11 | 14% | 9 | 11% | 12 | 15% | 8 | 10% | 39 | 49% | 59 | 75% |

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 | 81 | 7 | 9% | 12 | 15% | 40 | 49% | 16 | 20% | 6 | 7% | 62 | 77% |
| Female | 38 | 0 | 0% | 6 | 16% | 21 | 55% | 7 | 18% | 4 | 11% | 32 | 84% |
| Male | 43 | 7 | 16% | 6 | 14% | 19 | 44% | 9 | 21% | 2 | 5% | 30 | 70% |
| General Education Students | 62 | 3 | 5% | 7 | 11% | 33 | 53% | 13 | 21% | 6 | 10% | 52 | 84% |
| Students with Disabilities | 19 | 4 | 21% | 5 | 26% | 7 | 37% | 3 | 16% | 0 | 0% | 10 | 53% |
| Hispanic or Latino | 6 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 71 | 5 | 7% | 11 | 15% | 33 | 46% | 16 | 23% | 6 | 8% | 55 | 77% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 10 | 2 | 20% | 1 | 10% | 7 | 70% | 0 | 0% | 0 | 0% | 7 | 70% |
| Economically Disadvantaged | 45 | 5 | 11% | 9 | 20% | 22 | 49% | 8 | 18% | 1 | 2% | 31 | 69% |
| Not Economically Disadvantaged | 36 | 2 | 6% | 3 | 8% | 18 | 50% | 8 | 22% | 5 | 14% | 31 | 86% |
| English Language Learner | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 77 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 81 | 7 | 9% | 12 | 15% | 40 | 49% | 16 | 20% | 6 | 7% | 62 | 77% |
| Not Homeless | 81 | 7 | 9% | 12 | 15% | 40 | 49% | 16 | 20% | 6 | 7% | 62 | 77% |
| Migrant | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 80 | – | – | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 81 | 7 | 9% | 12 | 15% | 40 | 49% | 16 | 20% | 6 | 7% | 62 | 77% |

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 | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Female | 13 | 0 | 0% | 0 | 0% | 6 | 46% | 6 | 46% | 1 | 8% | 13 | 100% |
| Male | 13 | 0 | 0% | 0 | 0% | 6 | 46% | 2 | 15% | 5 | 38% | 13 | 100% |
| General Education Students | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 25 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Economically Disadvantaged | 5 | 0 | 0% | 0 | 0% | 3 | 60% | 0 | 0% | 2 | 40% | 5 | 100% |
| Not Economically Disadvantaged | 21 | 0 | 0% | 0 | 0% | 9 | 43% | 8 | 38% | 4 | 19% | 21 | 100% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 25 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Not Homeless | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Not Migrant | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |
| Parent Not in Armed Forces | 26 | 0 | 0% | 0 | 0% | 12 | 46% | 8 | 31% | 6 | 23% | 26 | 100% |

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 76 | 10 | 13% | 9 | 12% | 38 | 50% | 19 | 25% | 57 | 75% |
| Female | 40 | 4 | 10% | 5 | 13% | 24 | 60% | 7 | 18% | 31 | 78% |
| Male | 36 | 6 | 17% | 4 | 11% | 14 | 39% | 12 | 33% | 26 | 72% |
| General Education Students | 56 | 1 | 2% | 7 | 13% | 30 | 54% | 18 | 32% | 48 | 86% |
| Students with Disabilities | 20 | 9 | 45% | 2 | 10% | 8 | 40% | 1 | 5% | 9 | 45% |
| Hispanic or Latino | 4 | – | – | – | – | – | – | – | – | – | – |
| White | 69 | 8 | 12% | 8 | 12% | 35 | 51% | 18 | 26% | 53 | 77% |
| Multiracial | 3 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 2 | 29% | 1 | 14% | 3 | 43% | 1 | 14% | 4 | 57% |
| Economically Disadvantaged | 35 | 5 | 14% | 6 | 17% | 19 | 54% | 5 | 14% | 24 | 69% |
| Not Economically Disadvantaged | 41 | 5 | 12% | 3 | 7% | 19 | 46% | 14 | 34% | 33 | 80% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 74 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 76 | 10 | 13% | 9 | 12% | 38 | 50% | 19 | 25% | 57 | 75% |
| Not Homeless | 76 | 10 | 13% | 9 | 12% | 38 | 50% | 19 | 25% | 57 | 75% |
| Not Migrant | 76 | 10 | 13% | 9 | 12% | 38 | 50% | 19 | 25% | 57 | 75% |
| Parent Not in Armed Forces | 76 | 10 | 13% | 9 | 12% | 38 | 50% | 19 | 25% | 57 | 75% |

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 | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Female | 13 | 0 | 0% | 1 | 8% | 9 | 69% | 3 | 23% | 12 | 92% |
| Male | 12 | 0 | 0% | 2 | 17% | 6 | 50% | 4 | 33% | 10 | 83% |
| General Education Students | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| White | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Economically Disadvantaged | 5 | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 5 | 100% |
| Not Economically Disadvantaged | 20 | 0 | 0% | 3 | 15% | 11 | 55% | 6 | 30% | 17 | 85% |
| Non-English Language Learner | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Not in Foster Care | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Not Homeless | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Not Migrant | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |
| Parent Not in Armed Forces | 25 | 0 | 0% | 3 | 12% | 15 | 60% | 7 | 28% | 22 | 88% |

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Female | 5 | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Male | 6 | 1 | 17% | 1 | 17% | 3 | 50% | 1 | 17% | 4 | 67% |
| General Education Students | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| White | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Economically Disadvantaged | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 9 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Not in Foster Care | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Not Homeless | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Not Migrant | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |
| Parent Not in Armed Forces | 11 | 2 | 18% | 1 | 9% | 6 | 55% | 2 | 18% | 8 | 73% |



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 75 | 6 | 8% | 7 | 9% | 20 | 27% | 10 | 13% | 32 | 43% | 62 | 83% |
| Female | 30 | 2 | 7% | 3 | 10% | 10 | 33% | 5 | 17% | 10 | 33% | 25 | 83% |
| Male | 45 | 4 | 9% | 4 | 9% | 10 | 22% | 5 | 11% | 22 | 49% | 37 | 82% |
| General Education Students | 58 | 1 | 2% | 3 | 5% | 15 | 26% | 9 | 16% | 30 | 52% | 54 | 93% |
| Students with Disabilities | 17 | 5 | 29% | 4 | 24% | 5 | 29% | 1 | 6% | 2 | 12% | 8 | 47% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 70 | 5 | 7% | 7 | 10% | 17 | 24% | 10 | 14% | 31 | 44% | 58 | 83% |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 5 | 1 | 20% | 0 | 0% | 3 | 60% | 0 | 0% | 1 | 20% | 4 | 80% |
| Economically Disadvantaged | 36 | 3 | 8% | 5 | 14% | 11 | 31% | 7 | 19% | 10 | 28% | 28 | 78% |
| Not Economically Disadvantaged | 39 | 3 | 8% | 2 | 5% | 9 | 23% | 3 | 8% | 22 | 56% | 34 | 87% |
| English Language Learner | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 72 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 75 | 6 | 8% | 7 | 9% | 20 | 27% | 10 | 13% | 32 | 43% | 62 | 83% |
| Not Homeless | 75 | 6 | 8% | 7 | 9% | 20 | 27% | 10 | 13% | 32 | 43% | 62 | 83% |
| Migrant | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 74 | – | – | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 75 | 6 | 8% | 7 | 9% | 20 | 27% | 10 | 13% | 32 | 43% | 62 | 83% |



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 73 | 0 | 0% | 6 | 8% | 19 | 26% | 35 | 48% | 13 | 18% | 67 | 92% |
| Female | 35 | 0 | 0% | 4 | 11% | 8 | 23% | 18 | 51% | 5 | 14% | 31 | 89% |
| Male | 38 | 0 | 0% | 2 | 5% | 11 | 29% | 17 | 45% | 8 | 21% | 36 | 95% |
| General Education Students | 60 | 0 | 0% | 2 | 3% | 11 | 18% | 35 | 58% | 12 | 20% | 58 | 97% |
| Students with Disabilities | 13 | 0 | 0% | 4 | 31% | 8 | 62% | 0 | 0% | 1 | 8% | 9 | 69% |
| American Indian or Alaska Native | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 67 | 0 | 0% | 5 | 7% | 17 | 25% | 33 | 49% | 12 | 18% | 62 | 93% |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 1 | 17% | 2 | 33% | 2 | 33% | 1 | 17% | 5 | 83% |
| Economically Disadvantaged | 36 | 0 | 0% | 6 | 17% | 10 | 28% | 14 | 39% | 6 | 17% | 30 | 83% |
| Not Economically Disadvantaged | 37 | 0 | 0% | 0 | 0% | 9 | 24% | 21 | 57% | 7 | 19% | 37 | 100% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 71 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 73 | 0 | 0% | 6 | 8% | 19 | 26% | 35 | 48% | 13 | 18% | 67 | 92% |
| Not Homeless | 73 | 0 | 0% | 6 | 8% | 19 | 26% | 35 | 48% | 13 | 18% | 67 | 92% |
| Not Migrant | 73 | 0 | 0% | 6 | 8% | 19 | 26% | 35 | 48% | 13 | 18% | 67 | 92% |
| Parent Not in Armed Forces | 73 | 0 | 0% | 6 | 8% | 19 | 26% | 35 | 48% | 13 | 18% | 67 | 92% |

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 | 73 | 7 | 10% | 66 | 90% | 5 | 7% | 3 | 4% | 21 | 29% | 37 | 51% | 58 | 79% |
| Female | 41 | 2 | 5% | 39 | 95% | 2 | 5% | 2 | 5% | 11 | 27% | 24 | 59% | 35 | 85% |
| Male | 32 | 5 | 16% | 27 | 84% | 3 | 9% | 1 | 3% | 10 | 31% | 13 | 41% | 23 | 72% |
| General Education Students | 61 | 5 | 8% | 56 | 92% | 1 | 2% | 2 | 3% | 17 | 28% | 36 | 59% | 53 | 87% |
| Students with Disabilities | 12 | 2 | 17% | 10 | 83% | 4 | 33% | 1 | 8% | 4 | 33% | 1 | 8% | 5 | 42% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | 0 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| White | 68 | 6 | 9% | 62 | 91% | 4 | 6% | 3 | 4% | 18 | 26% | 37 | 54% | 55 | 81% |
| Small Group Total: Race & Ethnicity | 5 | 1 | 20% | 4 | 80% | 1 | 20% | 0 | 0% | 3 | 60% | 0 | 0% | 3 | 60% |
| Economically Disadvantaged | 36 | 3 | 8% | 33 | 92% | 4 | 11% | 2 | 6% | 12 | 33% | 15 | 42% | 27 | 75% |
| Not Economically Disadvantaged | 37 | 4 | 11% | 33 | 89% | 1 | 3% | 1 | 3% | 9 | 24% | 22 | 59% | 31 | 84% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 71 | 7 | — | 64 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 73 | 7 | 10% | 66 | 90% | 5 | 7% | 3 | 4% | 21 | 29% | 37 | 51% | 58 | 79% |
| Not Homeless | 73 | 7 | 10% | 66 | 90% | 5 | 7% | 3 | 4% | 21 | 29% | 37 | 51% | 58 | 79% |
| Not Migrant | 73 | 7 | 10% | 66 | 90% | 5 | 7% | 3 | 4% | 21 | 29% | 37 | 51% | 58 | 79% |
| Parent Not in Armed Forces | 73 | 7 | 10% | 66 | 90% | 5 | 7% | 3 | 4% | 21 | 29% | 37 | 51% | 58 | 79% |

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 | 73 | 28 | 38% | 45 | 62% | 4 | 5% | 4 | 5% | 18 | 25% | 19 | 26% | 37 | 51% |
| Female | 41 | 16 | 39% | 25 | 61% | 2 | 5% | 3 | 7% | 8 | 20% | 12 | 29% | 20 | 49% |
| Male | 32 | 12 | 38% | 20 | 63% | 2 | 6% | 1 | 3% | 10 | 31% | 7 | 22% | 17 | 53% |
| General Education Students | 61 | 22 | 36% | 39 | 64% | 2 | 3% | 3 | 5% | 15 | 25% | 19 | 31% | 34 | 56% |
| Students with Disabilities | 12 | 6 | 50% | 6 | 50% | 2 | 17% | 1 | 8% | 3 | 25% | 0 | 0% | 3 | 25% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | 0 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| White | 68 | 27 | 40% | 41 | 60% | 4 | 6% | 3 | 4% | 15 | 22% | 19 | 28% | 34 | 50% |
| Small Group Total: Race & Ethnicity | 5 | 1 | 20% | 4 | 80% | 0 | 0% | 1 | 20% | 3 | 60% | 0 | 0% | 3 | 60% |
| Economically Disadvantaged | 36 | 14 | 39% | 22 | 61% | 4 | 11% | 3 | 8% | 8 | 22% | 7 | 19% | 15 | 42% |
| Not Economically Disadvantaged | 37 | 14 | 38% | 23 | 62% | 0 | 0% | 1 | 3% | 10 | 27% | 12 | 32% | 22 | 59% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 71 | 28 | — | 43 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 73 | 28 | 38% | 45 | 62% | 4 | 5% | 4 | 5% | 18 | 25% | 19 | 26% | 37 | 51% |
| Not Homeless | 73 | 28 | 38% | 45 | 62% | 4 | 5% | 4 | 5% | 18 | 25% | 19 | 26% | 37 | 51% |
| Not Migrant | 73 | 28 | 38% | 45 | 62% | 4 | 5% | 4 | 5% | 18 | 25% | 19 | 26% | 37 | 51% |
| Parent Not in Armed Forces | 73 | 28 | 38% | 45 | 62% | 4 | 5% | 4 | 5% | 18 | 25% | 19 | 26% | 37 | 51% |

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 | 61 | 19 | 31 | 42 | 69 |
| Female | 35 | 12 | 34 | 23 | 66 |
| Male | 26 | 7 | 27 | 19 | 73 |
| General Education Students | 53 | 17 | 32 | 36 | 68 |
| Students with Disabilities | 8 | 2 | 25 | 6 | 75 |
| Black or African American | 1 | 0 | 0 | 1 | 100 |
| Hispanic or Latino | 1 | 0 | 0 | 1 | 100 |
| White | 59 | 19 | 32 | 40 | 68 |
| Economically Disadvantaged | 31 | 10 | 32 | 21 | 68 |
| Not Economically Disadvantaged | 30 | 9 | 30 | 21 | 70 |
| Non-English Language Learner | 61 | 19 | 31 | 42 | 69 |
| Not in Foster Care | 61 | 19 | 31 | 42 | 69 |
| Not Homeless | 61 | 19 | 31 | 42 | 69 |
| Not Migrant | 61 | 19 | 31 | 42 | 69 |
| Parent Not in Armed Forces | 61 | 19 | 31 | 42 | 69 |

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 | 73 | 37 | 51% | 36 | 49% | 6 | 8% | 2 | 3% | 13 | 18% | 15 | 21% | 28 | 38% |
| Female | 41 | 19 | 46% | 22 | 54% | 3 | 7% | 2 | 5% | 6 | 15% | 11 | 27% | 17 | 41% |
| Male | 32 | 18 | 56% | 14 | 44% | 3 | 9% | 0 | 0% | 7 | 22% | 4 | 13% | 11 | 34% |
| General Education Students | 61 | 26 | 43% | 35 | 57% | 5 | 8% | 2 | 3% | 13 | 21% | 15 | 25% | 28 | 46% |
| Students with Disabilities | 12 | 11 | 92% | 1 | 8% | 1 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| White | 68 | 34 | 50% | 34 | 50% | 5 | 7% | 2 | 3% | 12 | 18% | 15 | 22% | 27 | 40% |
| Small Group Total: Race & Ethnicity | 5 | 3 | 60% | 2 | 40% | 1 | 20% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| Economically Disadvantaged | 36 | 22 | 61% | 14 | 39% | 5 | 14% | 1 | 3% | 2 | 6% | 6 | 17% | 8 | 22% |
| Not Economically Disadvantaged | 37 | 15 | 41% | 22 | 59% | 1 | 3% | 1 | 3% | 11 | 30% | 9 | 24% | 20 | 54% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 71 | 37 | — | 34 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 73 | 37 | 51% | 36 | 49% | 6 | 8% | 2 | 3% | 13 | 18% | 15 | 21% | 28 | 38% |
| Not Homeless | 73 | 37 | 51% | 36 | 49% | 6 | 8% | 2 | 3% | 13 | 18% | 15 | 21% | 28 | 38% |
| Not Migrant | 73 | 37 | 51% | 36 | 49% | 6 | 8% | 2 | 3% | 13 | 18% | 15 | 21% | 28 | 38% |
| Parent Not in Armed Forces | 73 | 37 | 51% | 36 | 49% | 6 | 8% | 2 | 3% | 13 | 18% | 15 | 21% | 28 | 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 | 63 | 29 | 46 | 34 | 54 |
| Female | 35 | 15 | 43 | 20 | 57 |
| Male | 28 | 14 | 50 | 14 | 50 |
| General Education Students | 54 | 21 | 39 | 33 | 61 |
| Students with Disabilities | 9 | 8 | 89 | 1 | 11 |
| White | 63 | 29 | 46 | 34 | 54 |
| Economically Disadvantaged | 32 | 19 | 59 | 13 | 41 |
| Not Economically Disadvantaged | 31 | 10 | 32 | 21 | 68 |
| Non-English Language Learner | 63 | 29 | 46 | 34 | 54 |
| Not in Foster Care | 63 | 29 | 46 | 34 | 54 |
| Not Homeless | 63 | 29 | 46 | 34 | 54 |
| Not Migrant | 63 | 29 | 46 | 34 | 54 |
| Parent Not in Armed Forces | 63 | 29 | 46 | 34 | 54 |

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|-----------------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 73 | 69 | 95% | 4 | 5% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 4 | 5% |
| Female | 41 | 37 | 90% | 4 | 10% | 0 | 0% | 0 | 0% | 4 | 10% | 0 | 0% | 4 | 10% |
| Male | 32 | 32 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 61 | 57 | 93% | 4 | 7% | 0 | 0% | 0 | 0% | 4 | 7% | 0 | 0% | 4 | 7% |
| Students with Disabilities | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | 3 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| White | 68 | 64 | 94% | 4 | 6% | 0 | 0% | 0 | 0% | 4 | 6% | 0 | 0% | 4 | 6% |
| Small Group Total: Race & Ethnicity | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 36 | 34 | 94% | 2 | 6% | 0 | 0% | 0 | 0% | 2 | 6% | 0 | 0% | 2 | 6% |
| Not Economically Disadvantaged | 37 | 35 | 95% | 2 | 5% | 0 | 0% | 0 | 0% | 2 | 5% | 0 | 0% | 2 | 5% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 71 | 67 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 73 | 69 | 95% | 4 | 5% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 4 | 5% |
| Not Homeless | 73 | 69 | 95% | 4 | 5% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 4 | 5% |
| Not Migrant | 73 | 69 | 95% | 4 | 5% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 4 | 5% |
| Parent Not in Armed Forces | 73 | 69 | 95% | 4 | 5% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 4 | 5% |

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 61 | 57 | 93 | 4 | 7 |
| Female | 34 | 30 | 88 | 4 | 12 |
| Male | 27 | 27 | 100 | 0 | 0 |
| General Education Students | 55 | 51 | 93 | 4 | 7 |
| Students with Disabilities | 6 | 6 | 100 | 0 | 0 |
| Black or African American | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 1 | 1 | 100 | 0 | 0 |
| White | 59 | 55 | 93 | 4 | 7 |
| Economically Disadvantaged | 29 | 27 | 93 | 2 | 7 |
| Not Economically Disadvantaged | 32 | 30 | 94 | 2 | 6 |
| Non-English Language Learner | 61 | 57 | 93 | 4 | 7 |
| Not in Foster Care | 61 | 57 | 93 | 4 | 7 |
| Not Homeless | 61 | 57 | 93 | 4 | 7 |
| Not Migrant | 61 | 57 | 93 | 4 | 7 |
| Parent Not in Armed Forces | 61 | 57 | 93 | 4 | 7 |

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

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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 73 | 65 | 89% | 8 | 11% | 0 | 0% | 0 | 0% | 7 | 10% | 1 | 1% | 8 | 11% |
| Female | 41 | 33 | 80% | 8 | 20% | 0 | 0% | 0 | 0% | 7 | 17% | 1 | 2% | 8 | 20% |
| Male | 32 | 32 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 61 | 53 | 87% | 8 | 13% | 0 | 0% | 0 | 0% | 7 | 11% | 1 | 2% | 8 | 13% |
| Students with Disabilities | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| White | 68 | 62 | 91% | 6 | 9% | 0 | 0% | 0 | 0% | 6 | 9% | 0 | 0% | 6 | 9% |
| Small Group Total: Race & Ethnicity | 5 | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% | 2 | 40% |
| Economically Disadvantaged | 36 | 33 | 92% | 3 | 8% | 0 | 0% | 0 | 0% | 3 | 8% | 0 | 0% | 3 | 8% |
| Not Economically Disadvantaged | 37 | 32 | 86% | 5 | 14% | 0 | 0% | 0 | 0% | 4 | 11% | 1 | 3% | 5 | 14% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 71 | 65 | — | 6 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 73 | 65 | 89% | 8 | 11% | 0 | 0% | 0 | 0% | 7 | 10% | 1 | 1% | 8 | 11% |
| Not Homeless | 73 | 65 | 89% | 8 | 11% | 0 | 0% | 0 | 0% | 7 | 10% | 1 | 1% | 8 | 11% |
| Not Migrant | 73 | 65 | 89% | 8 | 11% | 0 | 0% | 0 | 0% | 7 | 10% | 1 | 1% | 8 | 11% |
| Parent Not in Armed Forces | 73 | 65 | 89% | 8 | 11% | 0 | 0% | 0 | 0% | 7 | 10% | 1 | 1% | 8 | 11% |

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.

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 6 ELA | 1 | 0% | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 6 Math | 1 | 0% | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 7 ELA | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Grade 7 Math | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level ELA | 5 | 60% | 3 | 60% | 2 | 40% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level Math | 5 | 60% | 3 | 60% | 2 | 40% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level Science | 5 | 60% | 3 | 60% | 2 | 40% | – | – | – | – | – | – | – | – | – | – |

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 | 863 | \$2,746,656 | \$3,183 | \$17,559,263 | \$20,347 | \$20,305,919 | \$23,529 |
| 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 | 77 | 12 | 16% | 3 | 3 | 100% |
| 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 | 70 | 4 | 6% |
| STATEWIDE | 203,958 | 18,302 | 9% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,397 | 8,936 | 21% |
| STATEWIDE LOW-POVERTY SCHOOLS | 60,417 | 1,216 | 2% |

| Subgroup | Total Enrolled | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|----------------------------|----------------|-----------|-----|-----------------------------------|-----|-----------------|-----|---------------|----|------------------|----|----------------|----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not in Foster Care | 73 | 62 | 85% | 21 | 29% | 39 | 53% | 2 | 3% | 1 | 1% | 6 | 8% | 1 | 1% | 3 | 4% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 73 | 62 | 85% | 21 | 29% | 39 | 53% | 2 | 3% | 1 | 1% | 6 | 8% | 1 | 1% | 3 | 4% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 73 | 62 | 85% | 21 | 29% | 39 | 53% | 2 | 3% | 1 | 1% | 6 | 8% | 1 | 1% | 3 | 4% |
| 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 | 73 | 62 | 85% | 21 | 29% | 39 | 53% | 2 | 3% | 1 | 1% | 6 | 8% | 1 | 1% | 3 | 4% |

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