

PERU 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.

TARGET DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Targeted 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	3	2	–	2
White	2	2	–	2
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	2
Economically Disadvantaged	2	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	659	112.2	2
	Math	658	123.9	
	Combined	1,317	118	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	50	–
	Math	6	66.7	
	Combined	12	–	
Black or African American	ELA	6	116.7	–
	Math	5	160	
	Combined	11	–	
Hispanic or Latino	ELA	10	130	–
	Math	11	145.5	
	Combined	21	–	
Multiracial	ELA	17	132.4	3
	Math	17	132.4	
	Combined	34	132.4	
White	ELA	619	111.8	2
	Math	618	123.5	
	Combined	1,237	117.7	
English Language Learner	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Students with Disabilities	ELA	157	43.3	2
	Math	160	39.7	
	Combined	317	41.5	
Economically Disadvantaged	ELA	286	87.6	2
	Math	284	93.3	
	Combined	570	90.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	748	98.9	2
	Math	744	109.5	
	Combined	1,492	104.2	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	50	–
	Math	6	66.7	
	Combined	12	–	
Black or African American	ELA	6	116.7	–
	Math	6	133.3	
	Combined	12	–	
Hispanic or Latino	ELA	12	108.3	–
	Math	12	133.3	
	Combined	24	–	
Multiracial	ELA	21	107.1	2
	Math	21	107.1	
	Combined	42	107.1	
White	ELA	702	98.6	2
	Math	698	109.4	
	Combined	1,400	104	
English Language Learner	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Students with Disabilities	ELA	191	35.6	2
	Math	190	33.4	
	Combined	381	34.5	
Economically Disadvantaged	ELA	332	75.5	2
	Math	328	80.8	
	Combined	660	78.1	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,109	256	23.1%	2
American Indian or Alaska Native	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–
Black or African American	8	–	–	–
Hispanic or Latino	20	–	–	–
Multiracial	34	10	29.4%	2
White	1,036	234	22.6%	2
English Language Learner	5	–	–	–
Students with Disabilities	278	93	33.5%	2
Economically Disadvantaged	495	161	32.5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	795	83.8%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	6	—
Hispanic or Latino	—	13	—
Multiracial	—	22	—
White	X	747	83.8%
English Language Learner	—	2	—
Students with Disabilities	X	195	78%
Economically Disadvantaged	X	354	82.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	792	84.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	6	—
Hispanic or Latino	—	13	—
Multiracial	—	22	—
White	X	744	84.1%
English Language Learner	—	2	—
Students with Disabilities	X	194	79.9%
Economically Disadvantaged	X	350	82.6%

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
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	120	184.2	157.2	3
	Math	52	121.2		
	Science	63	170.6		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	—	—		
	Science	—	—		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
White	ELA	115	185.2	159.1	3
	Math	51	123.5		
	Science	62	173.4		
Students with Disabilities	ELA	17	76.5	—	—
	Math	2	—		
	Science	3	—		
Economically Disadvantaged	ELA	37	155.4	130.8	3
	Math	10	60		
	Science	11	200		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	132	167.4	107.8	3
	Math	97	64.9		
	Science	130	82.7		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	126	169	110.2	3
	Math	94	67		
	Science	124	86.7		
Students with Disabilities	ELA	25	52	32.9	2
	Math	12	25		
	Science	25	16		
Economically Disadvantaged	ELA	46	125	67.4	2
	Math	27	22.2		
	Science	45	48.9		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	134	120	89.6%	88.3%	2
	5-year	151	128	84.8%		
	6-year	137	124	90.5%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	3	–	–		
	6-year	4	–	–		
Black or African American	4-year	3	–	–	–	–
	5-year	2	–	–		
	6-year	2	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Multiracial	4-year	2	–	–	–	–
	5-year	2	–	–		
	6-year	0	–	–		
White	4-year	129	116	89.9%	88.5%	2
	5-year	144	122	84.7%		
	6-year	130	118	90.8%		
English Language Learner	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	25	20	80%	71.3%	2
	5-year	26	15	57.7%		
	6-year	21	16	76.2%		
Economically Disadvantaged	4-year	43	33	76.7%	76.8%	2
	5-year	65	48	73.8%		
	6-year	55	44	80%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	575	169	29.4%	2
American Indian or Alaska Native	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–
Black or African American	5	–	–	–
Hispanic or Latino	6	–	–	–
Multiracial	21	–	–	–
White	532	151	28.4%	2
English Language Learner	2	–	–	–
Students with Disabilities	126	52	41.3%	2
Economically Disadvantaged	228	102	44.7%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	125	97.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Multiracial	—	2	—
White	✓	118	97.5%
English Language Learner	—	0	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	38	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	93	62.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	2	—
White	✗	89	61.8%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	22	—

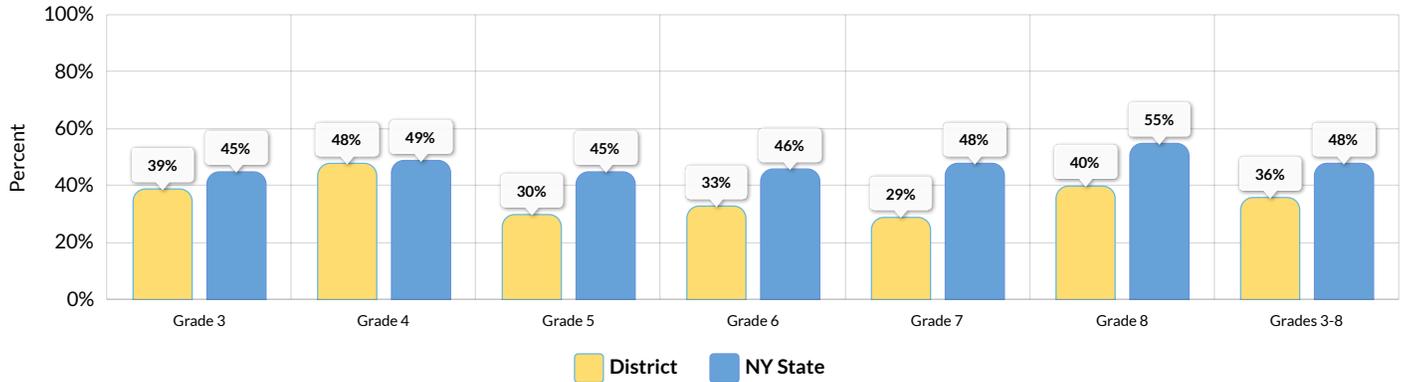
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



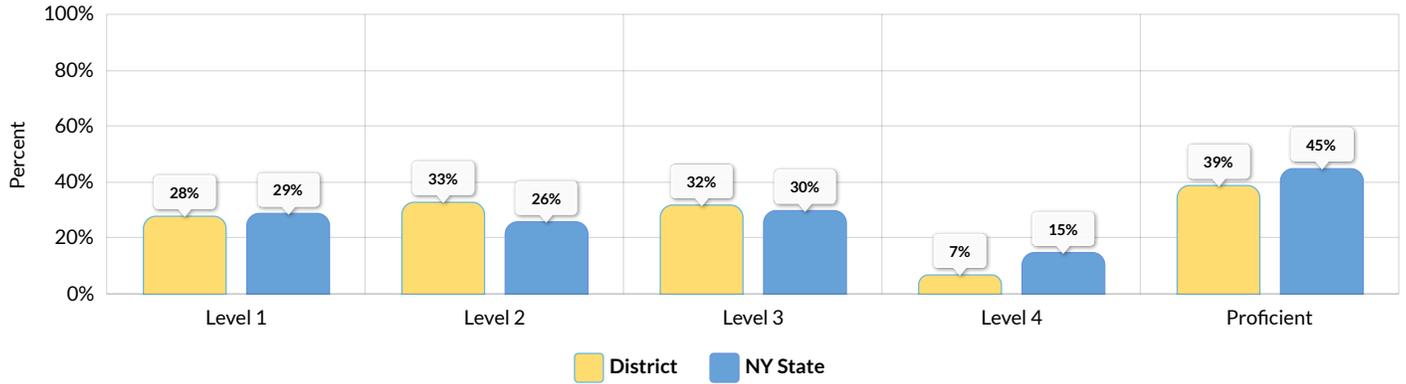
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	125	12	10%	113	90%	32	28%	37	33%	36	32%	8	7%	44	39%
Grade 4	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%
Grade 5	133	21	16%	112	84%	32	29%	46	41%	28	25%	6	5%	34	30%
Grade 6	151	14	9%	137	91%	40	29%	52	38%	34	25%	11	8%	45	33%
Grade 7	142	47	33%	95	67%	44	46%	23	24%	19	20%	9	9%	28	29%
Grade 8	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%
Grades 3-8	798	134	17%	664	83%	198	30%	224	34%	187	28%	55	8%	242	36%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students



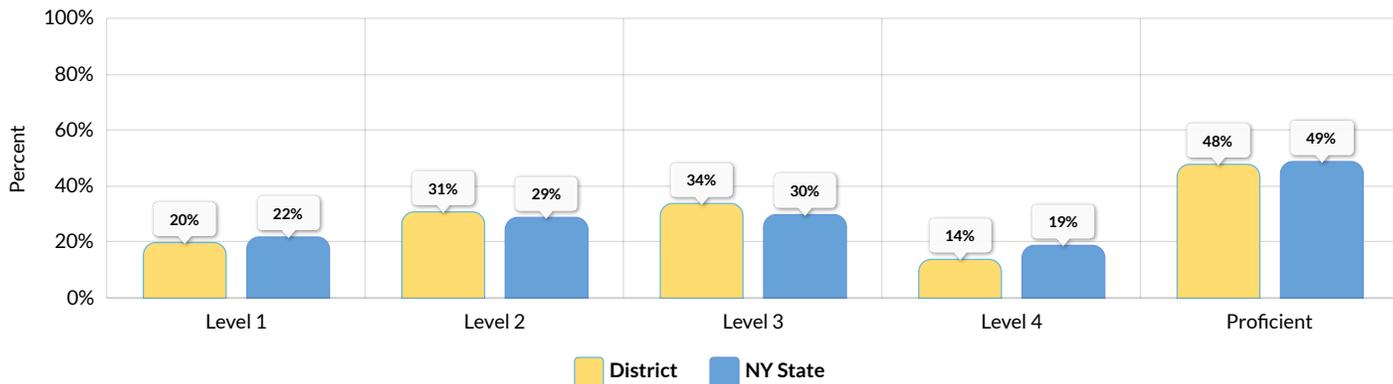
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	12	10%	113	90%	32	28%	37	33%	36	32%	8	7%	44	39%
Female	52	5	10%	47	90%	15	32%	14	30%	17	36%	1	2%	18	38%
Male	73	7	10%	66	90%	17	26%	23	35%	19	29%	7	11%	26	39%
General Education Students	96	6	6%	90	94%	21	23%	27	30%	34	38%	8	9%	42	47%
Students with Disabilities	29	6	21%	23	79%	11	48%	10	43%	2	9%	0	0%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	117	12	10%	105	90%	30	29%	32	30%	35	33%	8	8%	43	41%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	5	63%	1	13%	0	0%	1	13%
Economically Disadvantaged	60	9	15%	51	85%	20	39%	14	27%	16	31%	1	2%	17	33%
Not Economically Disadvantaged	65	3	5%	62	95%	12	19%	23	37%	20	32%	7	11%	27	44%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	124	12	10%	112	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	125	12	10%	113	90%	32	28%	37	33%	36	32%	8	7%	44	39%
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	122	11	9%	111	91%	–	–	–	–	–	–	–	–	–	–
Migrant	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	123	12	10%	111	90%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	125	12	10%	113	90%	32	28%	37	33%	36	32%	8	7%	44	39%

GRADE 4 ELA RESULTS

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Percent Scoring at Levels for All Students



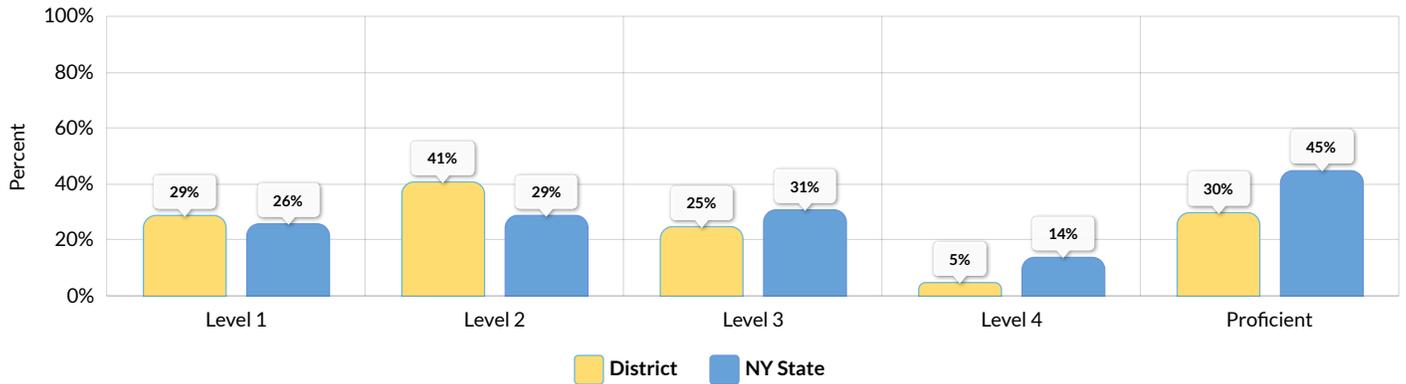
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%
Female	49	8	16%	41	84%	9	22%	12	29%	11	27%	9	22%	20	49%
Male	68	10	15%	58	85%	11	19%	19	33%	23	40%	5	9%	28	48%
General Education Students	90	13	14%	77	86%	8	10%	24	31%	31	40%	14	18%	45	58%
Students with Disabilities	27	5	19%	22	81%	12	55%	7	32%	3	14%	0	0%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	112	18	16%	94	84%	19	20%	29	31%	33	35%	13	14%	46	49%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	48	9	19%	39	81%	12	31%	12	31%	13	33%	2	5%	15	38%
Not Economically Disadvantaged	69	9	13%	60	87%	8	13%	19	32%	21	35%	12	20%	33	55%
Non-English Language Learner	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%
Not in Foster Care	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	116	18	16%	98	84%	–	–	–	–	–	–	–	–	–	–
Not Migrant	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%
Parent Not in Armed Forces	117	18	15%	99	85%	20	20%	31	31%	34	34%	14	14%	48	48%

GRADE 5 ELA RESULTS

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Percent Scoring at Levels for All Students



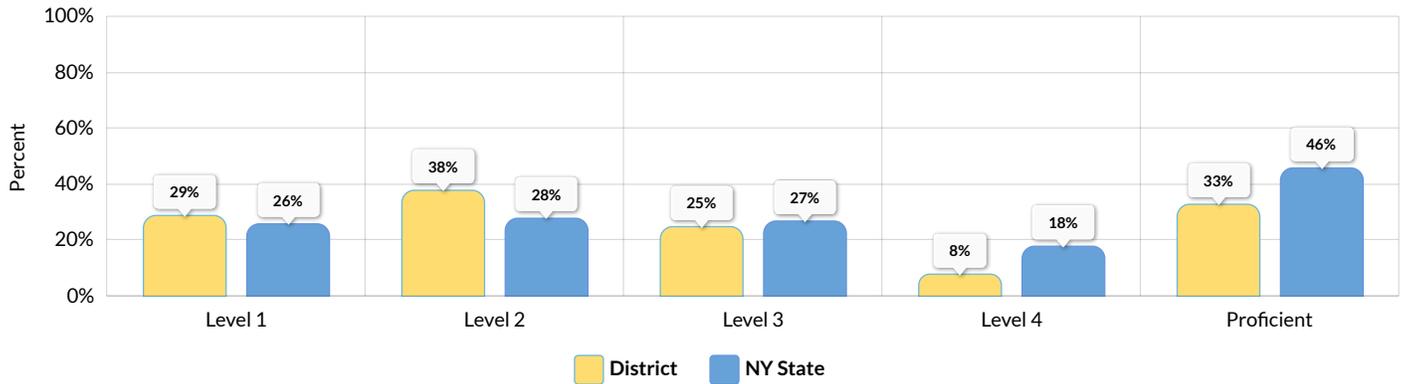
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	21	16%	112	84%	32	29%	46	41%	28	25%	6	5%	34	30%
Female	66	11	17%	55	83%	9	16%	27	49%	14	25%	5	9%	19	35%
Male	67	10	15%	57	85%	23	40%	19	33%	14	25%	1	2%	15	26%
General Education Students	98	13	13%	85	87%	13	15%	40	47%	26	31%	6	7%	32	38%
Students with Disabilities	35	8	23%	27	77%	19	70%	6	22%	2	7%	0	0%	2	7%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	124	19	15%	105	85%	32	30%	43	41%	26	25%	4	4%	30	29%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	3	43%	2	29%	2	29%	4	57%
Economically Disadvantaged	63	9	14%	54	86%	20	37%	23	43%	9	17%	2	4%	11	20%
Not Economically Disadvantaged	70	12	17%	58	83%	12	21%	23	40%	19	33%	4	7%	23	40%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	132	21	16%	111	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	133	21	16%	112	84%	32	29%	46	41%	28	25%	6	5%	34	30%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	131	21	16%	110	84%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	132	21	16%	111	84%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	133	21	16%	112	84%	32	29%	46	41%	28	25%	6	5%	34	30%

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.



Percent Scoring at Levels for All Students



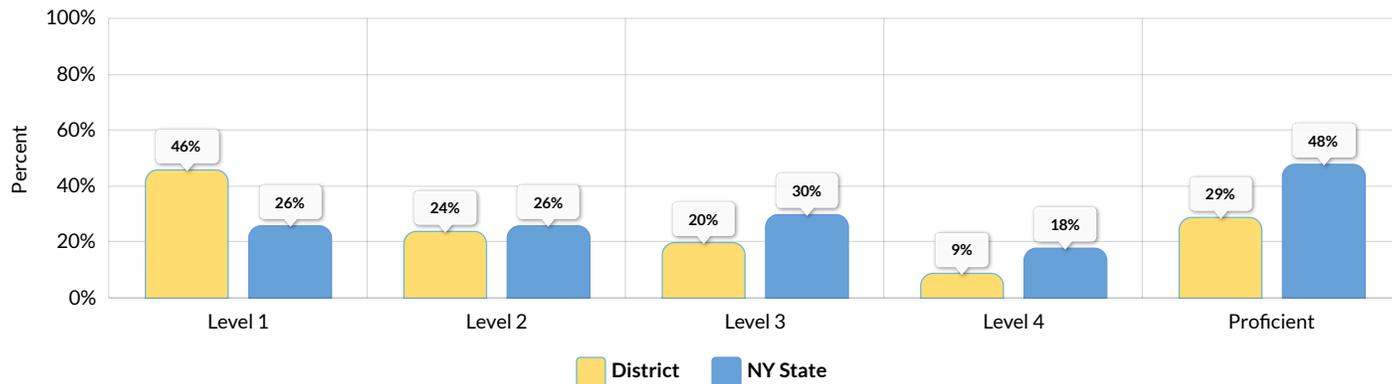
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	151	14	9%	137	91%	40	29%	52	38%	34	25%	11	8%	45	33%
Female	73	5	7%	68	93%	17	25%	21	31%	22	32%	8	12%	30	44%
Male	78	9	12%	69	88%	23	33%	31	45%	12	17%	3	4%	15	22%
General Education Students	116	5	4%	111	96%	18	16%	48	43%	34	31%	11	10%	45	41%
Students with Disabilities	35	9	26%	26	74%	22	85%	4	15%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	145	11	8%	134	92%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	151	14	9%	137	91%	40	29%	52	38%	34	25%	11	8%	45	33%
Economically Disadvantaged	67	7	10%	60	90%	25	42%	20	33%	11	18%	4	7%	15	25%
Not Economically Disadvantaged	84	7	8%	77	92%	15	19%	32	42%	23	30%	7	9%	30	39%
Non-English Language Learner	151	14	9%	137	91%	40	29%	52	38%	34	25%	11	8%	45	33%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	150	14	9%	136	91%	–	–	–	–	–	–	–	–	–	–
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	148	13	9%	135	91%	–	–	–	–	–	–	–	–	–	–
Migrant	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	149	14	9%	135	91%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	151	14	9%	137	91%	40	29%	52	38%	34	25%	11	8%	45	33%

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.



Percent Scoring at Levels for All Students



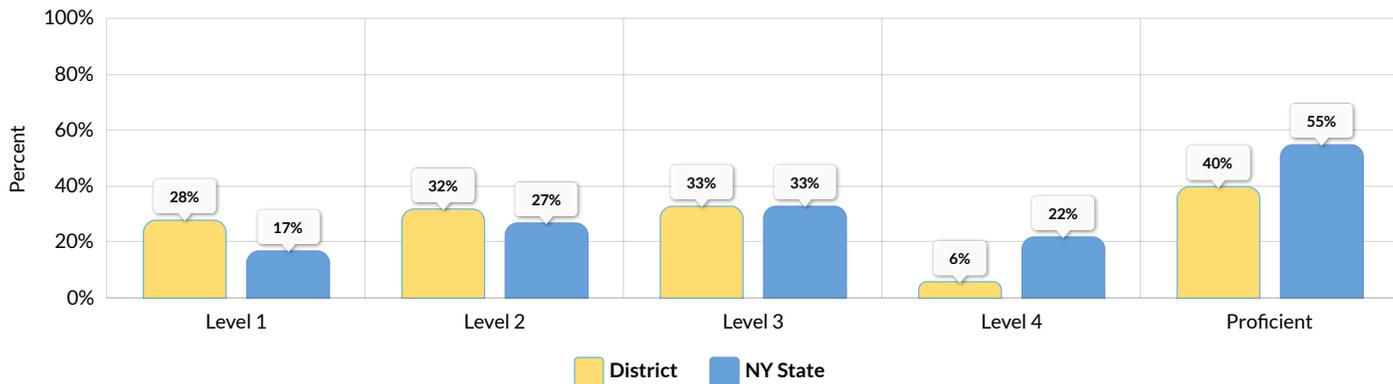
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	47	33%	95	67%	44	46%	23	24%	19	20%	9	9%	28	29%
Female	68	20	29%	48	71%	18	38%	14	29%	11	23%	5	10%	16	33%
Male	74	27	36%	47	64%	26	55%	9	19%	8	17%	4	9%	12	26%
General Education Students	101	33	33%	68	67%	22	32%	21	31%	16	24%	9	13%	25	37%
Students with Disabilities	41	14	34%	27	66%	22	81%	2	7%	3	11%	0	0%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	132	45	34%	87	66%	42	48%	21	24%	15	17%	9	10%	24	28%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	2	25%	2	25%	4	50%	0	0%	4	50%
Economically Disadvantaged	72	24	33%	48	67%	29	60%	9	19%	6	13%	4	8%	10	21%
Not Economically Disadvantaged	70	23	33%	47	67%	15	32%	14	30%	13	28%	5	11%	18	38%
Non-English Language Learner	142	47	33%	95	67%	44	46%	23	24%	19	20%	9	9%	28	29%
In Foster Care	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	140	46	33%	94	67%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	140	46	33%	94	67%	–	–	–	–	–	–	–	–	–	–
Not Migrant	142	47	33%	95	67%	44	46%	23	24%	19	20%	9	9%	28	29%
Parent Not in Armed Forces	142	47	33%	95	67%	44	46%	23	24%	19	20%	9	9%	28	29%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%
Female	49	12	24%	37	76%	13	35%	5	14%	15	41%	4	11%	19	51%
Male	81	10	12%	71	88%	17	24%	30	42%	21	30%	3	4%	24	34%
General Education Students	99	16	16%	83	84%	11	13%	31	37%	34	41%	7	8%	41	49%
Students with Disabilities	31	6	19%	25	81%	19	76%	4	16%	2	8%	0	0%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	120	21	18%	99	83%	28	28%	30	30%	34	34%	7	7%	41	41%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	2	22%	5	56%	2	22%	0	0%	2	22%
Economically Disadvantaged	47	10	21%	37	79%	19	51%	10	27%	8	22%	0	0%	8	22%
Not Economically Disadvantaged	83	12	14%	71	86%	11	15%	25	35%	28	39%	7	10%	35	49%
Non-English Language Learner	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	129	22	17%	107	83%	–	–	–	–	–	–	–	–	–	–
Not Homeless	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%
Not Migrant	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%
Parent Not in Armed Forces	130	22	17%	108	83%	30	28%	35	32%	36	33%	7	6%	43	40%

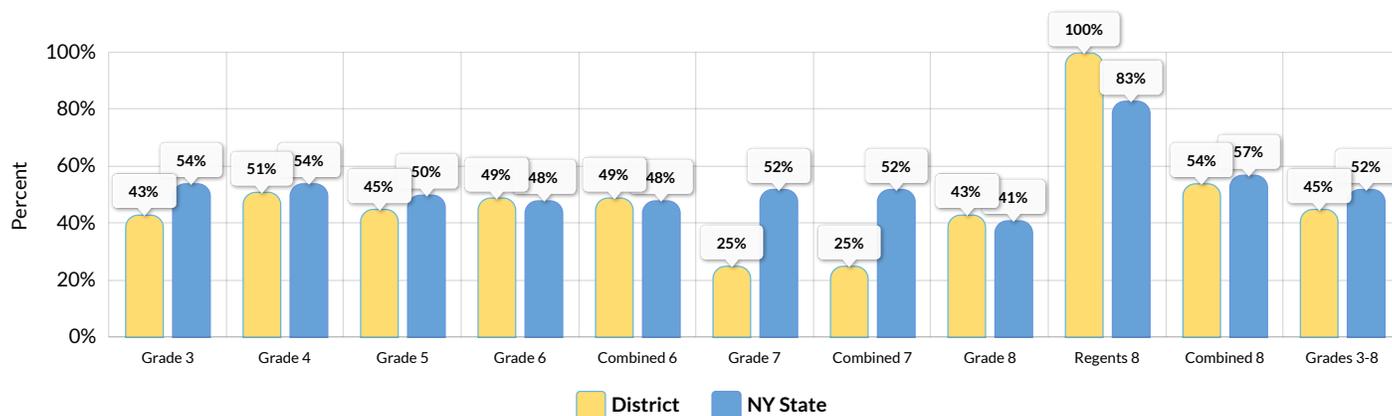
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	125	14	11%	111	89%	23	21%	40	36%	37	33%	11	10%	48	43%
Grade 4	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%
Grade 5	134	29	22%	105	78%	25	24%	33	31%	39	37%	8	8%	47	45%
Grade 6	153	31	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%
Combined 6	153	31	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%
Grade 7	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%
Combined 7	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%
Grade 8	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%
Regents 8	—	—	—	25	19%	0	0%	0	0%	1	4%	24	96%	25	100%
Combined 8	130	4	3%	126	97%	36	29%	22	17%	41	33%	27	21%	68	54%
Grades 3-8	803	139	17%	664	83%	179	27%	185	28%	230	35%	70	11%	300	45%

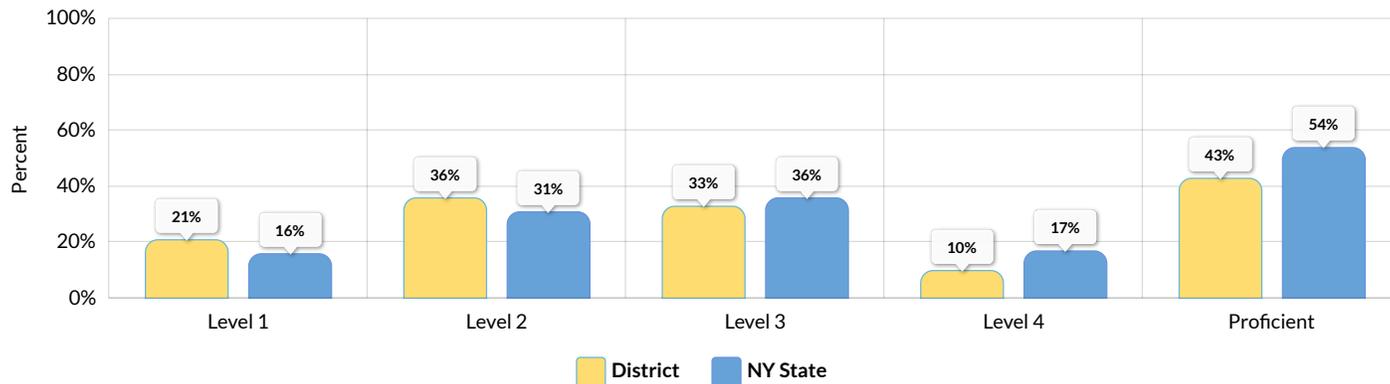
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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



Percent Scoring at Levels for All Students



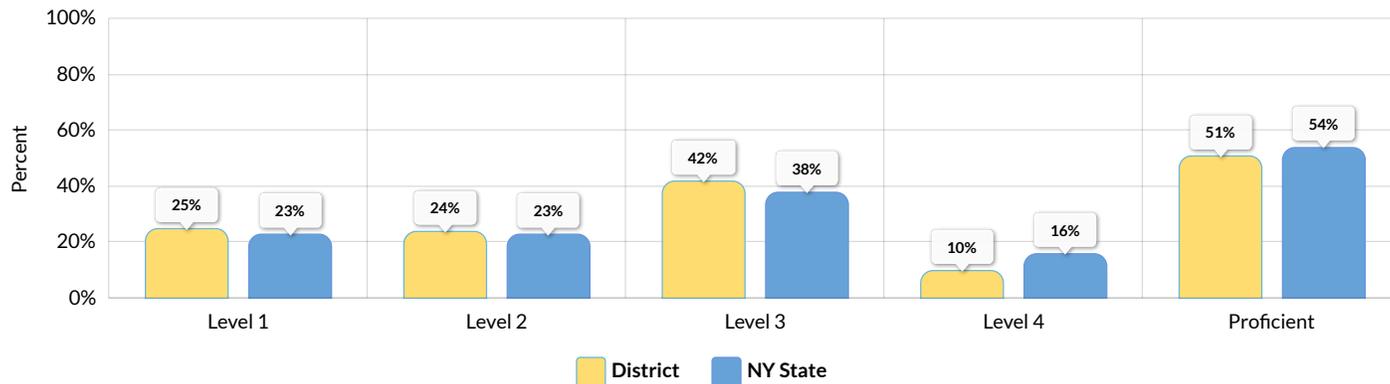
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	14	11%	111	89%	23	21%	40	36%	37	33%	11	10%	48	43%
Female	52	6	12%	46	88%	11	24%	20	43%	13	28%	2	4%	15	33%
Male	73	8	11%	65	89%	12	18%	20	31%	24	37%	9	14%	33	51%
General Education Students	96	8	8%	88	92%	9	10%	32	36%	36	41%	11	13%	47	53%
Students with Disabilities	29	6	21%	23	79%	14	61%	8	35%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	117	12	10%	105	90%	21	20%	38	36%	36	34%	10	10%	46	44%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	2	33%	2	33%	1	17%	1	17%	2	33%
Economically Disadvantaged	60	10	17%	50	83%	16	32%	20	40%	12	24%	2	4%	14	28%
Not Economically Disadvantaged	65	4	6%	61	94%	7	11%	20	33%	25	41%	9	15%	34	56%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	124	14	11%	110	89%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	125	14	11%	111	89%	23	21%	40	36%	37	33%	11	10%	48	43%
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	122	13	11%	109	89%	–	–	–	–	–	–	–	–	–	–
Migrant	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	123	14	11%	109	89%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	125	14	11%	111	89%	23	21%	40	36%	37	33%	11	10%	48	43%

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.



Percent Scoring at Levels for All Students



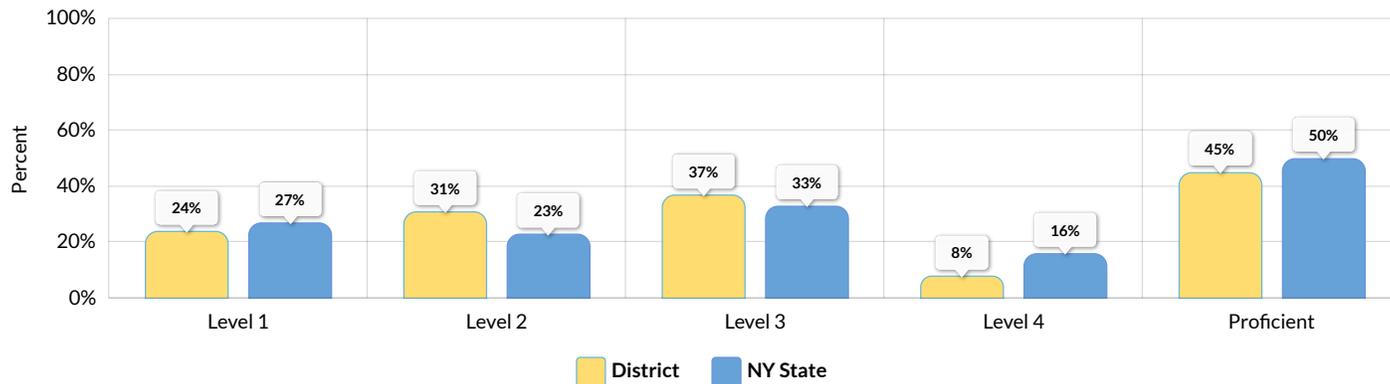
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%
Female	51	9	18%	42	82%	12	29%	11	26%	14	33%	5	12%	19	45%
Male	68	9	13%	59	87%	13	22%	13	22%	28	47%	5	8%	33	56%
General Education Students	92	14	15%	78	85%	11	14%	18	23%	39	50%	10	13%	49	63%
Students with Disabilities	27	4	15%	23	85%	14	61%	6	26%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	114	18	16%	96	84%	24	25%	22	23%	40	42%	10	10%	50	52%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	49	9	18%	40	82%	16	40%	10	25%	13	33%	1	3%	14	35%
Not Economically Disadvantaged	70	9	13%	61	87%	9	15%	14	23%	29	48%	9	15%	38	62%
Non-English Language Learner	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%
Not in Foster Care	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	118	18	15%	100	85%	–	–	–	–	–	–	–	–	–	–
Not Migrant	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%
Parent Not in Armed Forces	119	18	15%	101	85%	25	25%	24	24%	42	42%	10	10%	52	51%

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.



Percent Scoring at Levels for All Students



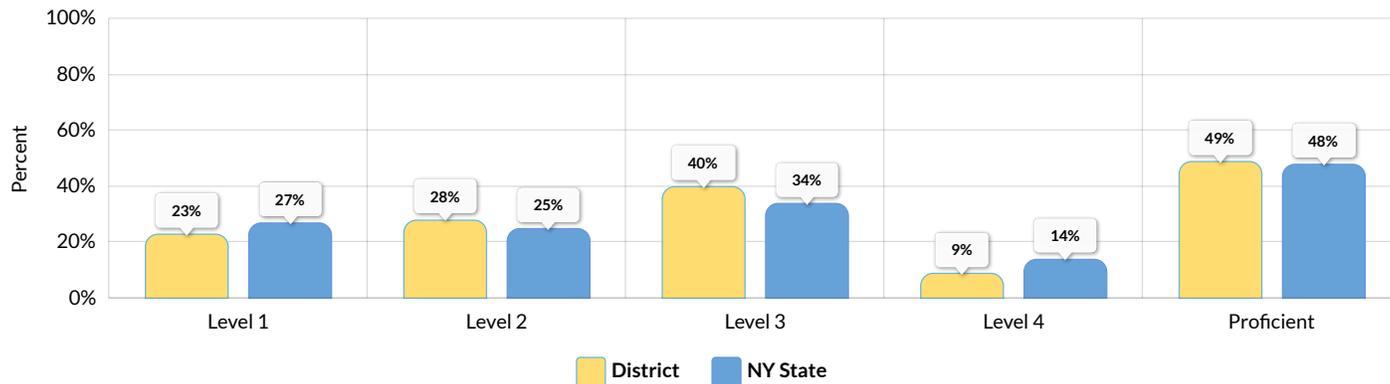
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	29	22%	105	78%	25	24%	33	31%	39	37%	8	8%	47	45%
Female	66	13	20%	53	80%	12	23%	18	34%	18	34%	5	9%	23	43%
Male	68	16	24%	52	76%	13	25%	15	29%	21	40%	3	6%	24	46%
General Education Students	99	18	18%	81	82%	7	9%	29	36%	37	46%	8	10%	45	56%
Students with Disabilities	35	11	31%	24	69%	18	75%	4	17%	2	8%	0	0%	2	8%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
White	124	26	21%	98	79%	25	26%	31	32%	36	37%	6	6%	42	43%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	63	15	24%	48	76%	17	35%	18	38%	11	23%	2	4%	13	27%
Not Economically Disadvantaged	71	14	20%	57	80%	8	14%	15	26%	28	49%	6	11%	34	60%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	133	29	22%	104	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	134	29	22%	105	78%	25	24%	33	31%	39	37%	8	8%	47	45%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	132	27	20%	105	80%	25	24%	33	31%	39	37%	8	8%	47	45%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	133	29	22%	104	78%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	134	29	22%	105	78%	25	24%	33	31%	39	37%	8	8%	47	45%

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.



Percent Scoring at Levels for All Students



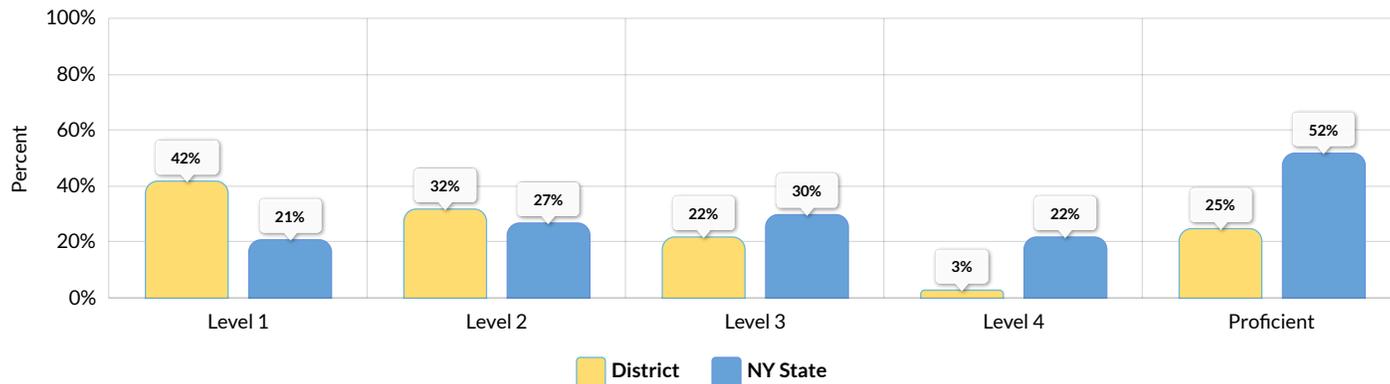
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	31	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%
Female	74	14	19%	60	81%	12	20%	19	32%	22	37%	7	12%	29	48%
Male	79	17	22%	62	78%	16	26%	15	24%	27	44%	4	6%	31	50%
General Education Students	119	23	19%	96	81%	5	5%	33	34%	47	49%	11	11%	58	60%
Students with Disabilities	34	8	24%	26	76%	23	88%	1	4%	2	8%	0	0%	2	8%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	146	27	18%	119	82%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	152	30	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%
Economically Disadvantaged	66	14	21%	52	79%	19	37%	14	27%	15	29%	4	8%	19	37%
Not Economically Disadvantaged	87	17	20%	70	80%	9	13%	20	29%	34	49%	7	10%	41	59%
Non-English Language Learner	153	31	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	152	31	20%	121	80%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	151	30	20%	121	80%	–	–	–	–	–	–	–	–	–	–
Migrant	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	151	31	21%	120	79%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	153	31	20%	122	80%	28	23%	34	28%	49	40%	11	9%	60	49%

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.



Percent Scoring at Levels for All Students



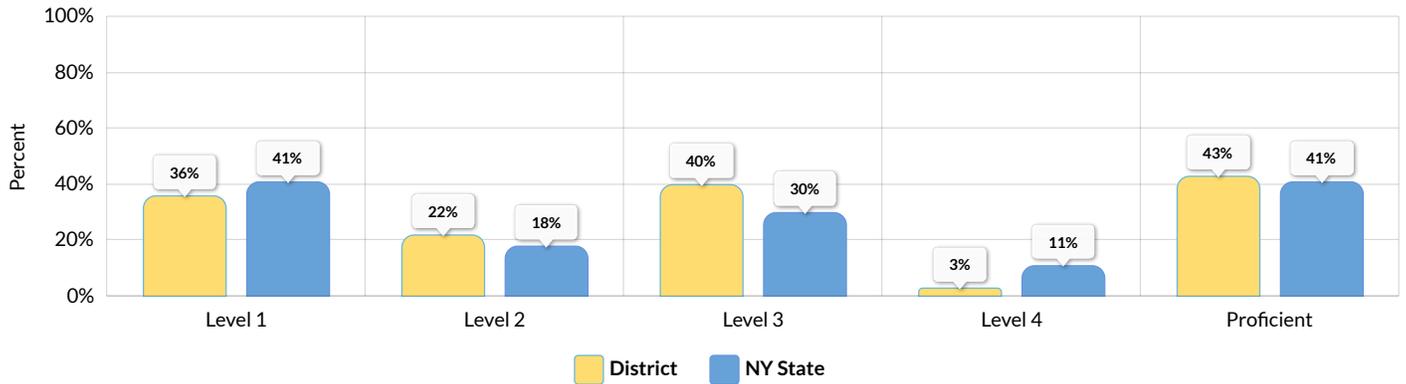
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%
Female	68	21	31%	47	69%	25	53%	13	28%	8	17%	1	2%	9	19%
Male	74	22	30%	52	70%	17	33%	19	37%	14	27%	2	4%	16	31%
General Education Students	101	31	31%	70	69%	19	27%	28	40%	21	30%	2	3%	23	33%
Students with Disabilities	41	12	29%	29	71%	23	79%	4	14%	1	3%	1	3%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	132	42	32%	90	68%	38	42%	29	32%	20	22%	3	3%	23	26%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	4	44%	3	33%	2	22%	0	0%	2	22%
Economically Disadvantaged	72	20	28%	52	72%	28	54%	12	23%	11	21%	1	2%	12	23%
Not Economically Disadvantaged	70	23	33%	47	67%	14	30%	20	43%	11	23%	2	4%	13	28%
Non-English Language Learner	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	140	43	31%	97	69%	–	–	–	–	–	–	–	–	–	–
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	140	41	29%	99	71%	42	42%	32	32%	22	22%	3	3%	25	25%
Not Migrant	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%
Parent Not in Armed Forces	142	43	30%	99	70%	42	42%	32	32%	22	22%	3	3%	25	25%

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.



Percent Scoring at Levels for All Students

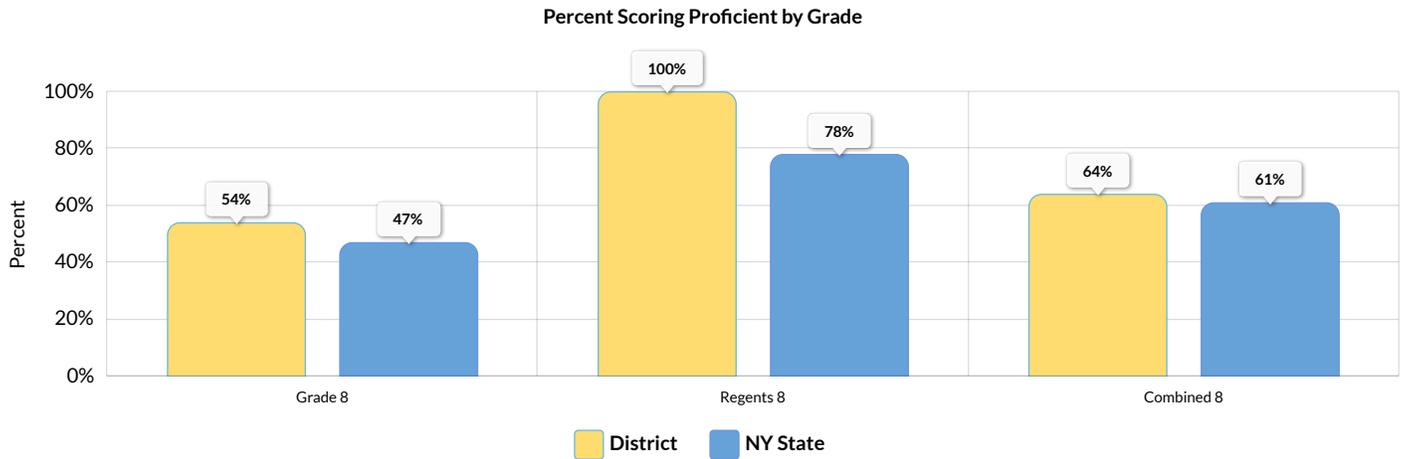


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%
Female	49	11	22%	38	78%	14	37%	10	26%	14	37%	0	0%	14	37%
Male	81	18	22%	63	78%	22	35%	12	19%	26	41%	3	5%	29	46%
General Education Students	99	26	26%	73	74%	12	16%	20	27%	38	52%	3	4%	41	56%
Students with Disabilities	31	3	10%	28	90%	24	86%	2	7%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	120	26	22%	94	78%	34	36%	21	22%	36	38%	3	3%	39	41%
Multiracial	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	47	7	15%	40	85%	23	58%	6	15%	10	25%	1	3%	11	28%
Not Economically Disadvantaged	83	22	27%	61	73%	13	21%	16	26%	30	49%	2	3%	32	52%
Non-English Language Learner	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	129	29	22%	100	78%	–	–	–	–	–	–	–	–	–	–
Not Homeless	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%
Not Migrant	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%
Parent Not in Armed Forces	130	29	22%	101	78%	36	36%	22	22%	40	40%	3	3%	43	43%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



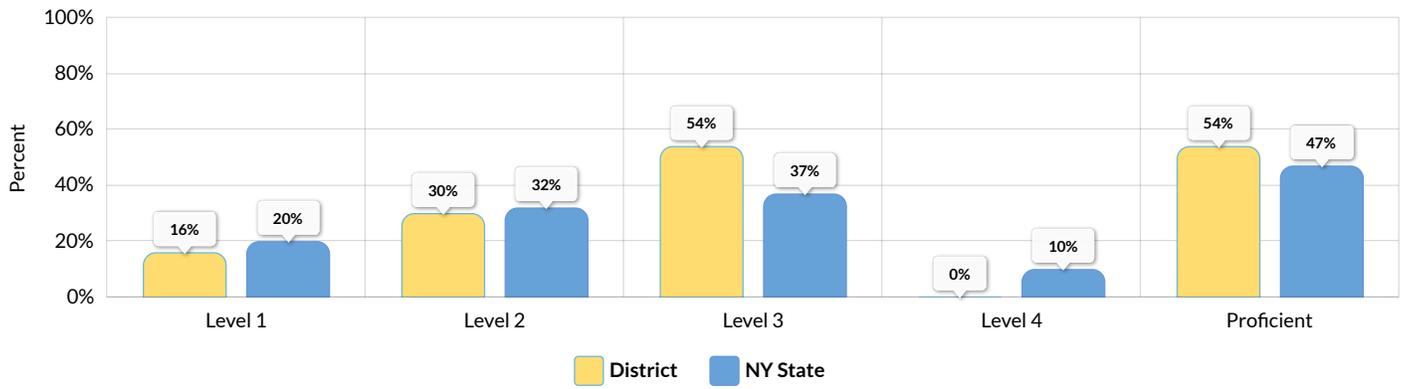
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%
Regents 8	—	—	—	22	17%	0	0%	0	0%	15	68%	7	32%	22	100%
Combined 8	130	32	25%	98	75%	12	12%	23	23%	56	57%	7	7%	63	64%

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

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%
Female	49	25	51%	24	49%	4	17%	7	29%	13	54%	0	0%	13	54%
Male	81	29	36%	52	64%	8	15%	16	31%	28	54%	0	0%	28	54%
General Education Students	99	42	42%	57	58%	2	4%	18	32%	37	65%	0	0%	37	65%
Students with Disabilities	31	12	39%	19	61%	10	53%	5	26%	4	21%	0	0%	4	21%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	120	50	42%	70	58%	11	16%	22	31%	37	53%	0	0%	37	53%
Multiracial	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	1	17%	1	17%	4	67%	0	0%	4	67%
Economically Disadvantaged	47	19	40%	28	60%	10	36%	10	36%	8	29%	0	0%	8	29%
Not Economically Disadvantaged	83	35	42%	48	58%	2	4%	13	27%	33	69%	0	0%	33	69%
Non-English Language Learner	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	129	54	42%	75	58%	–	–	–	–	–	–	–	–	–	–
Not Homeless	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%
Not Migrant	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%
Parent Not in Armed Forces	130	54	42%	76	58%	12	16%	23	30%	41	54%	0	0%	41	54%

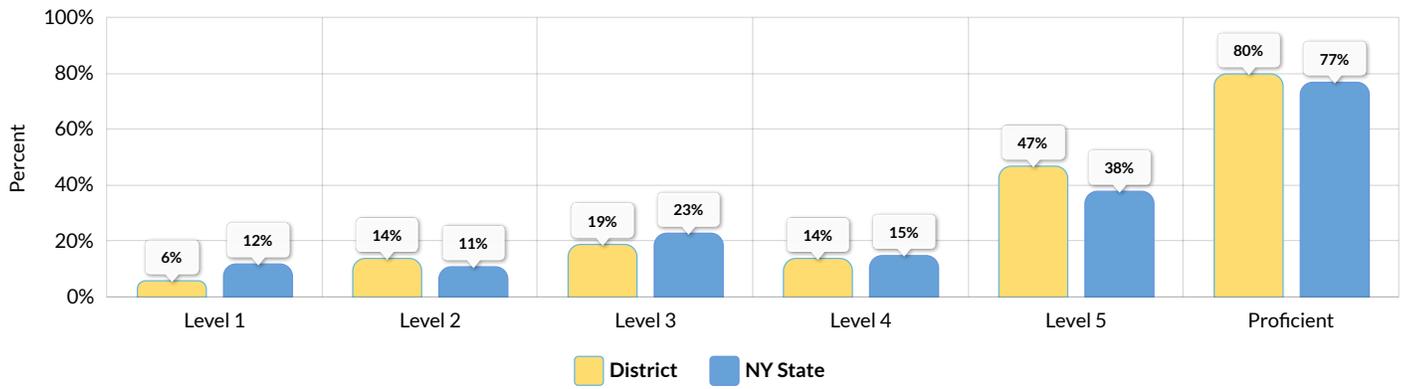
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

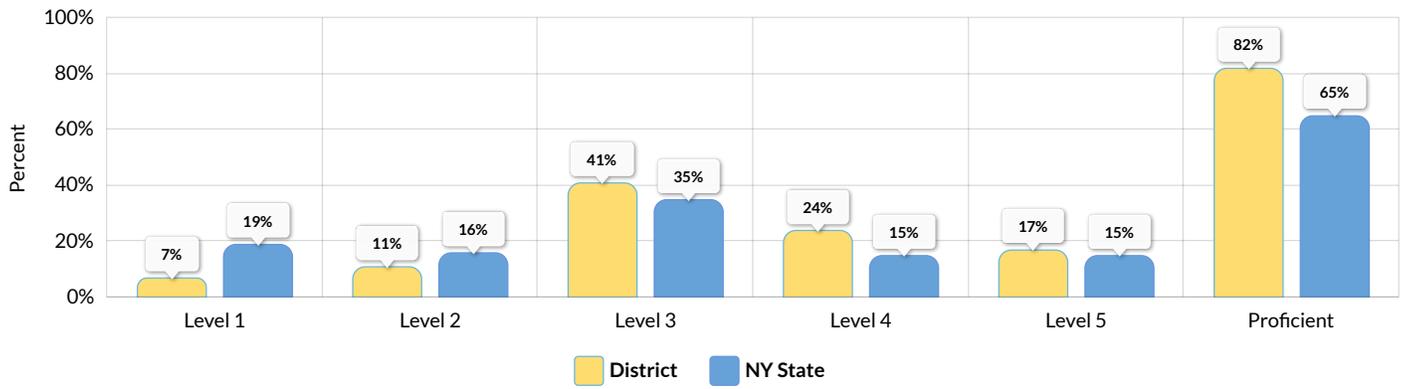


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	7	6%	17	14%	23	19%	17	14%	56	47%	96	80%
Female	65	3	5%	7	11%	10	15%	8	12%	37	57%	55	85%
Male	55	4	7%	10	18%	13	24%	9	16%	19	35%	41	75%
General Education Students	99	1	1%	12	12%	18	18%	14	14%	54	55%	86	87%
Students with Disabilities	21	6	29%	5	24%	5	24%	3	14%	2	10%	10	48%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	115	7	6%	16	14%	23	20%	16	14%	53	46%	92	80%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	43	3	7%	10	23%	10	23%	7	16%	13	30%	30	70%
Not Economically Disadvantaged	77	4	5%	7	9%	13	17%	10	13%	43	56%	66	86%
Non-English Language Learner	120	7	6%	17	14%	23	19%	17	14%	56	47%	96	80%
Not in Foster Care	120	7	6%	17	14%	23	19%	17	14%	56	47%	96	80%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	118	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	119	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	120	7	6%	17	14%	23	19%	17	14%	56	47%	96	80%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

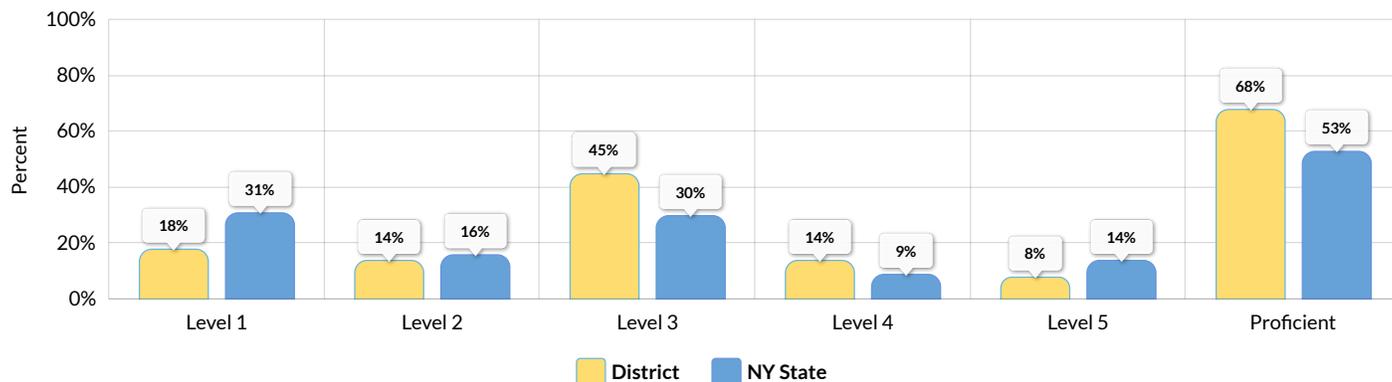


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	10	7%	17	11%	63	41%	37	24%	26	17%	126	82%
Female	68	–	–	–	–	–	–	–	–	–	–	–	–
Male	84	4	5%	12	14%	31	37%	21	25%	16	19%	68	81%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	69	6	9%	5	7%	32	46%	16	23%	10	14%	58	84%
General Education Students	121	2	2%	5	4%	51	42%	37	31%	26	21%	114	94%
Students with Disabilities	32	8	25%	12	38%	12	38%	0	0%	0	0%	12	38%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	139	10	7%	16	12%	55	40%	34	24%	24	17%	113	81%
Multiracial	8	0	0%	0	0%	5	63%	2	25%	1	13%	8	100%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	3	50%	1	17%	1	17%	5	83%
Economically Disadvantaged	52	6	12%	10	19%	22	42%	10	19%	4	8%	36	69%
Not Economically Disadvantaged	101	4	4%	7	7%	41	41%	27	27%	22	22%	90	89%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	152	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	153	10	7%	17	11%	63	41%	37	24%	26	17%	126	82%
Not Homeless	153	10	7%	17	11%	63	41%	37	24%	26	17%	126	82%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	152	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	153	10	7%	17	11%	63	41%	37	24%	26	17%	126	82%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

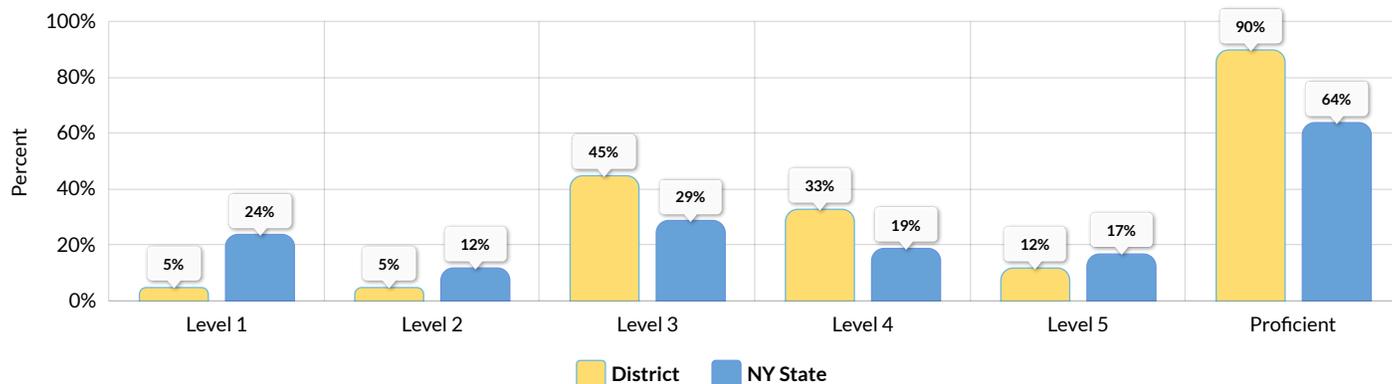


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%
Female	35	9	26%	7	20%	11	31%	5	14%	3	9%	19	54%
Male	35	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	36	4	11%	3	8%	21	58%	5	14%	3	8%	29	81%
General Education Students	70	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	65	12	18%	10	15%	29	45%	8	12%	6	9%	43	66%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	3	50%	2	33%	0	0%	5	83%
Economically Disadvantaged	22	7	32%	3	14%	9	41%	3	14%	0	0%	12	55%
Not Economically Disadvantaged	49	6	12%	7	14%	23	47%	7	14%	6	12%	36	73%
Non-English Language Learner	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%
Not in Foster Care	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%
Not Homeless	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%
Not Migrant	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%
Parent Not in Armed Forces	71	13	18%	10	14%	32	45%	10	14%	6	8%	48	68%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

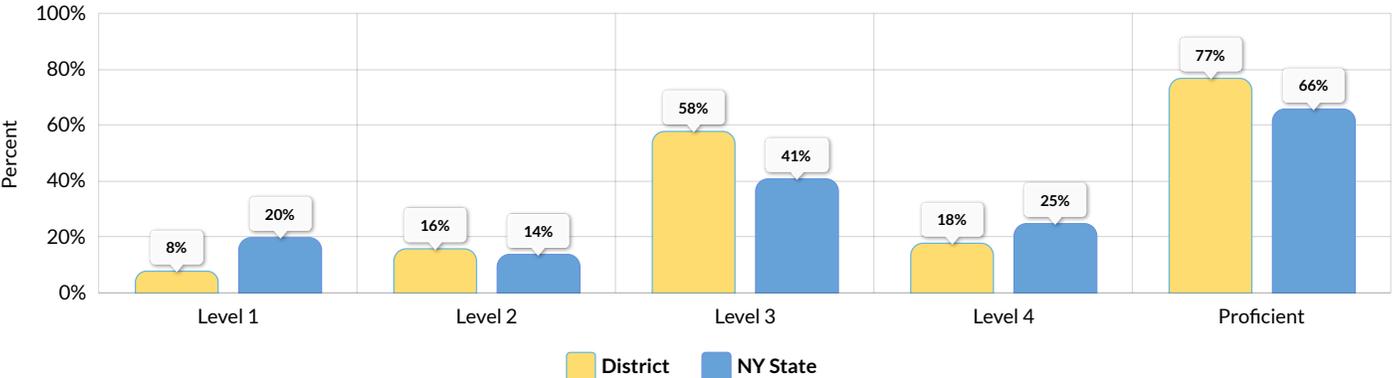


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%
Female	23	0	0%	2	9%	12	52%	6	26%	3	13%	21	91%
Male	19	2	11%	0	0%	7	37%	8	42%	2	11%	17	89%
General Education Students	41	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
White	37	2	5%	2	5%	17	46%	11	30%	5	14%	33	89%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	0	0%	5	100%
Economically Disadvantaged	8	2	25%	1	13%	2	25%	2	25%	1	13%	5	63%
Not Economically Disadvantaged	34	0	0%	1	3%	17	50%	12	35%	4	12%	33	97%
Non-English Language Learner	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%
Not in Foster Care	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%
Not Homeless	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%
Not Migrant	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%
Parent Not in Armed Forces	42	2	5%	2	5%	19	45%	14	33%	5	12%	38	90%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

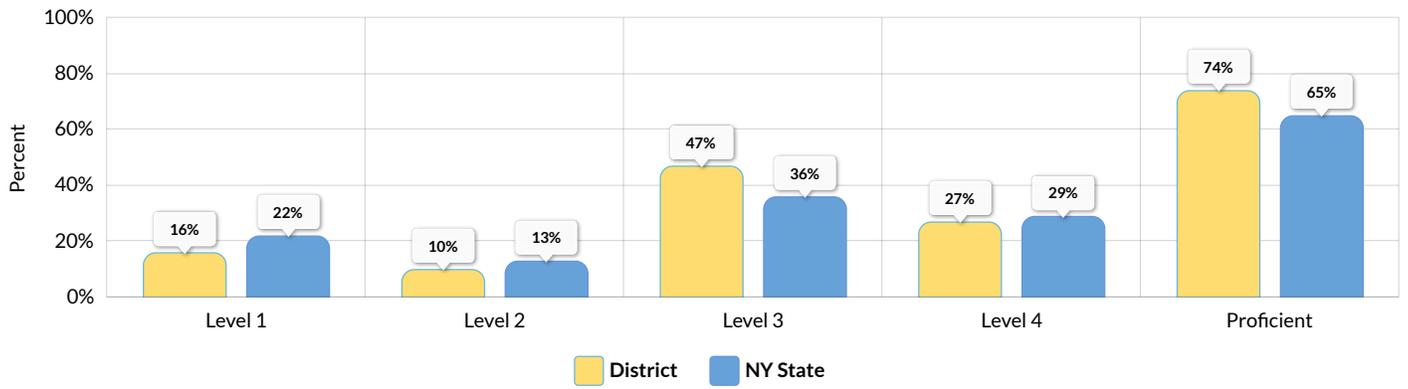


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	185	14	8%	29	16%	108	58%	34	18%	142	77%
Female	86	–	–	–	–	–	–	–	–	–	–
Male	98	8	8%	14	14%	61	62%	15	15%	76	78%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	87	6	7%	15	17%	47	54%	19	22%	66	76%
General Education Students	145	2	1%	19	13%	91	63%	33	23%	124	86%
Students with Disabilities	40	12	30%	10	25%	17	43%	1	3%	18	45%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	172	13	8%	27	16%	100	58%	32	19%	132	77%
Multiracial	8	0	0%	1	13%	6	75%	1	13%	7	88%
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	60	10	17%	11	18%	35	58%	4	7%	39	65%
Not Economically Disadvantaged	125	4	3%	18	14%	73	58%	30	24%	103	82%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	184	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	185	14	8%	29	16%	108	58%	34	18%	142	77%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	184	–	–	–	–	–	–	–	–	–	–
Migrant	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	183	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	185	14	8%	29	16%	108	58%	34	18%	142	77%

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



Percent Scoring at Levels for All Students

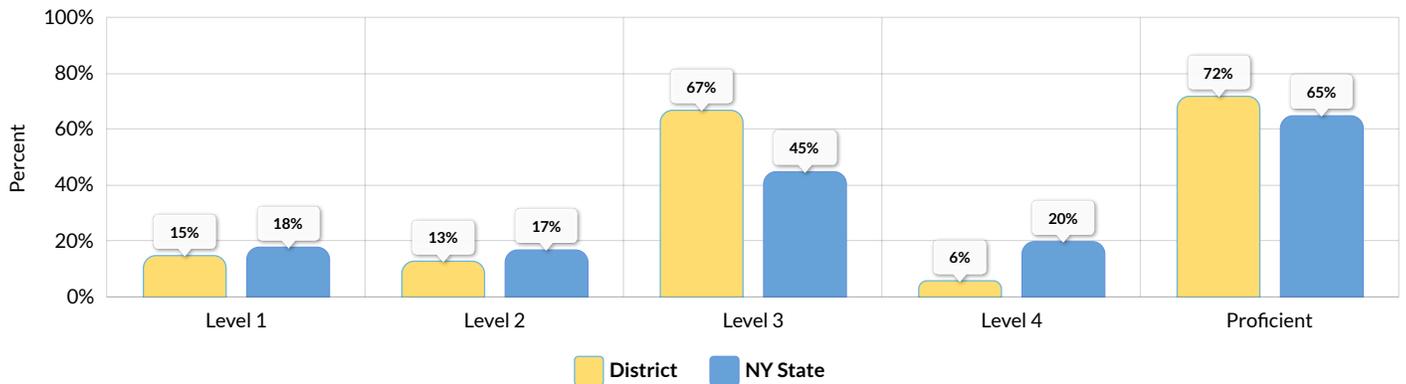


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	92	15	16%	9	10%	43	47%	25	27%	68	74%
Female	39	–	–	–	–	–	–	–	–	–	–
Male	52	7	13%	4	8%	24	46%	17	33%	41	79%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	40	8	20%	5	13%	19	48%	8	20%	27	68%
General Education Students	77	11	14%	4	5%	37	48%	25	32%	62	81%
Students with Disabilities	15	4	27%	5	33%	6	40%	0	0%	6	40%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	82	15	18%	8	10%	40	49%	19	23%	59	72%
Multiracial	5	0	0%	0	0%	1	20%	4	80%	5	100%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	39	5	13%	5	13%	21	54%	8	21%	29	74%
Not Economically Disadvantaged	53	10	19%	4	8%	22	42%	17	32%	39	74%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	91	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	92	15	16%	9	10%	43	47%	25	27%	68	74%
Not Homeless	92	15	16%	9	10%	43	47%	25	27%	68	74%
Not Migrant	92	15	16%	9	10%	43	47%	25	27%	68	74%
Parent Not in Armed Forces	92	15	16%	9	10%	43	47%	25	27%	68	74%

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



Percent Scoring at Levels for All Students

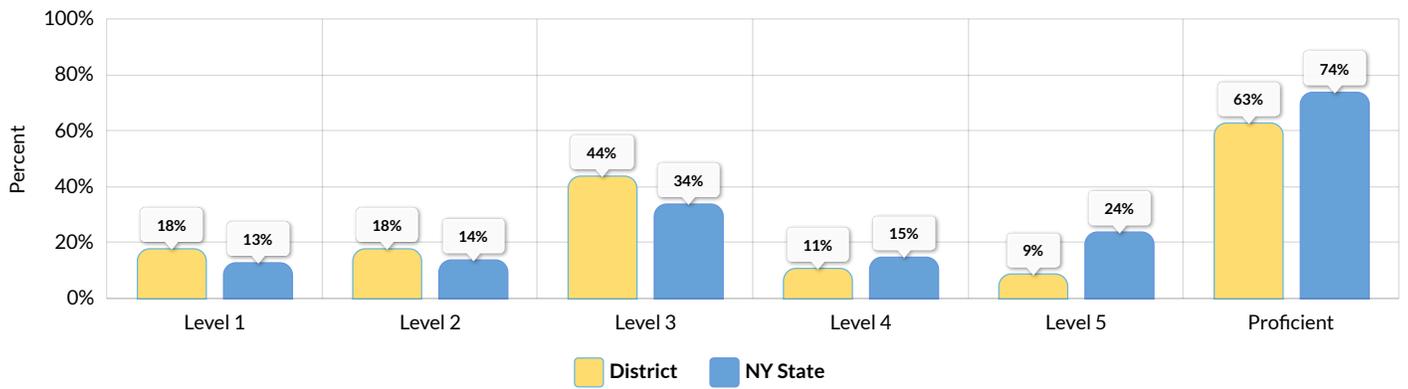


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	54	8	15%	7	13%	36	67%	3	6%	39	72%
Female	31	6	19%	3	10%	21	68%	1	3%	22	71%
Male	23	2	9%	4	17%	15	65%	2	9%	17	74%
General Education Students	53	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	48	7	15%	7	15%	31	65%	3	6%	34	71%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	5	83%	0	0%	5	83%
Economically Disadvantaged	11	3	27%	1	9%	6	55%	1	9%	7	64%
Not Economically Disadvantaged	43	5	12%	6	14%	30	70%	2	5%	32	74%
Non-English Language Learner	54	8	15%	7	13%	36	67%	3	6%	39	72%
Not in Foster Care	54	8	15%	7	13%	36	67%	3	6%	39	72%
Not Homeless	54	8	15%	7	13%	36	67%	3	6%	39	72%
Not Migrant	54	8	15%	7	13%	36	67%	3	6%	39	72%
Parent Not in Armed Forces	54	8	15%	7	13%	36	67%	3	6%	39	72%

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



Percent Scoring at Levels for All Students

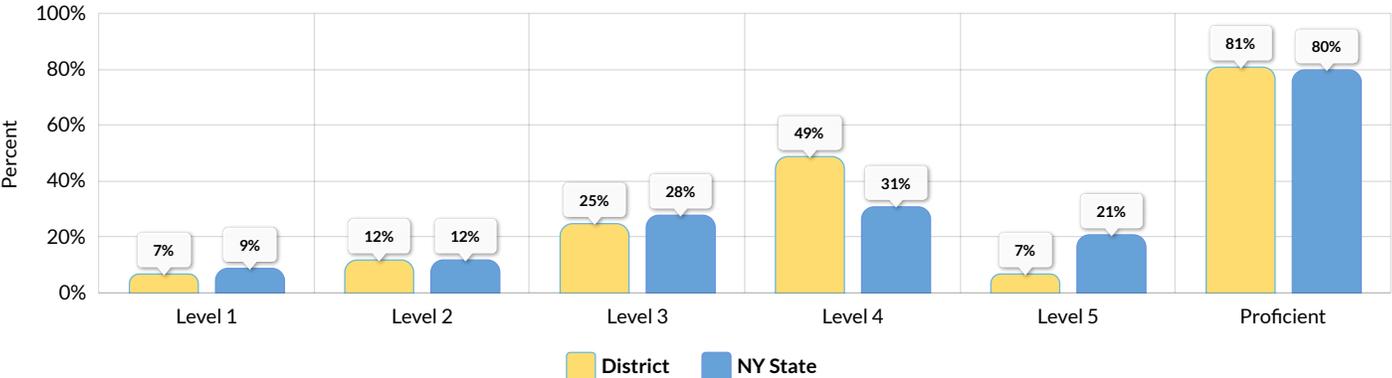


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	27	18%	27	18%	64	44%	16	11%	13	9%	93	63%
Female	62	–	–	–	–	–	–	–	–	–	–	–	–
Male	83	16	19%	16	19%	31	37%	11	13%	9	11%	51	61%
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	64	11	17%	11	17%	33	52%	5	8%	4	6%	42	66%
General Education Students	110	6	5%	17	15%	58	53%	16	15%	13	12%	87	79%
Students with Disabilities	37	21	57%	10	27%	6	16%	0	0%	0	0%	6	16%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	132	27	20%	24	18%	59	45%	13	10%	9	7%	81	61%
Multiracial	7	0	0%	1	14%	2	29%	1	14%	3	43%	6	86%
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	3	38%	2	25%	1	13%	6	75%
Economically Disadvantaged	64	21	33%	10	16%	28	44%	3	5%	2	3%	33	52%
Not Economically Disadvantaged	83	6	7%	17	20%	36	43%	13	16%	11	13%	60	72%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	146	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	147	27	18%	27	18%	64	44%	16	11%	13	9%	93	63%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	146	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	146	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	147	27	18%	27	18%	64	44%	16	11%	13	9%	93	63%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	8	7%	15	12%	30	25%	59	49%	9	7%	98	81%
Female	64	4	6%	6	9%	19	30%	30	47%	5	8%	54	84%
Male	57	4	7%	9	16%	11	19%	29	51%	4	7%	44	77%
General Education Students	100	3	3%	10	10%	23	23%	55	55%	9	9%	87	87%
Students with Disabilities	21	5	24%	5	24%	7	33%	4	19%	0	0%	11	52%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	115	7	6%	15	13%	29	25%	55	48%	9	8%	93	81%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	1	17%	4	67%	0	0%	5	83%
Economically Disadvantaged	46	4	9%	10	22%	13	28%	17	37%	2	4%	32	70%
Not Economically Disadvantaged	75	4	5%	5	7%	17	23%	42	56%	7	9%	66	88%
Non-English Language Learner	121	8	7%	15	12%	30	25%	59	49%	9	7%	98	81%
Not in Foster Care	121	8	7%	15	12%	30	25%	59	49%	9	7%	98	81%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	120	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	120	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	121	8	7%	15	12%	30	25%	59	49%	9	7%	98	81%

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	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
Students with Disabilities	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

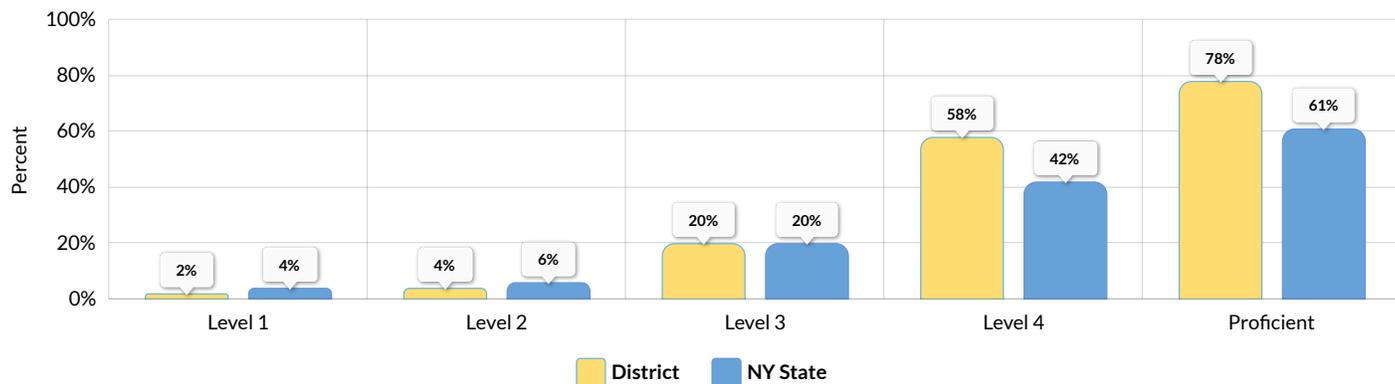
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	22	15%	120	85%	3	2%	6	4%	29	20%	82	58%	111	78%
Female	68	13	—	55	—	—	—	—	—	—	—	—	—	—	—
Male	72	9	13%	63	88%	3	4%	5	7%	16	22%	39	54%	55	76%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	70	13	19%	57	81%	0	0%	1	1%	13	19%	43	61%	56	80%
General Education Students	115	11	10%	104	90%	0	0%	1	1%	24	21%	79	69%	103	90%
Students with Disabilities	27	11	41%	16	59%	3	11%	5	19%	5	19%	3	11%	8	30%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	135	21	16%	114	84%	3	2%	6	4%	26	19%	79	59%	105	78%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	55	18	33%	37	67%	1	2%	4	7%	12	22%	20	36%	32	58%
Not Economically Disadvantaged	87	4	5%	83	95%	2	2%	2	2%	17	20%	62	71%	79	91%
Non-English Language Learner	142	22	15%	120	85%	3	2%	6	4%	29	20%	82	58%	111	78%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	22	—	119	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	141	21	—	120	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	142	22	15%	120	85%	3	2%	6	4%	29	20%	82	58%	111	78%
Parent Not in Armed Forces	142	22	15%	120	85%	3	2%	6	4%	29	20%	82	58%	111	78%

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.

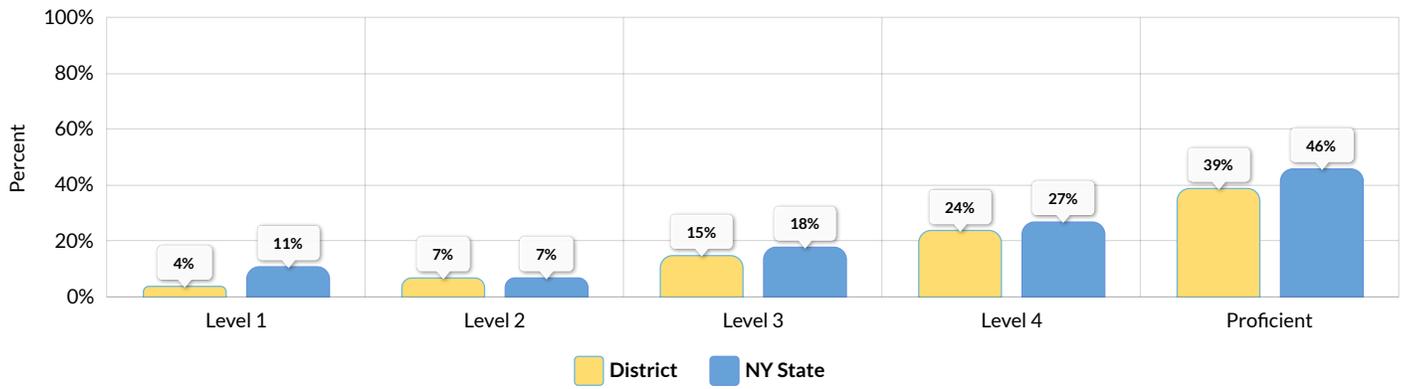
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	6	100	0	0
Female	5	5	100	0	0
Male	1	1	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	2	2	100	0	0
White	6	6	100	0	0
Economically Disadvantaged	6	6	100	0	0
Non-English Language Learner	6	6	100	0	0
Not in Foster Care	6	6	100	0	0
Not Homeless	6	6	100	0	0
Not Migrant	6	6	100	0	0
Parent Not in Armed Forces	6	6	100	0	0

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	71	50%	71	50%	5	4%	10	7%	22	15%	34	24%	56	39%
Female	68	30	—	38	—	—	—	—	—	—	—	—	—	—	—
Male	72	40	56%	32	44%	2	3%	3	4%	10	14%	17	24%	27	38%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	70	31	44%	39	56%	3	4%	7	10%	12	17%	17	24%	29	41%
General Education Students	115	46	40%	69	60%	5	4%	10	9%	20	17%	34	30%	54	47%
Students with Disabilities	27	25	93%	2	7%	0	0%	0	0%	2	7%	0	0%	2	7%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	135	67	50%	68	50%	5	4%	9	7%	22	16%	32	24%	54	40%
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	1	14%	0	0%	2	29%	2	29%
Economically Disadvantaged	55	44	80%	11	20%	1	2%	5	9%	2	4%	3	5%	5	9%
Not Economically Disadvantaged	87	27	31%	60	69%	4	5%	5	6%	20	23%	31	36%	51	59%
Non-English Language Learner	142	71	50%	71	50%	5	4%	10	7%	22	15%	34	24%	56	39%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	70	—	71	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	141	70	—	71	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	142	71	50%	71	50%	5	4%	10	7%	22	15%	34	24%	56	39%
Parent Not in Armed Forces	142	71	50%	71	50%	5	4%	10	7%	22	15%	34	24%	56	39%

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.

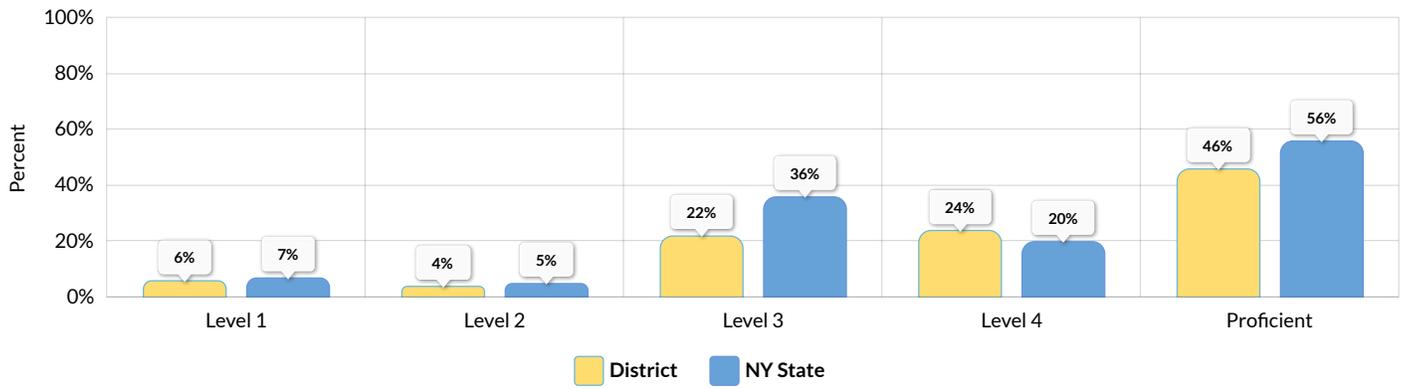
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	131	62	47	69	53
Female	62	24	39	38	61
Male	67	37	55	30	45
Non-Binary	2	1	50	1	50
General Education Students	111	43	39	68	61
Students with Disabilities	20	19	95	1	5
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	1	50	1	50
Black or African American	1	1	100	0	0
Hispanic or Latino	2	1	50	1	50
White	125	59	47	66	53
Economically Disadvantaged	49	39	80	10	20
Not Economically Disadvantaged	82	23	28	59	72
Non-English Language Learner	131	62	47	69	53
Not in Foster Care	131	62	47	69	53
Not Homeless	131	62	47	69	53
Not Migrant	131	62	47	69	53
Parent Not in Armed Forces	131	62	47	69	53

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	63	44%	79	56%	9	6%	5	4%	31	22%	34	24%	65	46%
Female	68	23	—	45	—	—	—	—	—	—	—	—	—	—	—
Male	72	39	54%	33	46%	0	0%	0	0%	16	22%	17	24%	33	46%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	70	24	34%	46	66%	9	13%	5	7%	15	21%	17	24%	32	46%
General Education Students	115	39	34%	76	66%	8	7%	5	4%	29	25%	34	30%	63	55%
Students with Disabilities	27	24	89%	3	11%	1	4%	0	0%	2	7%	0	0%	2	7%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	135	59	44%	76	56%	8	6%	5	4%	31	23%	32	24%	63	47%
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	1	14%	0	0%	0	0%	2	29%	2	29%
Economically Disadvantaged	55	41	75%	14	25%	1	2%	0	0%	8	15%	5	9%	13	24%
Not Economically Disadvantaged	87	22	25%	65	75%	8	9%	5	6%	23	26%	29	33%	52	60%
Non-English Language Learner	142	63	44%	79	56%	9	6%	5	4%	31	22%	34	24%	65	46%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	62	—	79	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	141	62	—	79	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	142	63	44%	79	56%	9	6%	5	4%	31	22%	34	24%	65	46%
Parent Not in Armed Forces	142	63	44%	79	56%	9	6%	5	4%	31	22%	34	24%	65	46%

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.

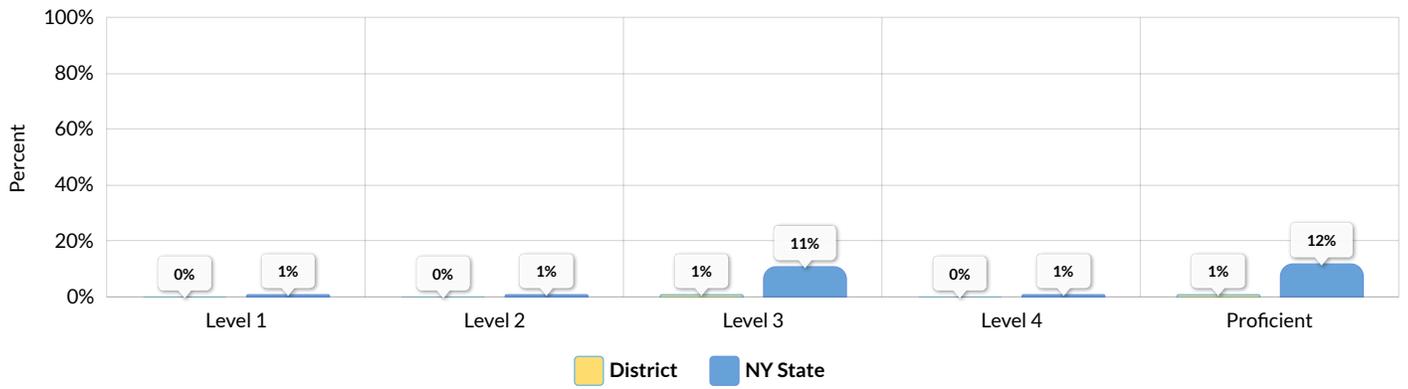
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	124	48	39	76	61
Female	57	14	25	43	75
Male	65	33	51	32	49
Non-Binary	2	1	50	1	50
General Education Students	106	32	30	74	70
Students with Disabilities	18	16	89	2	11
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	1	50	1	50
Black or African American	1	1	100	0	0
Hispanic or Latino	2	1	50	1	50
White	118	45	38	73	62
Economically Disadvantaged	43	31	72	12	28
Not Economically Disadvantaged	81	17	21	64	79
Non-English Language Learner	124	48	39	76	61
Not in Foster Care	124	48	39	76	61
Not Homeless	124	48	39	76	61
Not Migrant	124	48	39	76	61
Parent Not in Armed Forces	124	48	39	76	61

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	141	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Female	68	68	—	0	—	—	—	—	—	—	—	—	—	—	—
Male	72	71	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	70	70	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	115	114	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Students with Disabilities	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	135	134	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	55	54	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Economically Disadvantaged	87	87	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	142	141	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	140	—	1	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	141	140	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	142	141	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Parent Not in Armed Forces	142	141	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%

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.

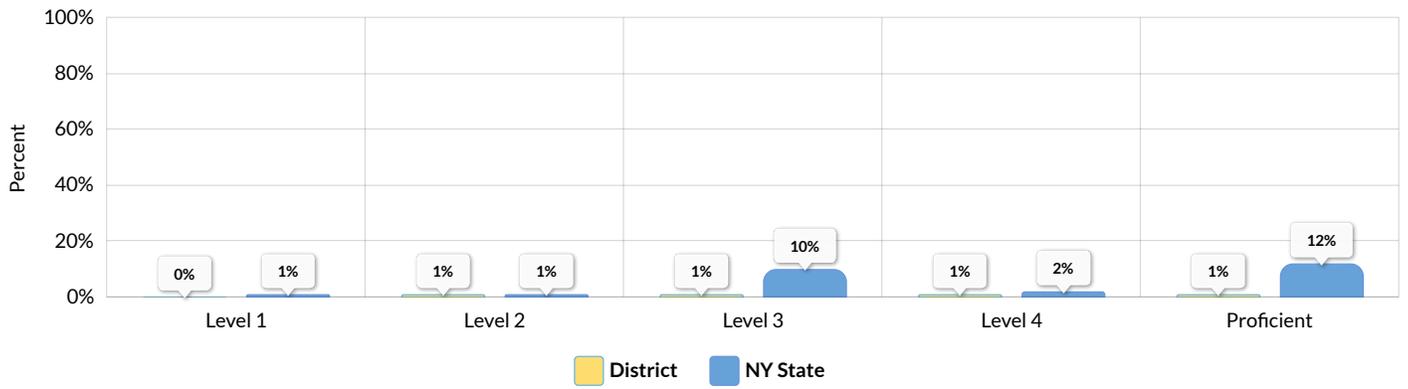
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	124	124	100	0	0
Female	59	59	100	0	0
Male	63	63	100	0	0
Non-Binary	2	2	100	0	0
General Education Students	107	107	100	0	0
Students with Disabilities	17	17	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	118	118	100	0	0
Economically Disadvantaged	45	45	100	0	0
Not Economically Disadvantaged	79	79	100	0	0
Non-English Language Learner	124	124	100	0	0
Not in Foster Care	124	124	100	0	0
Not Homeless	124	124	100	0	0
Not Migrant	124	124	100	0	0
Parent Not in Armed Forces	124	124	100	0	0

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

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	139	98%	3	2%	0	0%	1	1%	1	1%	1	1%	2	1%
Female	68	67	—	1	—	—	—	—	—	—	—	—	—	—	—
Male	72	70	97%	2	3%	0	0%	1	1%	1	1%	0	0%	1	1%
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	70	69	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
General Education Students	115	112	97%	3	3%	0	0%	1	1%	1	1%	1	1%	2	2%
Students with Disabilities	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	135	132	98%	3	2%	0	0%	1	1%	1	1%	1	1%	2	1%
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	55	52	95%	3	5%	0	0%	1	2%	1	2%	1	2%	2	4%
Not Economically Disadvantaged	87	87	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	142	139	98%	3	2%	0	0%	1	1%	1	1%	1	1%	2	1%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	138	—	3	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	141	138	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	142	139	98%	3	2%	0	0%	1	1%	1	1%	1	1%	2	1%
Parent Not in Armed Forces	142	139	98%	3	2%	0	0%	1	1%	1	1%	1	1%	2	1%

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	124	124	100	0	0
Female	59	59	100	0	0
Male	63	63	100	0	0
Non-Binary	2	2	100	0	0
General Education Students	107	107	100	0	0
Students with Disabilities	17	17	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	118	118	100	0	0
Economically Disadvantaged	42	42	100	0	0
Not Economically Disadvantaged	82	82	100	0	0
Non-English Language Learner	124	124	100	0	0
In Foster Care	1	1	100	0	0
Not in Foster Care	123	123	100	0	0
Not Homeless	124	124	100	0	0
Not Migrant	124	124	100	0	0
Parent Not in Armed Forces	124	124	100	0	0

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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	1,860	\$3,594,606	\$1,933	\$41,457,440	\$22,289	\$45,052,046	\$24,222
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	180	30	17%	4	3	75%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	161	6	4%
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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	141	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	142	121	85%	61	43%	60	42%	0	0%	4	3%	5	4%	0	0%	12	8%
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	142	121	85%	61	43%	60	42%	0	0%	4	3%	5	4%	0	0%	12	8%

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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