

DOBBS FERRY UFSD - 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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	580	181.7	4
	Math	605	186.4	
	Combined	1,185	184.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	42	195.2	4
	Math	45	200	
	Combined	87	197.7	
Black or African American	ELA	20	152.5	3
	Math	20	150	
	Combined	40	151.3	
Hispanic or Latino	ELA	91	139	3
	Math	90	140.6	
	Combined	181	139.8	
Multiracial	ELA	46	190.2	4
	Math	49	194.9	
	Combined	95	192.6	
White	ELA	381	190.9	4
	Math	401	196	
	Combined	782	193.5	
English Language Learner	ELA	8	62.5	—
	Math	12	91.7	
	Combined	20	—	
Students with Disabilities	ELA	67	115.7	4
	Math	61	106.6	
	Combined	128	111.3	
Economically Disadvantaged	ELA	78	123.7	3
	Math	75	121.3	
	Combined	153	122.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	688	153.2	4
	Math	692	163	
	Combined	1,380	158.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	44	186.4	4
	Math	45	200	
	Combined	89	193.3	
Black or African American	ELA	26	117.3	3
	Math	26	115.4	
	Combined	52	116.3	
Hispanic or Latino	ELA	126	100.4	2
	Math	127	99.6	
	Combined	253	100	
Multiracial	ELA	56	156.3	4
	Math	56	170.5	
	Combined	112	163.4	
White	ELA	436	166.9	4
	Math	438	179.5	
	Combined	874	173.2	
English Language Learner	ELA	10	50	—
	Math	14	78.6	
	Combined	24	—	
Students with Disabilities	ELA	92	84.2	4
	Math	92	70.7	
	Combined	184	77.4	
Economically Disadvantaged	ELA	105	91.9	2
	Math	106	85.8	
	Combined	211	88.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	15	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	11	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	15	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	974	102	10.5%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	59	7	11.9%	4
Black or African American	33	2	6.1%	4
Hispanic or Latino	181	28	15.5%	3
Multiracial	83	8	9.6%	4
White	618	57	9.2%	4
English Language Learner	26	—	—	—
Students with Disabilities	141	22	15.6%	4
Economically Disadvantaged	138	23	16.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	736	80%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	47	91.5%
Black or African American	—	27	—
Hispanic or Latino	X	139	68.4%
Multiracial	X	59	78%
White	X	464	83%
English Language Learner	—	16	—
Students with Disabilities	X	91	67%
Economically Disadvantaged	X	113	69.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	736	82.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	47	95.7%
Black or African American	—	27	—
Hispanic or Latino	X	139	66.9%
Multiracial	X	59	83.1%
White	X	464	86.9%
English Language Learner	—	16	—
Students with Disabilities	X	91	61.5%
Economically Disadvantaged	X	113	66.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—
Grade 6	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	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	4	4	4	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	3	3	4	—	3
Multiracial	—	—	—	—	—
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	3
Economically Disadvantaged	4	4	4	—	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	117	194.9	175.1	4
	Math	15	136.7		
	Science	83	203		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	225	—	—
	Math	2	—		
	Science	6	216.7		
Black or African American	ELA	3	—	—	—
	Math	—	—		
	Science	—	—		
Hispanic or Latino	ELA	28	167.9	162.7	3
	Math	6	125		
	Science	13	211.5		
Multiracial	ELA	6	200	—	—
	Math	1	—		
	Science	6	200		
White	ELA	72	209.7	175.5	4
	Math	6	125		
	Science	58	200		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	18	69.4	—	—
	Math	1	—		
	Science	1	—		
Economically Disadvantaged	ELA	19	160.5	156	4
	Math	4	—		
	Science	7	214.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	119	191.6	128.2	4
	Math	85	24.1		
	Science	89	189.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	225	—	—
	Math	7	50		
	Science	7	185.7		
Black or African American	ELA	3	—	—	—
	Math	1	—		
	Science	—	—		
Hispanic or Latino	ELA	28	167.9	123.5	3
	Math	16	46.9		
	Science	16	171.9		
Multiracial	ELA	6	200	—	—
	Math	5	40		
	Science	6	200		
White	ELA	74	204.1	129.9	4
	Math	56	13.4		
	Science	60	193.3		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	20	62.5	—	—
	Math	3	—		
	Science	2	—		
Economically Disadvantaged	ELA	19	160.5	115.9	4
	Math	12	37.5		
	Science	9	166.7		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	120	118	98.3%	98.2%	4
	5-year	105	102	97.1%		
	6-year	120	119	99.2%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	5	—	—	—	—
	5-year	3	—	—		
	6-year	9	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	3	—	—		
	6-year	5	—	—		
Hispanic or Latino	4-year	26	26	100%	98.6%	4
	5-year	23	22	95.7%		
	6-year	25	25	100%		
Multiracial	4-year	5	—	—	—	—
	5-year	6	—	—		
	6-year	5	—	—		
White	4-year	79	77	97.5%	97.8%	4
	5-year	70	68	97.1%		
	6-year	76	75	98.7%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	19	—	—	—	—
	5-year	14	—	—		
	6-year	11	—	—		
Economically Disadvantaged	4-year	21	20	95.2%	95%	4
	5-year	14	—	—		
	6-year	19	18	94.7%		

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	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	458	69	15.1%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—
Black or African American	15	—	—	—
Hispanic or Latino	100	25	25%	3
Multiracial	29	—	—	—
White	284	37	13%	4
English Language Learner	7	—	—	—
Students with Disabilities	76	21	27.6%	3
Economically Disadvantaged	101	25	24.8%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	121	98.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	3	—
Hispanic or Latino	—	29	—
Multiracial	—	6	—
White	✓	75	97.3%
English Language Learner	—	1	—
Students with Disabilities	—	21	—
Economically Disadvantaged	—	21	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	87	19.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	1	—
Hispanic or Latino	—	17	—
Multiracial	—	5	—
White	✗	57	14%
English Language Learner	—	1	—
Students with Disabilities	—	4	—
Economically Disadvantaged	—	14	—

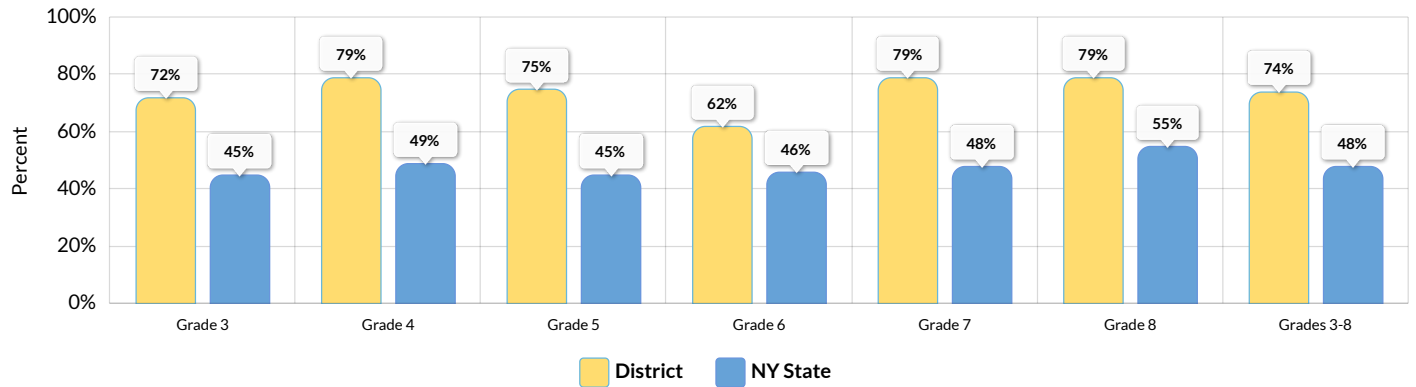
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



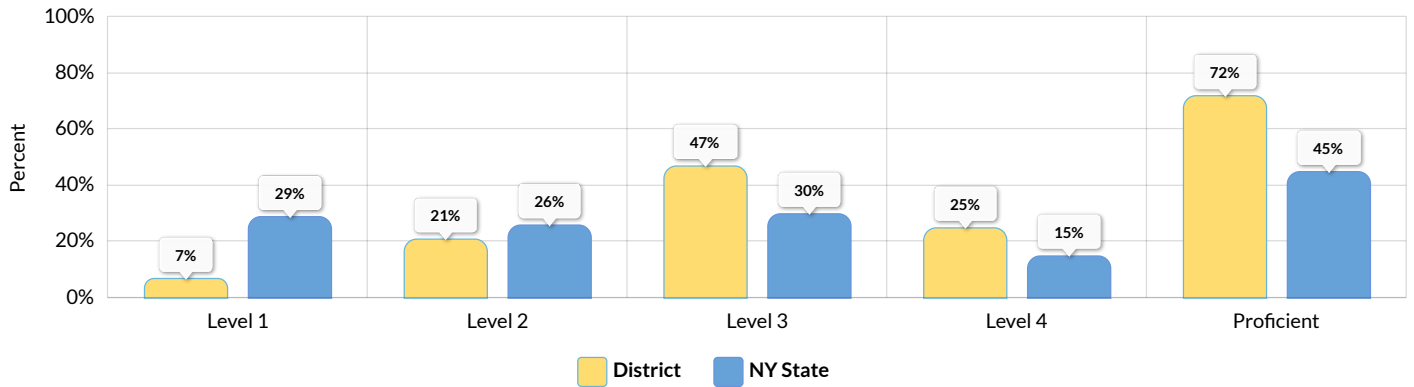
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%
Grade 4	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%
Grade 5	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%
Grade 6	125	24	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%
Grade 7	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Grade 8	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Grades 3-8	738	162	22%	576	78%	46	8%	106	18%	241	42%	183	32%	424	74%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students



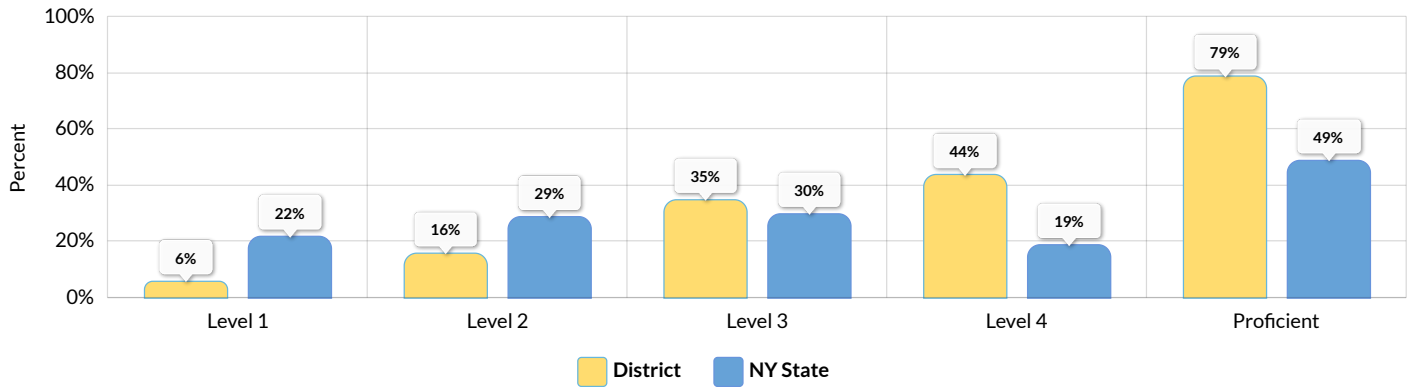
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%
Female	74	4	5%	70	95%	2	3%	14	20%	31	44%	23	33%	54	77%
Male	70	5	7%	65	93%	7	11%	15	23%	32	49%	11	17%	43	66%
General Education Students	124	4	3%	120	97%	4	3%	24	20%	59	49%	33	28%	92	77%
Students with Disabilities	20	5	25%	15	75%	5	33%	5	33%	4	27%	1	7%	5	33%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	1	8%	7	54%	4	31%	11	85%
Black or African American	7	1	14%	6	86%	1	17%	2	33%	1	17%	2	33%	3	50%
Hispanic or Latino	23	5	22%	18	78%	4	22%	6	33%	7	39%	1	6%	8	44%
White	91	2	2%	89	98%	3	3%	18	20%	45	51%	23	26%	68	76%
Multiracial	10	1	10%	9	90%	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	23	6	26%	17	74%	6	35%	8	47%	2	12%	1	6%	3	18%
Not Economically Disadvantaged	121	3	2%	118	98%	3	3%	21	18%	61	52%	33	28%	94	80%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	7	5%	132	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%
Not Homeless	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%
Not Migrant	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%
Parent Not in Armed Forces	144	9	6%	135	94%	9	7%	29	21%	63	47%	34	25%	97	72%

GRADE 4 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%
Female	62	6	10%	56	90%	1	2%	7	13%	21	38%	27	48%	48	86%
Male	58	7	12%	51	88%	5	10%	10	20%	16	31%	20	39%	36	71%
General Education Students	104	8	8%	96	92%	2	2%	15	16%	33	34%	46	48%	79	82%
Students with Disabilities	16	5	31%	11	69%	4	36%	2	18%	4	36%	1	9%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	3	13%	21	88%	2	10%	9	43%	6	29%	4	19%	10	48%
White	75	9	12%	66	88%	2	3%	5	8%	23	35%	36	55%	59	89%
Multiracial	12	1	8%	11	92%	1	9%	1	9%	5	45%	4	36%	9	82%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	20	5	25%	15	75%	2	13%	7	47%	3	20%	3	20%	6	40%
Not Economically Disadvantaged	100	8	8%	92	92%	4	4%	10	11%	34	37%	44	48%	78	85%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	119	13	11%	106	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%
Not Homeless	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%
Not Migrant	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%
Parent Not in Armed Forces	120	13	11%	107	89%	6	6%	17	16%	37	35%	47	44%	84	79%

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	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%
Female	50	6	12%	44	88%	3	7%	8	18%	16	36%	17	39%	33	75%
Male	56	13	23%	43	77%	6	14%	5	12%	23	53%	9	21%	32	74%
General Education Students	97	16	16%	81	84%	6	7%	11	14%	38	47%	26	32%	64	79%
Students with Disabilities	9	3	33%	6	67%	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	10	38%	16	62%	4	25%	2	13%	5	31%	5	31%	10	63%
White	60	7	12%	53	88%	5	9%	7	13%	25	47%	16	30%	41	77%
Multiracial	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	3	30%	5	50%	2	20%	7	70%
Economically Disadvantaged	13	4	31%	9	69%	2	22%	2	22%	3	33%	2	22%	5	56%
Not Economically Disadvantaged	93	15	16%	78	84%	7	9%	11	14%	36	46%	24	31%	60	77%
English Language Learner	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	16	16%	85	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%
Not Homeless	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%
Not Migrant	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%
Parent Not in Armed Forces	106	19	18%	87	82%	9	10%	13	15%	39	45%	26	30%	65	75%

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.



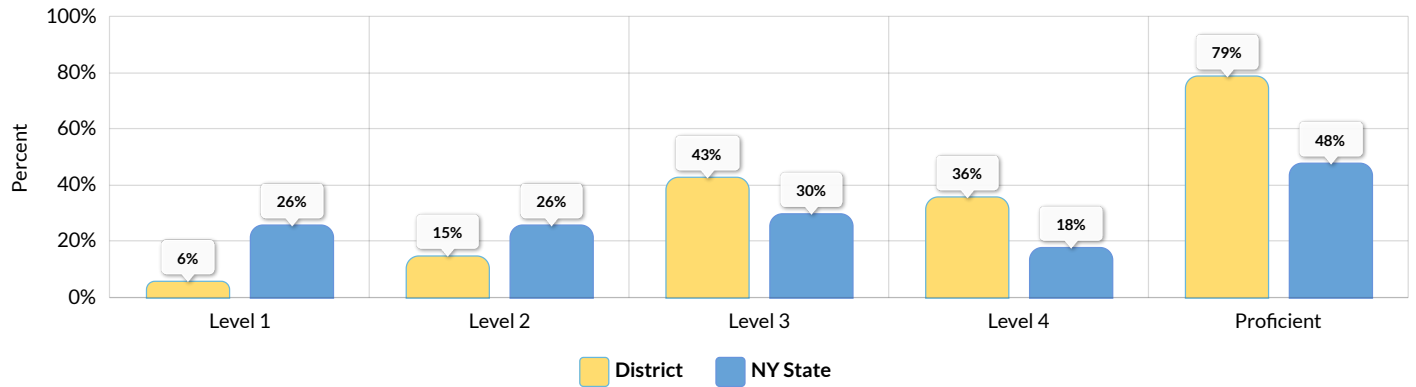
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	24	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%
Female	60	9	15%	51	85%	8	16%	9	18%	19	37%	15	29%	34	67%
Male	65	15	23%	50	77%	7	14%	14	28%	20	40%	9	18%	29	58%
General Education Students	109	12	11%	97	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	12	75%	4	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	3	20%	12	80%	3	25%	7	58%	2	17%	0	0%	2	17%
White	87	14	16%	73	84%	8	11%	14	19%	33	45%	18	25%	51	70%
Multiracial	12	4	33%	8	67%	2	25%	0	0%	2	25%	4	50%	6	75%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	2	25%	2	25%	2	25%	2	25%	4	50%
Economically Disadvantaged	20	7	35%	13	65%	5	38%	5	38%	2	15%	1	8%	3	23%
Not Economically Disadvantaged	105	17	16%	88	84%	10	11%	18	20%	37	42%	23	26%	60	68%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	121	22	18%	99	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	24	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	124	23	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%
Not Migrant	125	24	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%
Parent Not in Armed Forces	125	24	19%	101	81%	15	15%	23	23%	39	39%	24	24%	63	62%

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	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Female	49	13	27%	36	73%	1	3%	3	8%	18	50%	14	39%	32	89%
Male	69	21	30%	48	70%	4	8%	10	21%	18	38%	16	33%	34	71%
General Education Students	103	26	25%	77	75%	2	3%	12	16%	33	43%	30	39%	63	82%
Students with Disabilities	15	8	53%	7	47%	3	43%	1	14%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	14	47%	16	53%	3	19%	4	25%	6	38%	3	19%	9	56%
White	72	16	22%	56	78%	2	4%	8	14%	25	45%	21	38%	46	82%
Multiracial	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	4	25%	12	75%	0	0%	1	8%	5	42%	6	50%	11	92%
Economically Disadvantaged	24	8	33%	16	67%	3	19%	4	25%	4	25%	5	31%	9	56%
Not Economically Disadvantaged	94	26	28%	68	72%	2	3%	9	13%	32	47%	25	37%	57	84%
Non-English Language Learner	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Not in Foster Care	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Not Homeless	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Not Migrant	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%
Parent Not in Armed Forces	118	34	29%	84	71%	5	6%	13	15%	36	43%	30	36%	66	79%

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	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Female	66	43	65%	23	35%	0	0%	4	17%	7	30%	12	52%	19	83%
Male	59	20	34%	39	66%	2	5%	7	18%	20	51%	10	26%	30	77%
General Education Students	108	56	52%	52	48%	0	0%	7	13%	24	46%	21	40%	45	87%
Students with Disabilities	17	7	41%	10	59%	2	20%	4	40%	3	30%	1	10%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	14	67%	7	33%	0	0%	2	29%	5	71%	0	0%	5	71%
White	79	37	47%	42	53%	1	2%	7	17%	15	36%	19	45%	34	81%
Multiracial	15	7	47%	8	53%	1	13%	2	25%	3	38%	2	25%	5	63%
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	111	53	48%	58	52%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	124	62	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Not in Foster Care	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Not Homeless	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Not Migrant	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%
Parent Not in Armed Forces	125	63	50%	62	50%	2	3%	11	18%	27	44%	22	35%	49	79%

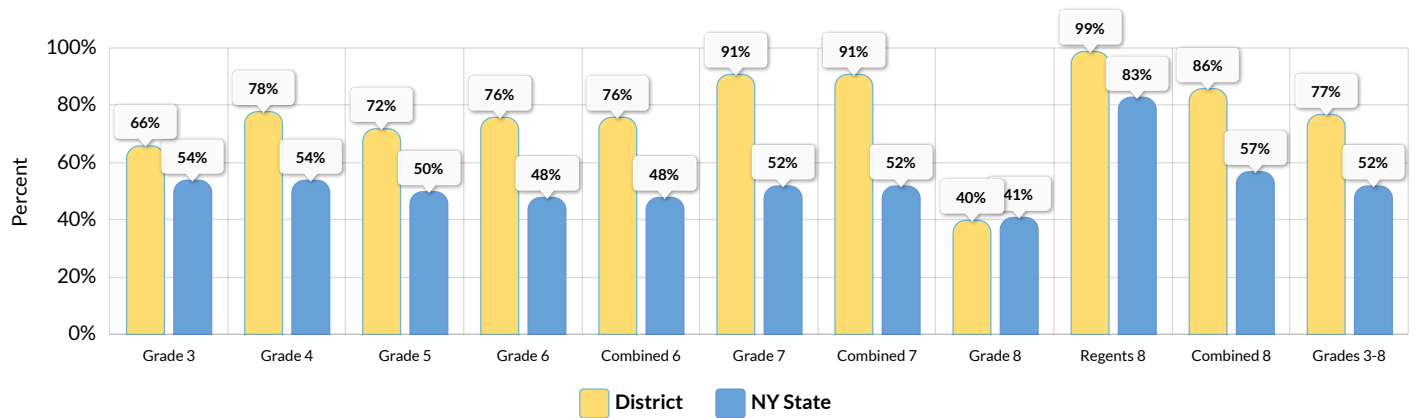
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%
Grade 4	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%
Grade 5	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%
Grade 6	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%
Combined 6	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%
Grade 7	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Combined 7	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Grade 8	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Regents 8	—	—	—	73	58%	0	0%	1	1%	12	16%	60	82%	72	99%
Combined 8	125	32	26%	93	74%	7	8%	6	6%	20	22%	60	65%	80	86%
Grades 3-8	738	136	18%	602	82%	32	5%	107	18%	239	40%	224	37%	463	77%

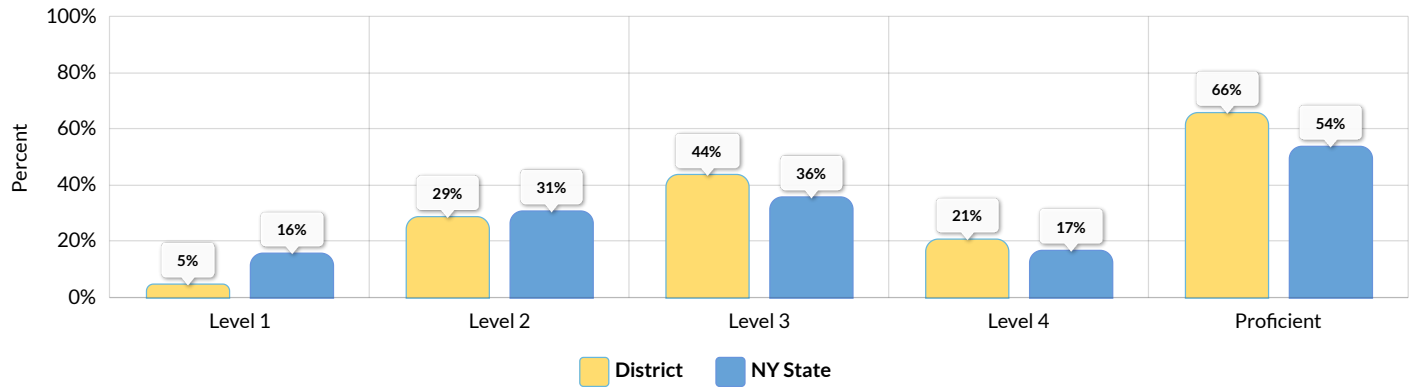
See report card Glossary and Guide for criteria used to include students in this table.

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



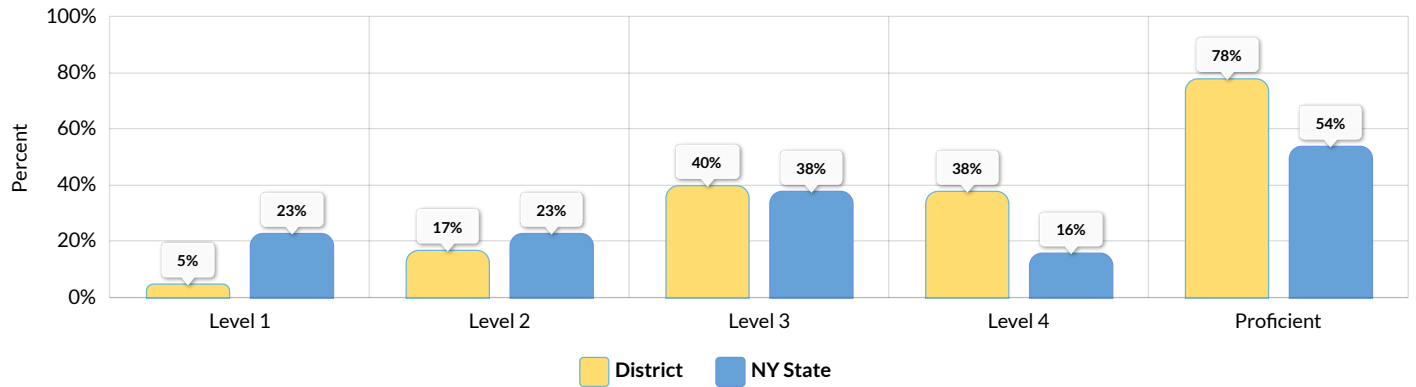
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%
Female	74	4	5%	70	95%	5	7%	20	29%	30	43%	15	21%	45	64%
Male	70	5	7%	65	93%	2	3%	19	29%	30	46%	14	22%	44	68%
General Education Students	124	5	4%	119	96%	3	3%	31	26%	56	47%	29	24%	85	71%
Students with Disabilities	20	4	20%	16	80%	4	25%	8	50%	4	25%	0	0%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	2	15%	0	0%	9	69%	2	15%	11	85%
Black or African American	7	1	14%	6	86%	1	17%	3	50%	2	33%	0	0%	2	33%
Hispanic or Latino	23	5	22%	18	78%	3	17%	11	61%	3	17%	1	6%	4	22%
White	91	2	2%	89	98%	1	1%	24	27%	43	48%	21	24%	64	72%
Multiracial	10	1	10%	9	90%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	23	5	22%	18	78%	5	28%	9	50%	4	22%	0	0%	4	22%
Not Economically Disadvantaged	121	4	3%	117	97%	2	2%	30	26%	56	48%	29	25%	85	73%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	7	5%	132	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%
Not Homeless	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%
Not Migrant	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%
Parent Not in Armed Forces	144	9	6%	135	94%	7	5%	39	29%	60	44%	29	21%	89	66%

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	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%
Female	62	6	10%	56	90%	2	4%	11	20%	25	45%	18	32%	43	77%
Male	58	5	9%	53	91%	3	6%	8	15%	19	36%	23	43%	42	79%
General Education Students	104	6	6%	98	94%	1	1%	14	14%	43	44%	40	41%	83	85%
Students with Disabilities	16	5	31%	11	69%	4	36%	5	45%	1	9%	1	9%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	3	13%	21	88%	2	10%	7	33%	10	48%	2	10%	12	57%
White	75	8	11%	67	89%	1	1%	9	13%	25	37%	32	48%	57	85%
Multiracial	12	0	0%	12	100%	2	17%	0	0%	5	42%	5	42%	10	83%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	3	33%	4	44%	2	22%	6	67%
Economically Disadvantaged	20	4	20%	16	80%	3	19%	6	38%	4	25%	3	19%	7	44%
Not Economically Disadvantaged	100	7	7%	93	93%	2	2%	13	14%	40	43%	38	41%	78	84%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	119	11	9%	108	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%
Not Homeless	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%
Not Migrant	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%
Parent Not in Armed Forces	120	11	9%	109	91%	5	5%	19	17%	44	40%	41	38%	85	78%

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	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%
Female	50	4	8%	46	92%	4	9%	10	22%	24	52%	8	17%	32	70%
Male	56	13	23%	43	77%	3	7%	8	19%	18	42%	14	33%	32	74%
General Education Students	97	14	14%	83	86%	4	5%	17	20%	40	48%	22	27%	62	75%
Students with Disabilities	9	3	33%	6	67%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	8	31%	18	69%	4	22%	5	28%	6	33%	3	17%	9	50%
White	60	7	12%	53	88%	3	6%	10	19%	29	55%	11	21%	40	75%
Multiracial	8	0	0%	8	100%	0	0%	2	25%	2	25%	4	50%	6	75%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	1	10%	5	50%	4	40%	9	90%
Economically Disadvantaged	13	3	23%	10	77%	4	40%	3	30%	1	10%	2	20%	3	30%
Not Economically Disadvantaged	93	14	15%	79	85%	3	4%	15	19%	41	52%	20	25%	61	77%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	16	16%	85	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%
Not Homeless	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%
Not Migrant	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%
Parent Not in Armed Forces	106	17	16%	89	84%	7	8%	18	20%	42	47%	22	25%	64	72%

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	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%
Female	60	10	17%	50	83%	3	6%	11	22%	24	48%	12	24%	36	72%
Male	65	17	26%	48	74%	3	6%	7	15%	21	44%	17	35%	38	79%
General Education Students	109	14	13%	95	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	13	81%	3	19%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	6	40%	9	60%	1	11%	4	44%	3	33%	1	11%	4	44%
White	87	14	16%	73	84%	4	5%	11	15%	36	49%	22	30%	58	79%
Multiracial	12	5	42%	7	58%	0	0%	0	0%	4	57%	3	43%	7	100%
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	1	11%	3	33%	2	22%	3	33%	5	56%
Economically Disadvantaged	20	10	50%	10	50%	2	20%	6	60%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	105	17	16%	88	84%	4	5%	12	14%	44	50%	28	32%	72	82%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	121	27	22%	94	78%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	124	26	21%	98	79%	6	6%	18	18%	45	46%	29	30%	74	76%
Not Migrant	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%
Parent Not in Armed Forces	125	27	22%	98	78%	6	6%	18	18%	45	46%	29	30%	74	76%

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	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Female	49	15	31%	34	69%	0	0%	3	9%	12	35%	19	56%	31	91%
Male	69	25	36%	44	64%	0	0%	4	9%	16	36%	24	55%	40	91%
General Education Students	103	30	29%	73	71%	0	0%	5	7%	25	34%	43	59%	68	93%
Students with Disabilities	15	10	67%	5	33%	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	17	57%	13	43%	0	0%	5	38%	5	38%	3	23%	8	62%
White	72	18	25%	54	75%	0	0%	2	4%	19	35%	33	61%	52	96%
Multiracial	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	5	31%	11	69%	0	0%	0	0%	4	36%	7	64%	11	100%
Economically Disadvantaged	24	13	54%	11	46%	0	0%	4	36%	2	18%	5	45%	7	64%
Not Economically Disadvantaged	94	27	29%	67	71%	0	0%	3	4%	26	39%	38	57%	64	96%
Non-English Language Learner	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Not in Foster Care	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Not Homeless	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Not Migrant	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%
Parent Not in Armed Forces	118	40	34%	78	66%	0	0%	7	9%	28	36%	43	55%	71	91%

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.

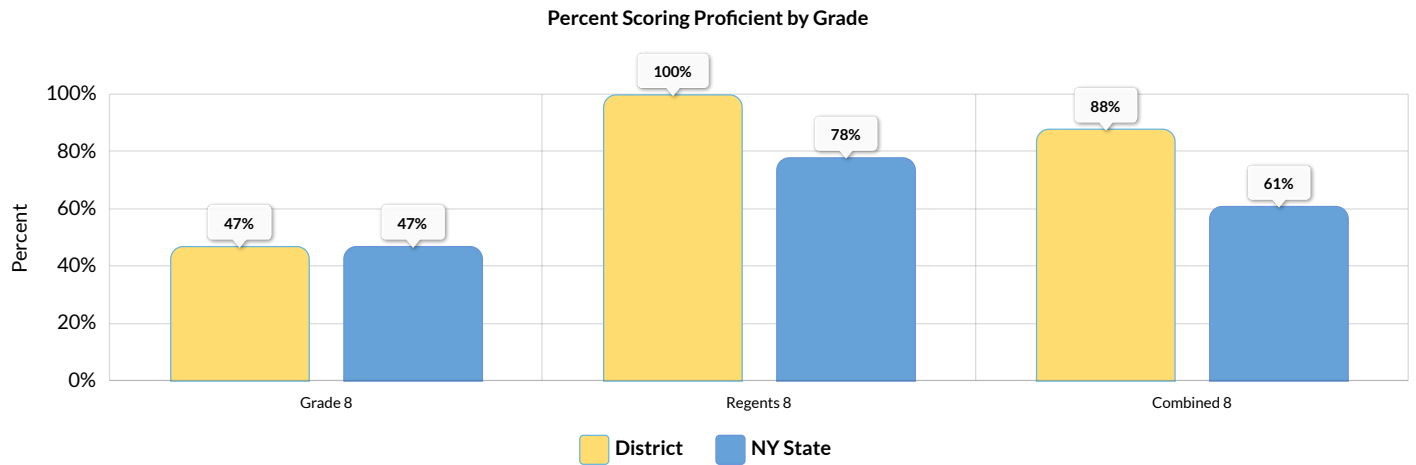


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Female	66	59	89%	7	11%	2	29%	3	43%	2	29%	0	0%	2	29%
Male	59	46	78%	13	22%	5	38%	2	15%	6	46%	0	0%	6	46%
General Education Students	108	94	87%	14	13%	3	21%	3	21%	8	57%	0	0%	8	57%
Students with Disabilities	17	11	65%	6	35%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	16	76%	5	24%	2	40%	1	20%	2	40%	0	0%	2	40%
White	79	70	89%	9	11%	2	22%	3	33%	4	44%	0	0%	4	44%
Multiracial	15	12	80%	3	20%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	25	19	76%	6	24%	3	50%	1	17%	2	33%	0	0%	2	33%
Economically Disadvantaged	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	111	94	85%	17	15%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	124	104	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Not in Foster Care	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Not Homeless	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Not Migrant	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%
Parent Not in Armed Forces	125	105	84%	20	16%	7	35%	5	25%	8	40%	0	0%	8	40%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



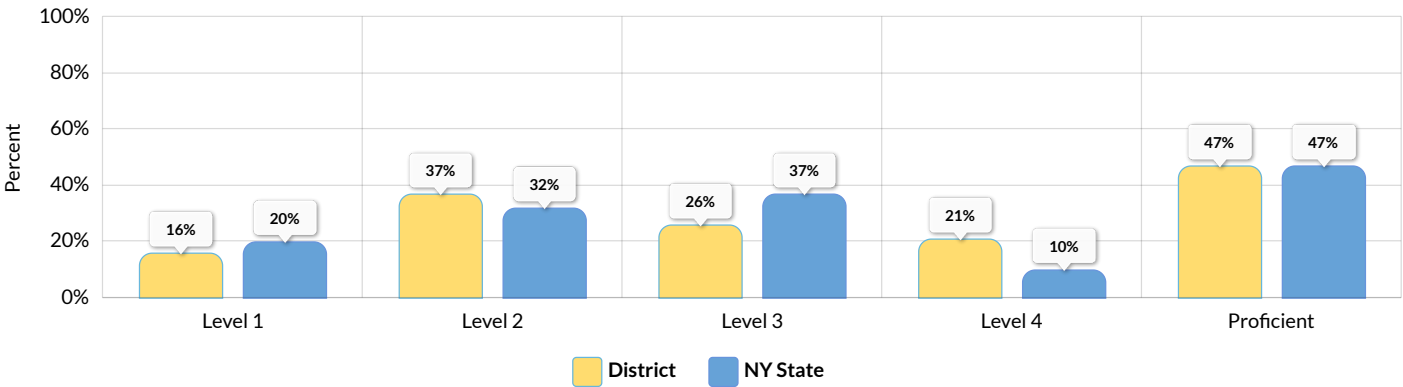
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Regents 8	—	—	—	64	51%	0	0%	0	0%	16	25%	48	75%	64	100%
Combined 8	125	42	34%	83	66%	3	4%	7	8%	21	25%	52	63%	73	88%

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	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Female	66	61	92%	5	8%	1	20%	3	60%	0	0%	1	20%	1	20%
Male	59	45	76%	14	24%	2	14%	4	29%	5	36%	3	21%	8	57%
General Education Students	108	95	88%	13	12%	1	8%	5	38%	4	31%	3	23%	7	54%
Students with Disabilities	17	11	65%	6	35%	2	33%	2	33%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	18	86%	3	14%	—	—	—	—	—	—	—	—	—	—
White	79	68	86%	11	14%	0	0%	3	27%	4	36%	4	36%	8	73%
Multiracial	15	13	87%	2	13%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	38	83%	8	17%	3	38%	4	50%	1	13%	0	0%	1	13%
Economically Disadvantaged	14	12	86%	2	14%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	111	94	85%	17	15%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	124	105	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Not in Foster Care	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Not Homeless	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Not Migrant	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%
Parent Not in Armed Forces	125	106	85%	19	15%	3	16%	7	37%	5	26%	4	21%	9	47%

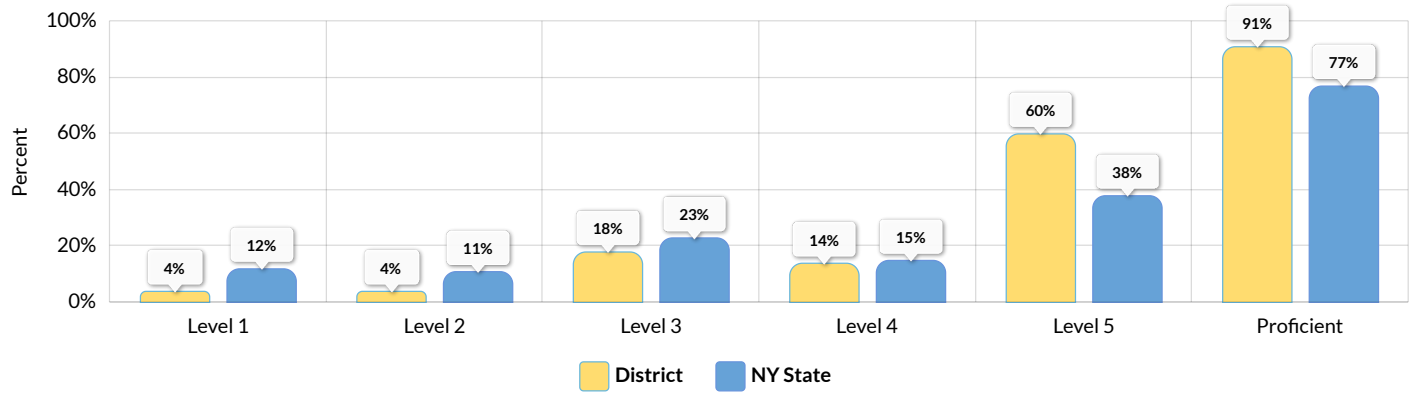
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

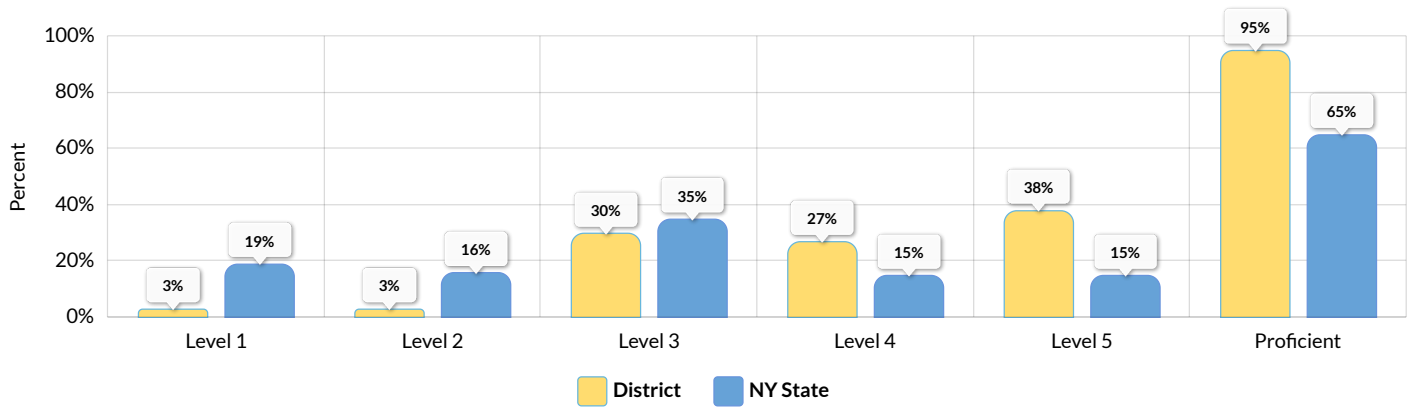


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	4	4%	4	4%	17	18%	13	14%	56	60%	86	91%
Female	38	1	3%	3	8%	3	8%	2	5%	29	76%	34	89%
Male	56	3	5%	1	2%	14	25%	11	20%	27	48%	52	93%
General Education Students	74	1	1%	0	0%	12	16%	9	12%	52	70%	73	99%
Students with Disabilities	20	3	15%	4	20%	5	25%	4	20%	4	20%	13	65%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	1	7%	5	36%	1	7%	6	43%	12	86%
White	69	2	3%	2	3%	12	17%	9	13%	44	64%	65	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	0	0%	3	27%	6	55%	9	82%
Economically Disadvantaged	14	3	21%	1	7%	6	43%	2	14%	2	14%	10	71%
Not Economically Disadvantaged	80	1	1%	3	4%	11	14%	11	14%	54	68%	76	95%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	92	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	4	4%	4	4%	17	18%	13	14%	56	60%	86	91%
Not Homeless	94	4	4%	4	4%	17	18%	13	14%	56	60%	86	91%
Not Migrant	94	4	4%	4	4%	17	18%	13	14%	56	60%	86	91%
Parent Not in Armed Forces	94	4	4%	4	4%	17	18%	13	14%	56	60%	86	91%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

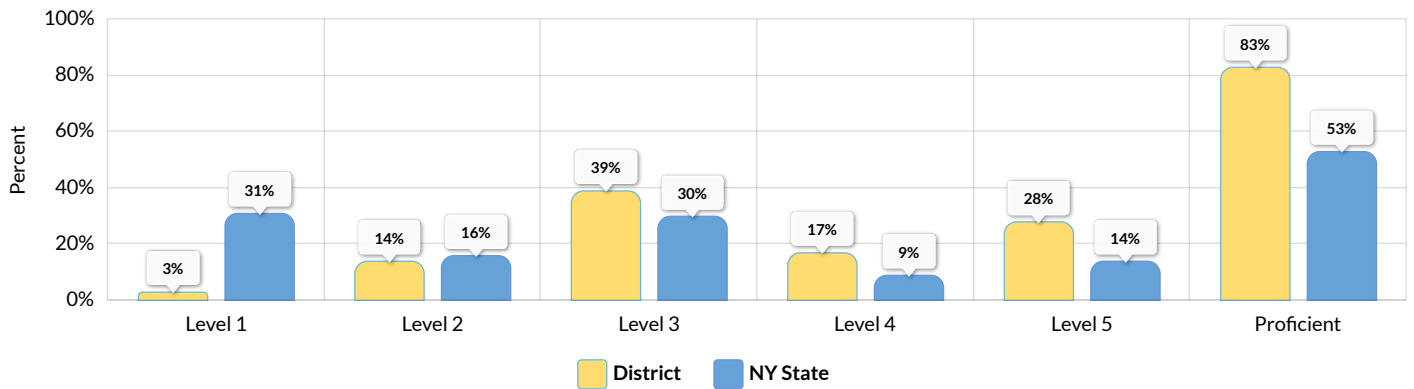


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	155	4	3%	4	3%	46	30%	42	27%	59	38%	147	95%
Female	87	2	2%	0	0%	21	24%	25	29%	39	45%	85	98%
Male	68	2	3%	4	6%	25	37%	17	25%	20	29%	62	91%
General Education Students	136	0	0%	2	1%	36	26%	40	29%	58	43%	134	99%
Students with Disabilities	19	4	21%	2	11%	10	53%	2	11%	1	5%	13	68%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	1	13%	3	38%	3	38%	7	88%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	0	0%	3	9%	13	39%	11	33%	6	18%	30	91%
White	91	3	3%	1	1%	20	22%	26	29%	41	45%	87	96%
Multiracial	17	0	0%	0	0%	7	41%	2	12%	8	47%	17	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	5	83%	0	0%	1	17%	6	100%
Economically Disadvantaged	29	0	0%	2	7%	14	48%	8	28%	5	17%	27	93%
Not Economically Disadvantaged	126	4	3%	2	2%	32	25%	34	27%	54	43%	120	95%
English Language Learner	7	1	14%	0	0%	4	57%	0	0%	2	29%	6	86%
Non-English Language Learner	148	3	2%	4	3%	42	28%	42	28%	57	39%	141	95%
Not in Foster Care	155	4	3%	4	3%	46	30%	42	27%	59	38%	147	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	154	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	155	4	3%	4	3%	46	30%	42	27%	59	38%	147	95%
Parent Not in Armed Forces	155	4	3%	4	3%	46	30%	42	27%	59	38%	147	95%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

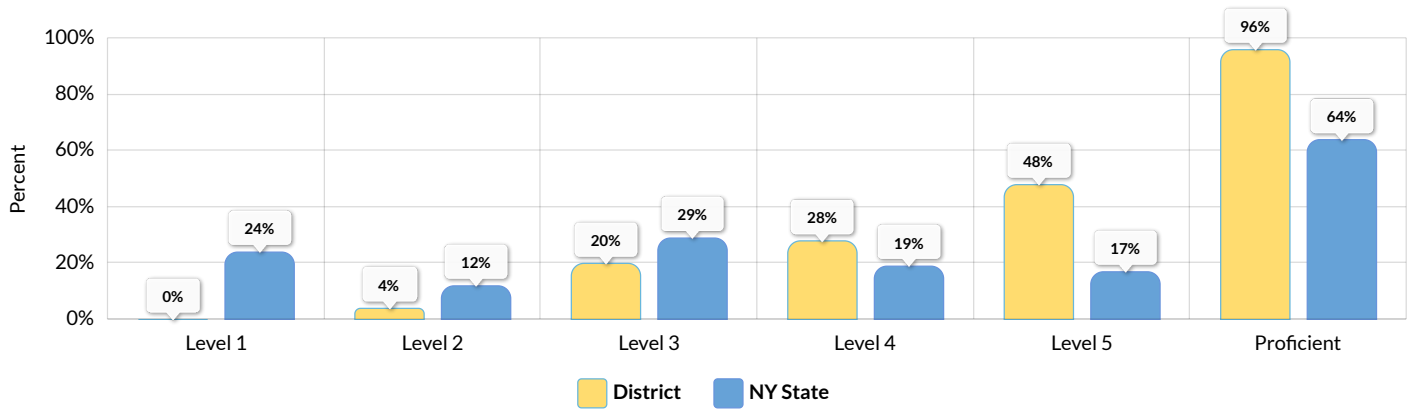


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	3	3%	14	14%	40	39%	17	17%	29	28%	86	83%
Female	48	2	4%	6	13%	19	40%	8	17%	13	27%	40	83%
Male	55	1	2%	8	15%	21	38%	9	16%	16	29%	46	84%
General Education Students	96	3	3%	11	11%	36	38%	17	18%	29	30%	82	85%
Students with Disabilities	7	0	0%	3	43%	4	57%	0	0%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	2	18%	3	27%	1	9%	4	36%	8	73%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	1	5%	5	24%	10	48%	3	14%	2	10%	15	71%
White	65	1	2%	7	11%	24	37%	13	20%	20	31%	57	88%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
Economically Disadvantaged	23	2	9%	4	17%	11	48%	3	13%	3	13%	17	74%
Not Economically Disadvantaged	80	1	1%	10	13%	29	36%	14	18%	26	33%	69	86%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	102	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	3	3%	14	14%	40	39%	17	17%	29	28%	86	83%
Not Homeless	103	3	3%	14	14%	40	39%	17	17%	29	28%	86	83%
Not Migrant	103	3	3%	14	14%	40	39%	17	17%	29	28%	86	83%
Parent Not in Armed Forces	103	3	3%	14	14%	40	39%	17	17%	29	28%	86	83%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

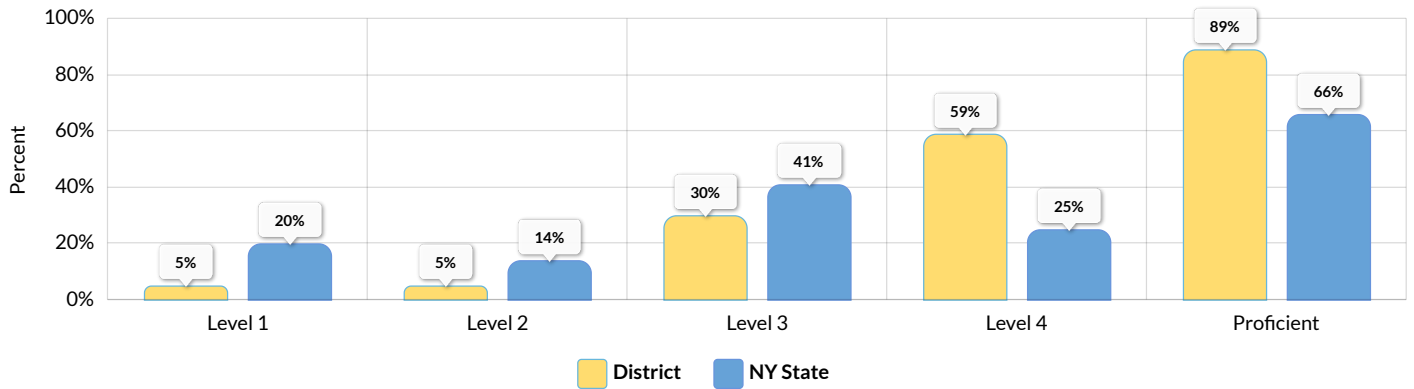


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	0	0%	3	4%	14	20%	19	28%	33	48%	66	96%
Female	38	0	0%	3	8%	6	16%	11	29%	18	47%	35	92%
Male	31	0	0%	0	0%	8	26%	8	26%	15	48%	31	100%
General Education Students	66	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	1	17%	0	0%	3	50%	2	33%	5	83%
White	51	0	0%	2	4%	13	25%	13	25%	23	45%	49	96%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	3	50%	2	33%	6	100%
Economically Disadvantaged	6	0	0%	1	17%	1	17%	3	50%	1	17%	5	83%
Not Economically Disadvantaged	63	0	0%	2	3%	13	21%	16	25%	32	51%	61	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	0	0%	3	4%	14	20%	19	28%	33	48%	66	96%
Not Homeless	69	0	0%	3	4%	14	20%	19	28%	33	48%	66	96%
Not Migrant	69	0	0%	3	4%	14	20%	19	28%	33	48%	66	96%
Parent Not in Armed Forces	69	0	0%	3	4%	14	20%	19	28%	33	48%	66	96%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

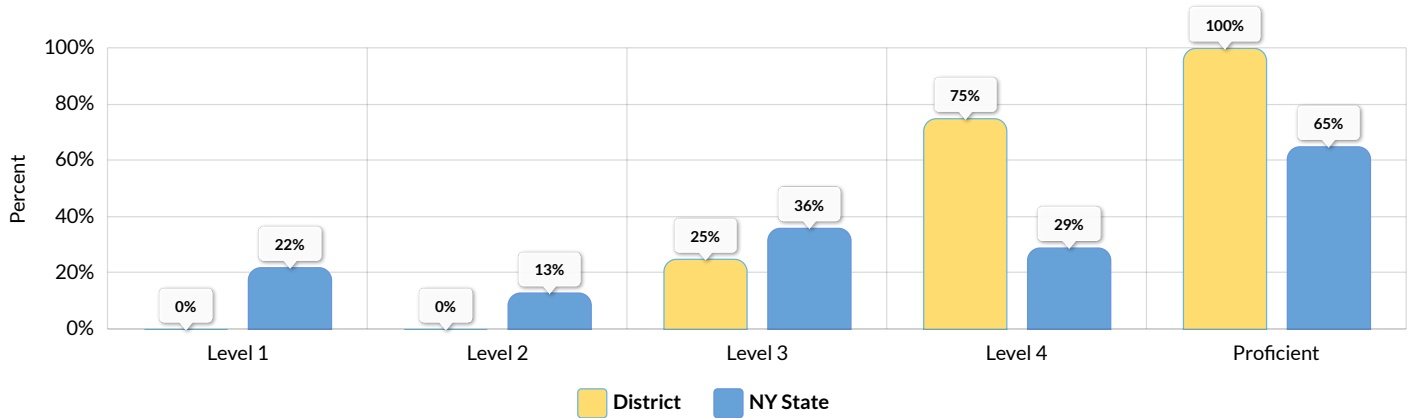


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	128	7	5%	7	5%	39	30%	75	59%	114	89%
Female	66	2	3%	4	6%	21	32%	39	59%	60	91%
Male	62	5	8%	3	5%	18	29%	36	58%	54	87%
General Education Students	108	3	3%	5	5%	29	27%	71	66%	100	93%
Students with Disabilities	20	4	20%	2	10%	10	50%	4	20%	14	70%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	5	63%	7	88%
Black or African American	5	0	0%	0	0%	4	80%	1	20%	5	100%
Hispanic or Latino	34	4	12%	4	12%	12	35%	14	41%	26	76%
White	68	1	1%	3	4%	17	25%	47	69%	64	94%
Multiracial	13	1	8%	0	0%	4	31%	8	62%	12	92%
Economically Disadvantaged	35	4	11%	3	9%	15	43%	13	37%	28	80%
Not Economically Disadvantaged	93	3	3%	4	4%	24	26%	62	67%	86	92%
English Language Learner	5	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	123	4	3%	6	5%	38	31%	75	61%	113	92%
Not in Foster Care	128	7	5%	7	5%	39	30%	75	59%	114	89%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	127	—	—	—	—	—	—	—	—	—	—
Not Migrant	128	7	5%	7	5%	39	30%	75	59%	114	89%
Parent Not in Armed Forces	128	7	5%	7	5%	39	30%	75	59%	114	89%

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	64	0	0%	0	0%	16	25%	48	75%	64	100%
Female	34	0	0%	0	0%	8	24%	26	76%	34	100%
Male	30	0	0%	0	0%	8	27%	22	73%	30	100%
General Education Students	64	0	0%	0	0%	16	25%	48	75%	64	100%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	0	0%	2	40%	3	60%	5	100%
White	47	0	0%	0	0%	13	28%	34	72%	47	100%
Multiracial	7	0	0%	0	0%	1	14%	6	86%	7	100%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	60	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	64	0	0%	0	0%	16	25%	48	75%	64	100%
Not in Foster Care	64	0	0%	0	0%	16	25%	48	75%	64	100%
Not Homeless	64	0	0%	0	0%	16	25%	48	75%	64	100%
Not Migrant	64	0	0%	0	0%	16	25%	48	75%	64	100%
Parent Not in Armed Forces	64	0	0%	0	0%	16	25%	48	75%	64	100%

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	52	0	0%	2	4%	32	62%	18	35%	50	96%
Female	23	0	0%	0	0%	13	57%	10	43%	23	100%
Male	29	0	0%	2	7%	19	66%	8	28%	27	93%
General Education Students	50	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	0	0%	6	86%	1	14%	7	100%
White	38	0	0%	1	3%	21	55%	16	42%	37	97%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	5	0	0%	0	0%	5	100%	0	0%	5	100%
Not Economically Disadvantaged	47	0	0%	2	4%	27	57%	18	38%	45	96%
Non-English Language Learner	52	0	0%	2	4%	32	62%	18	35%	50	96%
Not in Foster Care	52	0	0%	2	4%	32	62%	18	35%	50	96%
Not Homeless	52	0	0%	2	4%	32	62%	18	35%	50	96%
Not Migrant	52	0	0%	2	4%	32	62%	18	35%	50	96%
Parent Not in Armed Forces	52	0	0%	2	4%	32	62%	18	35%	50	96%

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

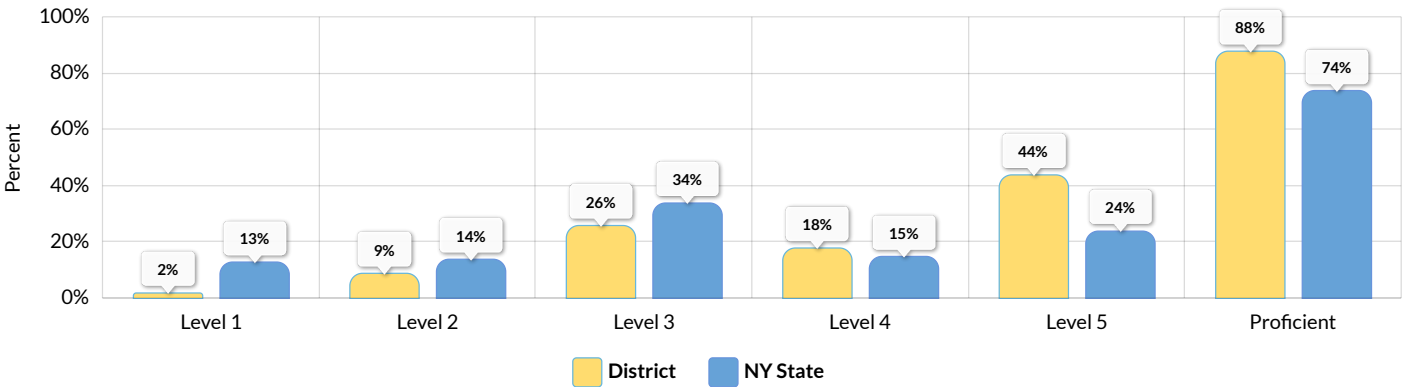


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	88	21	24%	17	19%	23	26%	27	31%	50	57%
Female	47	7	15%	13	28%	12	26%	15	32%	27	57%
Male	41	14	34%	4	10%	11	27%	12	29%	23	56%
General Education Students	84	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	6	43%	4	29%	3	21%	1	7%	4	29%
White	61	14	23%	13	21%	15	25%	19	31%	34	56%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	16	6	38%	3	19%	5	31%	2	13%	7	44%
Not Economically Disadvantaged	72	15	21%	14	19%	18	25%	25	35%	43	60%
Non-English Language Learner	88	21	24%	17	19%	23	26%	27	31%	50	57%
Not in Foster Care	88	21	24%	17	19%	23	26%	27	31%	50	57%
Not Homeless	88	21	24%	17	19%	23	26%	27	31%	50	57%
Not Migrant	88	21	24%	17	19%	23	26%	27	31%	50	57%
Parent Not in Armed Forces	88	21	24%	17	19%	23	26%	27	31%	50	57%

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



Percent Scoring at Levels for All Students

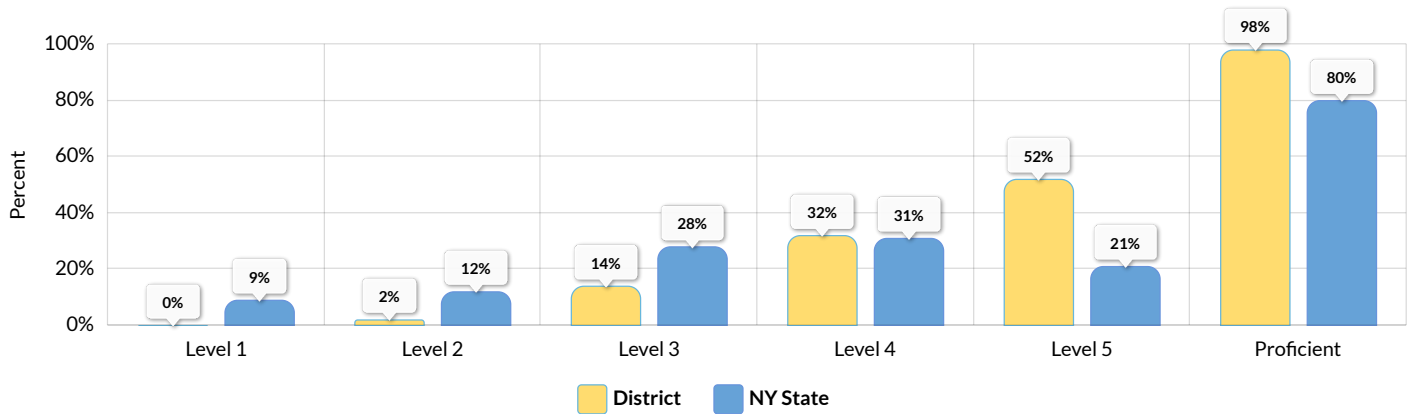


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	129	3	2%	12	9%	34	26%	23	18%	57	44%	114	88%
Female	66	1	2%	8	12%	16	24%	10	15%	31	47%	57	86%
Male	63	2	3%	4	6%	18	29%	13	21%	26	41%	57	90%
General Education Students	106	0	0%	5	5%	25	24%	22	21%	54	51%	101	95%
Students with Disabilities	23	3	13%	7	30%	9	39%	1	4%	3	13%	13	57%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	2	20%	1	10%	7	70%	10	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	1	4%	7	27%	6	23%	5	19%	7	27%	18	69%
White	83	2	2%	4	5%	23	28%	17	20%	37	45%	77	93%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	3	30%	0	0%	6	60%	9	90%
Economically Disadvantaged	31	1	3%	7	23%	9	29%	7	23%	7	23%	23	74%
Not Economically Disadvantaged	98	2	2%	5	5%	25	26%	16	16%	50	51%	91	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	126	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	3	2%	12	9%	34	26%	23	18%	57	44%	114	88%
Not Homeless	129	3	2%	12	9%	34	26%	23	18%	57	44%	114	88%
Not Migrant	129	3	2%	12	9%	34	26%	23	18%	57	44%	114	88%
Parent Not in Armed Forces	129	3	2%	12	9%	34	26%	23	18%	57	44%	114	88%

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	87	0	0%	2	2%	12	14%	28	32%	45	52%	85	98%
Female	35	0	0%	0	0%	5	14%	12	34%	18	51%	35	100%
Male	52	0	0%	2	4%	7	13%	16	31%	27	52%	50	96%
General Education Students	72	0	0%	0	0%	8	11%	22	31%	42	58%	72	100%
Students with Disabilities	15	0	0%	2	13%	4	27%	6	40%	3	20%	13	87%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	1	8%	1	8%	10	77%	1	8%	12	92%
White	65	0	0%	1	2%	9	14%	17	26%	38	58%	64	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Economically Disadvantaged	12	0	0%	1	8%	3	25%	7	58%	1	8%	11	92%
Not Economically Disadvantaged	75	0	0%	1	1%	9	12%	21	28%	44	59%	74	99%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	87	0	0%	2	2%	12	14%	28	32%	45	52%	85	98%
Not Homeless	87	0	0%	2	2%	12	14%	28	32%	45	52%	85	98%
Not Migrant	87	0	0%	2	2%	12	14%	28	32%	45	52%	85	98%
Parent Not in Armed Forces	87	0	0%	2	2%	12	14%	28	32%	45	52%	85	98%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

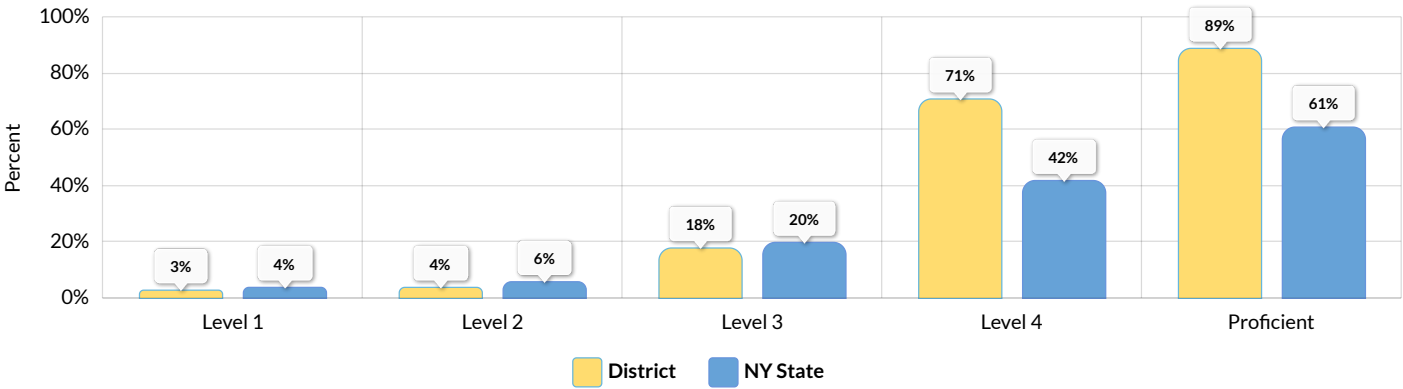
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



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	123	5	4%	118	96%	4	3%	5	4%	22	18%	87	71%	109	89%
Female	65	2	3%	63	97%	1	2%	3	5%	3	5%	56	86%	59	91%
Male	58	3	5%	55	95%	3	5%	2	3%	19	33%	31	53%	50	86%
General Education Students	101	1	1%	100	99%	0	0%	1	1%	14	14%	85	84%	99	98%
Students with Disabilities	22	4	18%	18	82%	4	18%	4	18%	8	36%	2	9%	10	45%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	1	3%	28	97%	2	7%	1	3%	8	28%	17	59%	25	86%
White	76	3	4%	73	96%	0	0%	3	4%	11	14%	59	78%	70	92%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	2	20%	1	10%	2	20%	4	40%	6	60%
Economically Disadvantaged	21	2	10%	19	90%	3	14%	0	0%	5	24%	11	52%	16	76%
Not Economically Disadvantaged	102	3	3%	99	97%	1	1%	5	5%	17	17%	76	75%	93	91%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	5	—	117	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	5	4%	118	96%	4	3%	5	4%	22	18%	87	71%	109	89%
Not Homeless	123	5	4%	118	96%	4	3%	5	4%	22	18%	87	71%	109	89%
Not Migrant	123	5	4%	118	96%	4	3%	5	4%	22	18%	87	71%	109	89%
Parent Not in Armed Forces	123	5	4%	118	96%	4	3%	5	4%	22	18%	87	71%	109	89%

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.

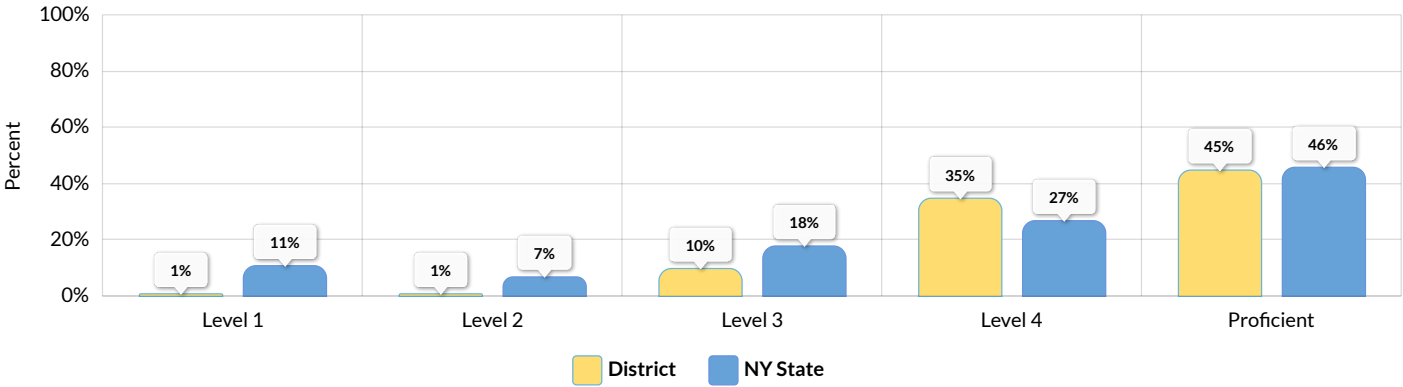
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	1	33	2	67
Female	2	1	50	1	50
Male	1	0	0	1	100
General Education Students	2	0	0	2	100
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	1	0	0	1	100
White	2	1	50	1	50
Not Economically Disadvantaged	3	1	33	2	67
Non-English Language Learner	3	1	33	2	67
Not in Foster Care	3	1	33	2	67
Not Homeless	3	1	33	2	67
Not Migrant	3	1	33	2	67
Parent Not in Armed Forces	3	1	33	2	67

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	123	66	54%	57	46%	1	1%	1	1%	12	10%	43	35%	55	45%
Female	65	30	46%	35	54%	0	0%	0	0%	7	11%	28	43%	35	54%
Male	58	36	62%	22	38%	1	2%	1	2%	5	9%	15	26%	20	34%
General Education Students	101	45	45%	56	55%	0	0%	1	1%	12	12%	43	43%	55	54%
Students with Disabilities	22	21	95%	1	5%	1	5%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	5	63%	3	38%	0	0%	0	0%	2	25%	1	13%	3	38%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	17	59%	12	41%	1	3%	0	0%	4	14%	7	24%	11	38%
White	76	38	50%	38	50%	0	0%	1	1%	6	8%	31	41%	37	49%
Multiracial	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	6	60%	4	40%	0	0%	0	0%	0	0%	4	40%	4	40%
Economically Disadvantaged	21	15	71%	6	29%	1	5%	0	0%	2	10%	3	14%	5	24%
Not Economically Disadvantaged	102	51	50%	51	50%	0	0%	1	1%	10	10%	40	39%	50	49%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	66	—	56	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	66	54%	57	46%	1	1%	1	1%	12	10%	43	35%	55	45%
Not Homeless	123	66	54%	57	46%	1	1%	1	1%	12	10%	43	35%	55	45%
Not Migrant	123	66	54%	57	46%	1	1%	1	1%	12	10%	43	35%	55	45%
Parent Not in Armed Forces	123	66	54%	57	46%	1	1%	1	1%	12	10%	43	35%	55	45%

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.

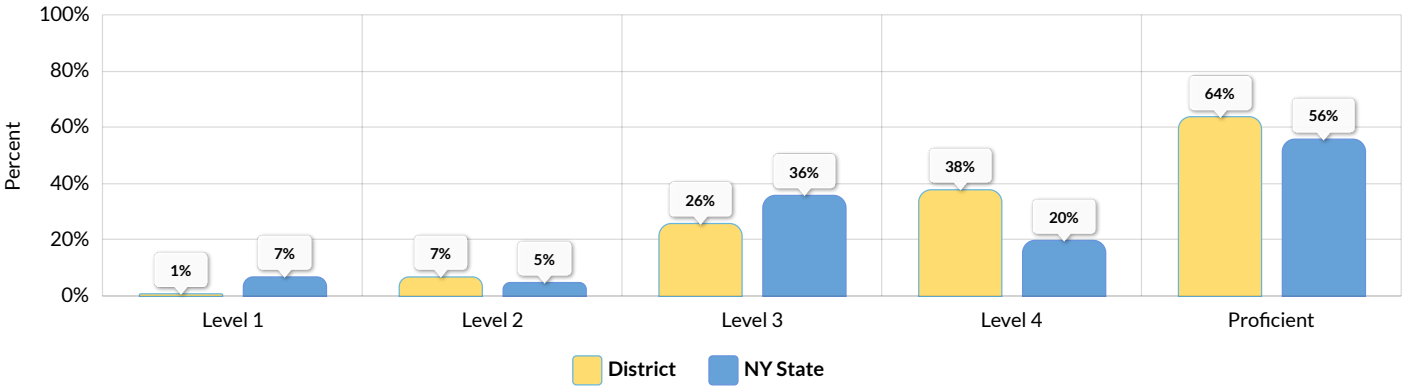
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	118	62	53	56	47
Female	64	29	45	35	55
Male	54	33	61	21	39
General Education Students	99	44	44	55	56
Students with Disabilities	19	18	95	1	5
Asian or Native Hawaiian/Other Pacific Islander	8	5	63	3	38
Black or African American	3	3	100	0	0
Hispanic or Latino	28	16	57	12	43
White	73	36	49	37	51
Multiracial	6	2	33	4	67
Economically Disadvantaged	19	13	68	6	32
Not Economically Disadvantaged	99	49	49	50	51
Non-English Language Learner	118	62	53	56	47
Not in Foster Care	118	62	53	56	47
Not Homeless	118	62	53	56	47
Not Migrant	118	62	53	56	47
Parent Not in Armed Forces	118	62	53	56	47

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	123	35	28%	88	72%	1	1%	8	7%	32	26%	47	38%	79	64%
Female	65	14	22%	51	78%	0	0%	6	9%	16	25%	29	45%	45	69%
Male	58	21	36%	37	64%	1	2%	2	3%	16	28%	18	31%	34	59%
General Education Students	101	14	14%	87	86%	1	1%	8	8%	31	31%	47	47%	78	77%
Students with Disabilities	22	21	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	1	13%	2	25%	4	50%	6	75%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	13	45%	16	55%	0	0%	0	0%	9	31%	7	24%	16	55%
White	76	17	22%	59	78%	1	1%	6	8%	19	25%	33	43%	52	68%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	0	0%	1	10%	2	20%	3	30%	5	50%
Economically Disadvantaged	21	13	62%	8	38%	0	0%	0	0%	5	24%	3	14%	8	38%
Not Economically Disadvantaged	102	22	22%	80	78%	1	1%	8	8%	27	26%	44	43%	71	70%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	35	—	87	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	35	28%	88	72%	1	1%	8	7%	32	26%	47	38%	79	64%
Not Homeless	123	35	28%	88	72%	1	1%	8	7%	32	26%	47	38%	79	64%
Not Migrant	123	35	28%	88	72%	1	1%	8	7%	32	26%	47	38%	79	64%
Parent Not in Armed Forces	123	35	28%	88	72%	1	1%	8	7%	32	26%	47	38%	79	64%

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.

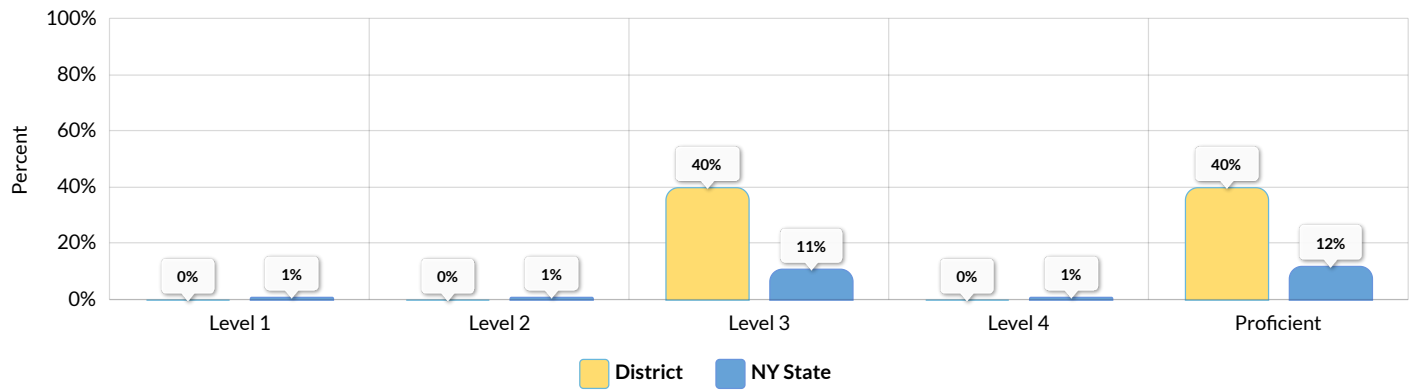
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	116	32	28	84	72
Female	63	14	22	49	78
Male	53	18	34	35	66
General Education Students	97	14	14	83	86
Students with Disabilities	19	18	95	1	5
Asian or Native Hawaiian/Other Pacific Islander	8	1	13	7	88
Black or African American	3	3	100	0	0
Hispanic or Latino	26	13	50	13	50
White	73	15	21	58	79
Multiracial	6	0	0	6	100
Economically Disadvantaged	18	11	61	7	39
Not Economically Disadvantaged	98	21	21	77	79
Non-English Language Learner	116	32	28	84	72
Not in Foster Care	116	32	28	84	72
Not Homeless	116	32	28	84	72
Not Migrant	116	32	28	84	72
Parent Not in Armed Forces	116	32	28	84	72

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	123	74	60%	49	40%	0	0%	0	0%	49	40%	0	0%	49	40%
Female	65	35	54%	30	46%	0	0%	0	0%	30	46%	0	0%	30	46%
Male	58	39	67%	19	33%	0	0%	0	0%	19	33%	0	0%	19	33%
General Education Students	101	52	51%	49	49%	0	0%	0	0%	49	49%	0	0%	49	49%
Students with Disabilities	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	3	38%	5	63%	0	0%	0	0%	5	63%	0	0%	5	63%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	22	76%	7	24%	0	0%	0	0%	7	24%	0	0%	7	24%
White	76	41	54%	35	46%	0	0%	0	0%	35	46%	0	0%	35	46%
Multiracial	6	4	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	8	80%	2	20%	0	0%	0	0%	2	20%	0	0%	2	20%
Economically Disadvantaged	21	16	76%	5	24%	0	0%	0	0%	5	24%	0	0%	5	24%
Not Economically Disadvantaged	102	58	57%	44	43%	0	0%	0	0%	44	43%	0	0%	44	43%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	74	—	48	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	74	60%	49	40%	0	0%	0	0%	49	40%	0	0%	49	40%
Not Homeless	123	74	60%	49	40%	0	0%	0	0%	49	40%	0	0%	49	40%
Not Migrant	123	74	60%	49	40%	0	0%	0	0%	49	40%	0	0%	49	40%
Parent Not in Armed Forces	123	74	60%	49	40%	0	0%	0	0%	49	40%	0	0%	49	40%

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.

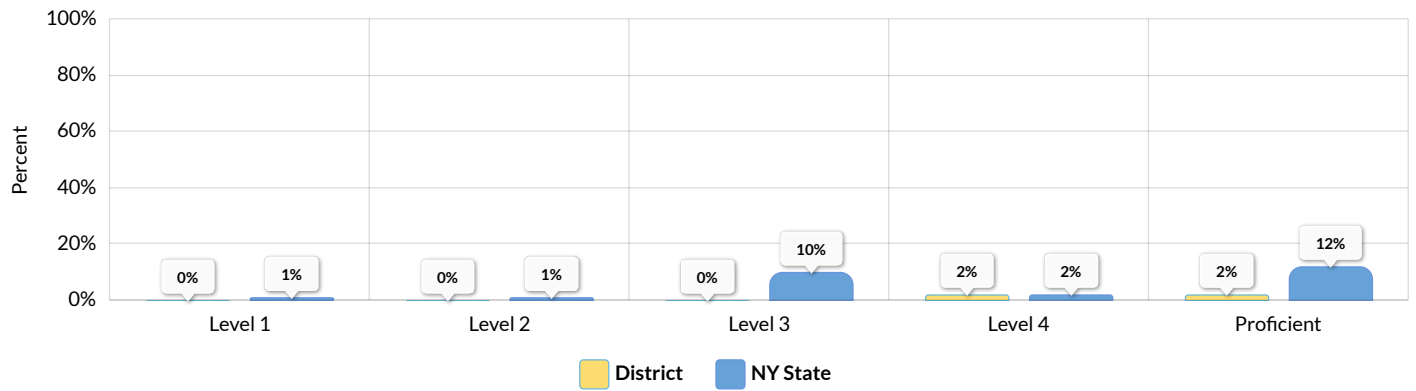
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	117	70	60	47	40
Female	63	34	54	29	46
Male	54	36	67	18	33
General Education Students	98	51	52	47	48
Students with Disabilities	19	19	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	3	38	5	63
Black or African American	3	3	100	0	0
Hispanic or Latino	27	21	78	6	22
White	73	39	53	34	47
Multiracial	6	4	67	2	33
Economically Disadvantaged	19	14	74	5	26
Not Economically Disadvantaged	98	56	57	42	43
Non-English Language Learner	117	70	60	47	40
Not in Foster Care	117	70	60	47	40
Not Homeless	117	70	60	47	40
Not Migrant	117	70	60	47	40
Parent Not in Armed Forces	117	70	60	47	40

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	123	121	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
Female	65	64	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Male	58	57	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
General Education Students	101	99	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
Students with Disabilities	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	76	74	97%	2	3%	0	0%	0	0%	0	0%	2	3%	2	3%
Multiracial	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	102	100	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	121	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	121	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
Not Homeless	123	121	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
Not Migrant	123	121	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%
Parent Not in Armed Forces	123	121	98%	2	2%	0	0%	0	0%	0	0%	2	2%	2	2%

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	52	52	100	0	0
Female	23	23	100	0	0
Male	29	29	100	0	0
General Education Students	34	34	100	0	0
Students with Disabilities	18	18	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	20	20	100	0	0
White	25	25	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	14	14	100	0	0
Not Economically Disadvantaged	38	38	100	0	0
Non-English Language Learner	52	52	100	0	0
Not in Foster Care	52	52	100	0	0
Not Homeless	52	52	100	0	0
Not Migrant	52	52	100	0	0
Parent Not in Armed Forces	52	52	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.

[illegible]

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Grade 6 Math	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 7 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,514	\$1,391,258	\$919	\$45,776,004	\$30,235	\$47,167,262	\$31,154
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	161	20	12%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	158	5	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	119	97%	57	46%	59	48%	3	2%	0	0%	3	2%	0	0%	1	1%
Female	65	64	98%	36	55%	26	40%	2	3%	0	0%	0	0%	0	0%	1	2%
Male	58	55	95%	21	36%	33	57%	1	2%	0	0%	3	5%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	101	100	99%	57	56%	43	43%	0	0%	0	0%	0	0%	0	0%	1	1%
Students with Disabilities	22	19	86%	0	0%	16	73%	3	14%	0	0%	3	14%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	3	38%	5	63%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	28	97%	10	34%	17	59%	1	3%	0	0%	0	0%	0	0%	1	3%
White	76	74	97%	40	53%	33	43%	1	1%	0	0%	2	3%	0	0%	0	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	19	90%	4	19%	13	62%	2	10%	0	0%	2	10%	0	0%	0	0%
Not Economically Disadvantaged	102	100	98%	53	52%	46	45%	1	1%	0	0%	1	1%	0	0%	1	1%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	123	119	97%	57	46%	59	48%	3	2%	0	0%	3	2%	0	0%	1	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	119	97%	57	46%	59	48%	3	2%	0	0%	3	2%	0	0%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	123	119	97%	57	46%	59	48%	3	2%	0	0%	3	2%	0	0%	1	1%
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	123	119	97%	57	46%	59	48%	3	2%	0	0%	3	2%	0	0%	1	1%

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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