

MCGRAW SECONDARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	–	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
English Language Learner	–	–	–	–
Students with Disabilities	4	4	–	–
Economically Disadvantaged	4	4	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	101	159.4	4
	Math	94	163.3	
	Combined	195	161.3	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Multiracial	ELA	5	150	–
	Math	5	150	
	Combined	10	–	
White	ELA	94	159.6	3
	Math	87	162.6	
	Combined	181	161	
Students with Disabilities	ELA	22	95.5	4
	Math	22	100	
	Combined	44	97.7	
Economically Disadvantaged	ELA	61	135.2	4
	Math	56	147.3	
	Combined	117	141	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	104	154.8	4
	Math	104	147.6	
	Combined	208	151.2	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Multiracial	ELA	6	125	–
	Math	6	125	
	Combined	12	–	
White	ELA	96	156.3	3
	Math	96	147.4	
	Combined	192	151.8	
Students with Disabilities	ELA	22	95.5	4
	Math	22	100	
	Combined	44	97.7	
Economically Disadvantaged	ELA	64	128.9	4
	Math	64	128.9	
	Combined	128	128.9	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	123	34	27.6%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	1	–	–	–
Multiracial	6	–	–	–
White	115	32	27.8%	2
English Language Learner	–	–	–	–
Students with Disabilities	29	–	–	–
Economically Disadvantaged	79	27	34.2%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	110	92.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	1	–
Multiracial	–	6	–
White	X	102	93.1%
English Language Learner	–	0	–
Students with Disabilities	–	22	–
Economically Disadvantaged	X	68	91.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	110	86.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	1	–
Multiracial	–	6	–
White	X	102	86.3%
English Language Learner	–	0	–
Students with Disabilities	–	22	–
Economically Disadvantaged	X	68	83.8%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	2	–	3
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	4	4	2	–	3
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	3
Economically Disadvantaged	4	4	1	–	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	45	161.1	161.8	4
	Math	28	126.8		
	Science	33	215.2		
Hispanic or Latino	ELA	3	–	–	–
	Math	3	–		
	Science	3	–		
White	ELA	42	158.3	160.4	4
	Math	25	126		
	Science	30	215		
Students with Disabilities	ELA	6	50	–	–
	Math	1	–		
	Science	–	–		
Economically Disadvantaged	ELA	18	147.2	147.6	4
	Math	10	110		
	Science	11	204.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	45	161.1	150.1	4
	Math	33	107.6		
	Science	36	197.2		
Hispanic or Latino	ELA	3	–	–	–
	Math	3	–		
	Science	3	–		
White	ELA	42	158.3	147.6	4
	Math	30	105		
	Science	33	195.5		
Students with Disabilities	ELA	6	50	–	–
	Math	5	0		
	Science	–	–		
Economically Disadvantaged	ELA	18	147.2	138.1	4
	Math	13	84.6		
	Science	11	204.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	46	40	87%	92.1%	2
	5-year	50	49	98%		
	6-year	34	31	91.2%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Black or African American	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
White	4-year	44	38	86.4%	91.7%	2
	5-year	48	47	97.9%		
	6-year	33	30	90.9%		
English Language Learner	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	11	–	–	–	–
	5-year	14	–	–		
	6-year	6	–	–		
Economically Disadvantaged	4-year	22	16	72.7%	76.4%	1
	5-year	12	–	–		
	6-year	15	12	80%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	166	44	26.5%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	4	–	–	–
Multiracial	2	–	–	–
White	160	43	26.9%	3
English Language Learner	–	–	–	–
Students with Disabilities	39	12	30.8%	3
Economically Disadvantaged	87	29	33.3%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	46	100%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	4	–
Multiracial	–	0	–
White	✓	42	100%
English Language Learner	–	0	–
Students with Disabilities	–	6	–
Economically Disadvantaged	–	18	–

SECONDARY MATHEMATICS PARTICIPATION RATE

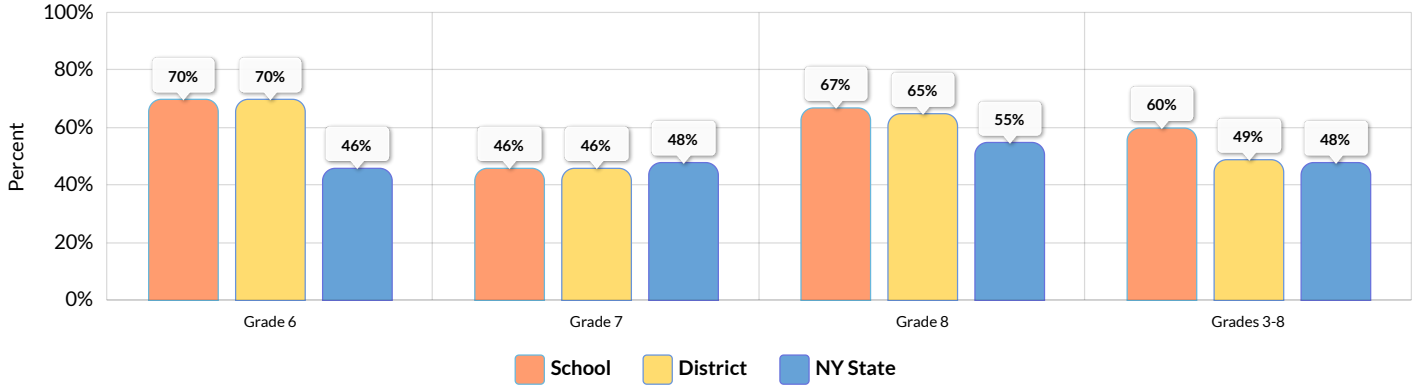
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	34	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	4	–
Multiracial	–	0	–
White	–	30	–
English Language Learner	–	0	–
Students with Disabilities	–	5	–
Economically Disadvantaged	–	13	–

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

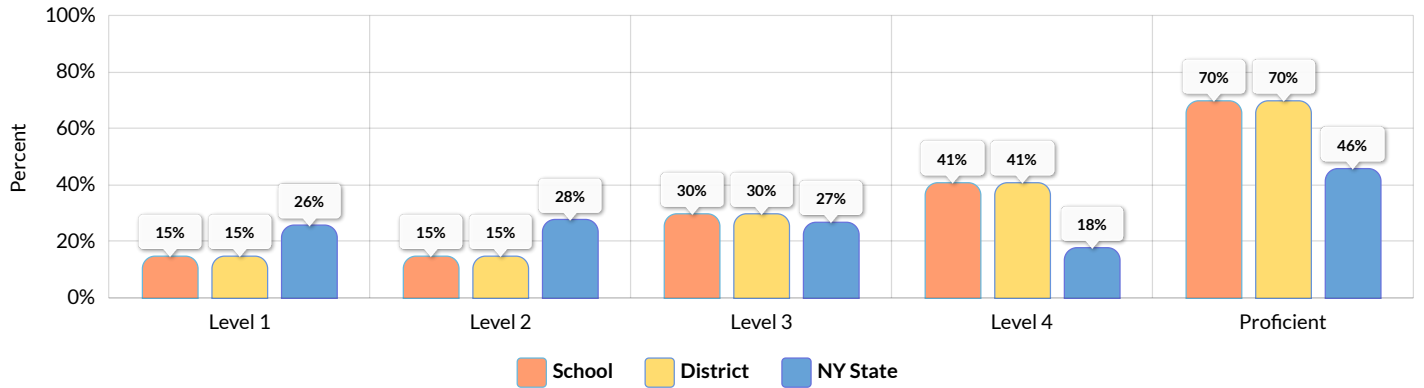


Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	27	100%	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Grade 7	41	100%	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Grade 8	43	100%	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Grades 3-8	111	100%	9	8%	102	92%	13	13%	28	27%	35	34%	26	25%	61	60%

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

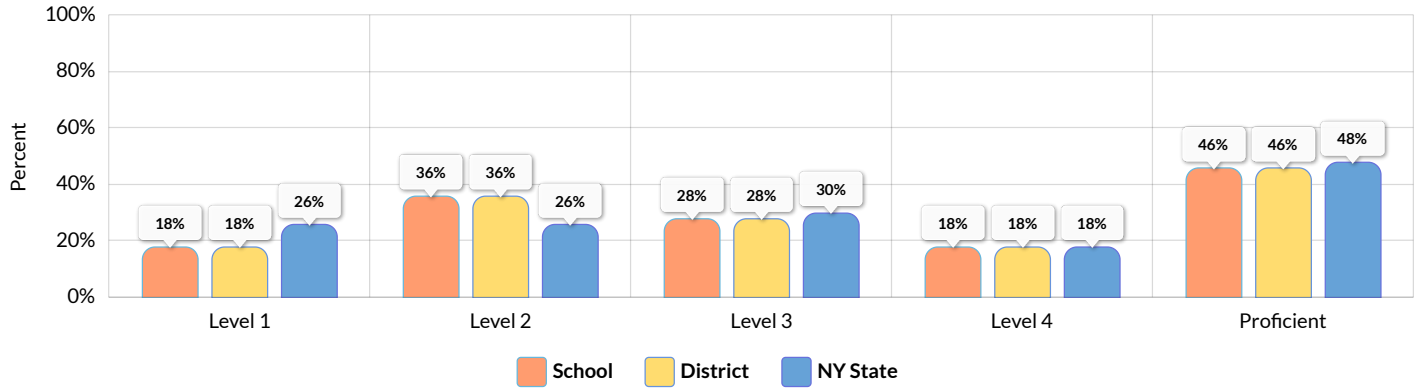


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Female	11	0	0%	11	100%	1	9%	3	27%	1	9%	6	55%	7	64%
Male	16	0	0%	16	100%	3	19%	1	6%	7	44%	5	31%	12	75%
General Education Students	25	0	0%	25	100%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Economically Disadvantaged	15	0	0%	15	100%	3	20%	2	13%	6	40%	4	27%	10	67%
Not Economically Disadvantaged	12	0	0%	12	100%	1	8%	2	17%	2	17%	7	58%	9	75%
Non-English Language Learner	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Not in Foster Care	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Not Homeless	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Not Migrant	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%
Parent Not in Armed Forces	27	0	0%	27	100%	4	15%	4	15%	8	30%	11	41%	19	70%

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

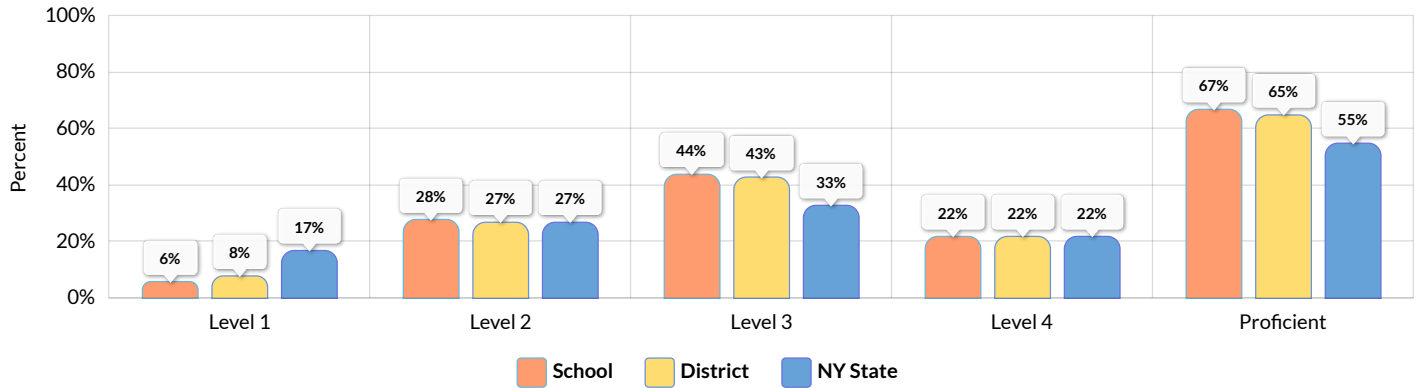


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Female	21	2	10%	19	90%	5	26%	4	21%	6	32%	4	21%	10	53%
Male	20	0	0%	20	100%	2	10%	10	50%	5	25%	3	15%	8	40%
General Education Students	31	2	6%	29	94%	3	10%	8	28%	11	38%	7	24%	18	62%
Students with Disabilities	10	0	0%	10	100%	4	40%	6	60%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	36	1	3%	35	97%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Economically Disadvantaged	30	2	7%	28	93%	7	25%	11	39%	7	25%	3	11%	10	36%
Not Economically Disadvantaged	11	0	0%	11	100%	0	0%	3	27%	4	36%	4	36%	8	73%
Non-English Language Learner	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Not in Foster Care	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Not Homeless	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Not Migrant	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%
Parent Not in Armed Forces	41	2	5%	39	95%	7	18%	14	36%	11	28%	7	18%	18	46%

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



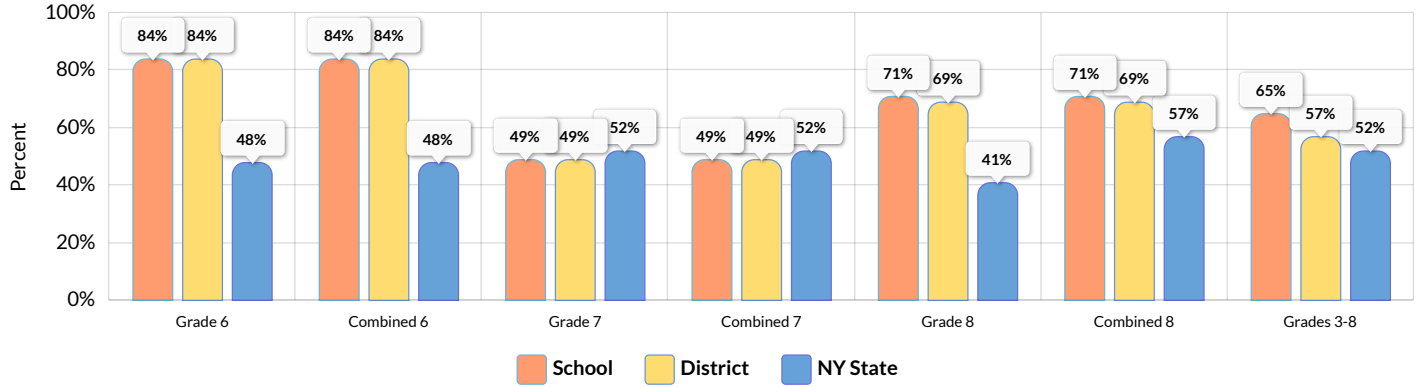
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Female	16	4	25%	12	75%	0	0%	4	33%	5	42%	3	25%	8	67%
Male	27	3	11%	24	89%	2	8%	6	25%	11	46%	5	21%	16	67%
General Education Students	32	6	19%	26	81%	2	8%	5	19%	11	42%	8	31%	19	73%
Students with Disabilities	11	1	9%	10	91%	0	0%	5	50%	5	50%	0	0%	5	50%
White	40	7	18%	33	83%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Economically Disadvantaged	24	5	21%	19	79%	2	11%	7	37%	8	42%	2	11%	10	53%
Not Economically Disadvantaged	19	2	11%	17	89%	0	0%	3	18%	8	47%	6	35%	14	82%
Non-English Language Learner	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Not in Foster Care	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Not Homeless	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Not Migrant	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%
Parent Not in Armed Forces	43	7	16%	36	84%	2	6%	10	28%	16	44%	8	22%	24	67%

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



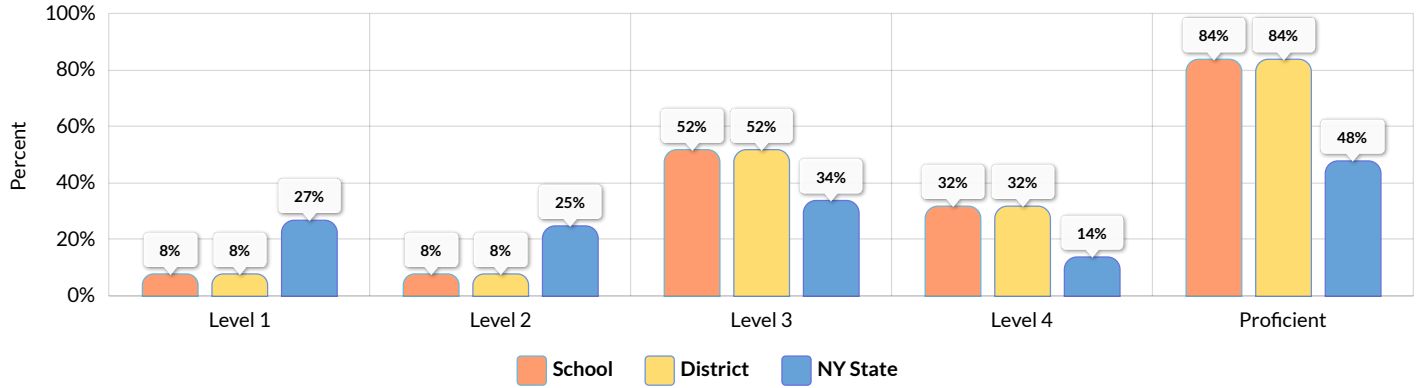
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	27	93%	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Combined 6	27	93%	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Grade 7	41	95%	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Combined 7	41	95%	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Grade 8	43	72%	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Combined 8	43	72%	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Grades 3-8	111	86%	16	14%	95	86%	15	16%	18	19%	39	41%	23	24%	62	65%

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

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

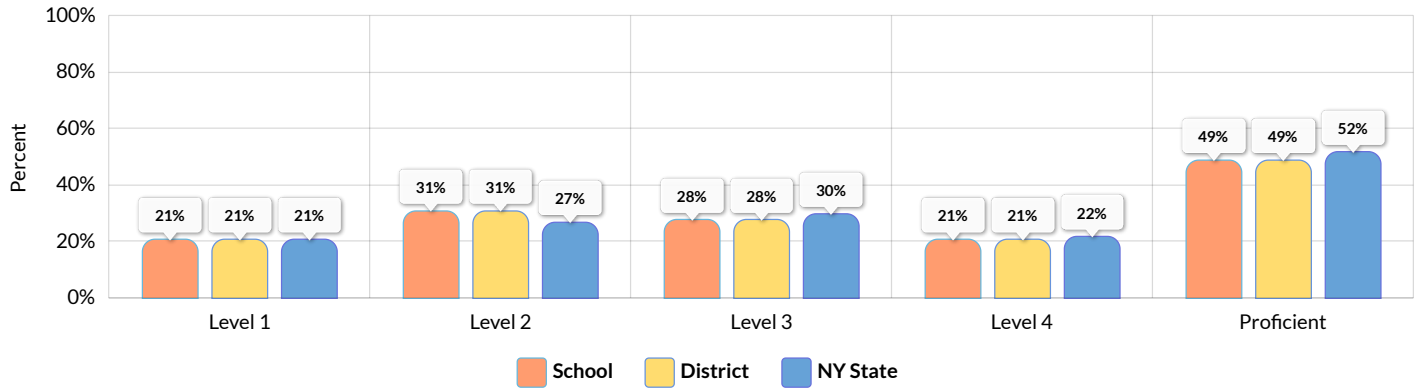


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Female	11	2	18%	9	82%	0	0%	0	0%	6	67%	3	33%	9	100%
Male	16	0	0%	16	100%	2	13%	2	13%	7	44%	5	31%	12	75%
General Education Students	25	2	8%	23	92%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Economically Disadvantaged	15	2	13%	13	87%	1	8%	2	15%	5	38%	5	38%	10	77%
Not Economically Disadvantaged	12	0	0%	12	100%	1	8%	0	0%	8	67%	3	25%	11	92%
Non-English Language Learner	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Not in Foster Care	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Not Homeless	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Not Migrant	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%
Parent Not in Armed Forces	27	2	7%	25	93%	2	8%	2	8%	13	52%	8	32%	21	84%

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

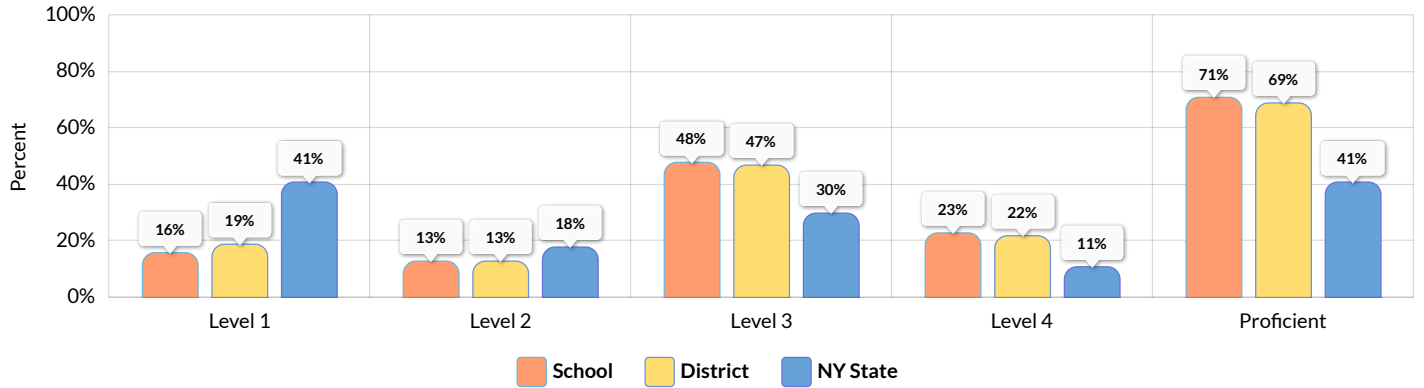


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Female	21	2	10%	19	90%	5	26%	5	26%	6	32%	3	16%	9	47%
Male	20	0	0%	20	100%	3	15%	7	35%	5	25%	5	25%	10	50%
General Education Students	31	2	6%	29	94%	4	14%	9	31%	9	31%	7	24%	16	55%
Students with Disabilities	10	0	0%	10	100%	4	40%	3	30%	2	20%	1	10%	3	30%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	36	1	3%	35	97%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Economically Disadvantaged	30	2	7%	28	93%	8	29%	8	29%	10	36%	2	7%	12	43%
Not Economically Disadvantaged	11	0	0%	11	100%	0	0%	4	36%	1	9%	6	55%	7	64%
Non-English Language Learner	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Not in Foster Care	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Not Homeless	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Not Migrant	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%
Parent Not in Armed Forces	41	2	5%	39	95%	8	21%	12	31%	11	28%	8	21%	19	49%

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



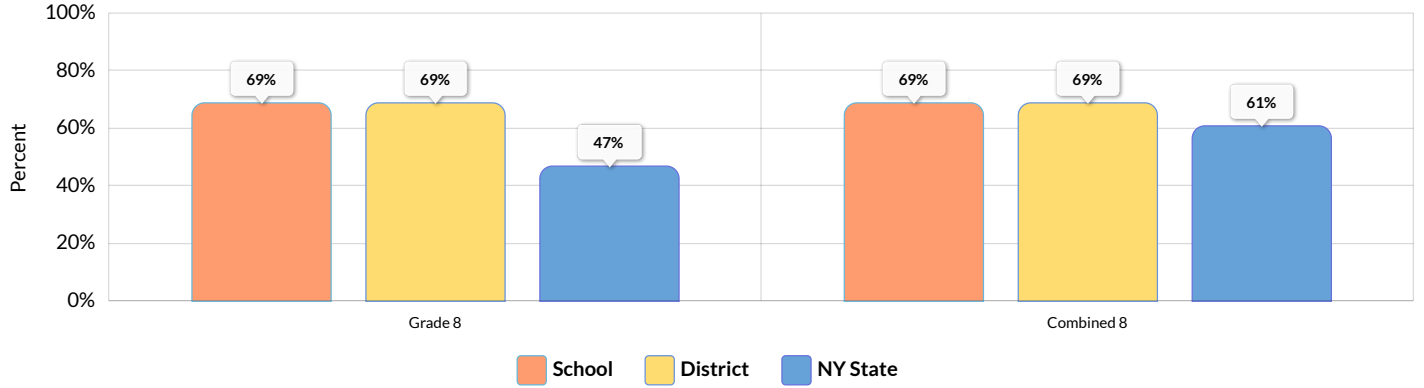
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Female	16	4	25%	12	75%	1	8%	3	25%	6	50%	2	17%	8	67%
Male	27	8	30%	19	70%	4	21%	1	5%	9	47%	5	26%	14	74%
General Education Students	32	11	34%	21	66%	2	10%	2	10%	11	52%	6	29%	17	81%
Students with Disabilities	11	1	9%	10	91%	3	30%	2	20%	4	40%	1	10%	5	50%
White	40	12	30%	28	70%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Economically Disadvantaged	24	8	33%	16	67%	2	13%	4	25%	8	50%	2	13%	10	63%
Not Economically Disadvantaged	19	4	21%	15	79%	3	20%	0	0%	7	47%	5	33%	12	80%
Non-English Language Learner	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Not in Foster Care	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Not Homeless	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Not Migrant	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%
Parent Not in Armed Forces	43	12	28%	31	72%	5	16%	4	13%	15	48%	7	23%	22	71%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

Percent Scoring Proficient by Grade

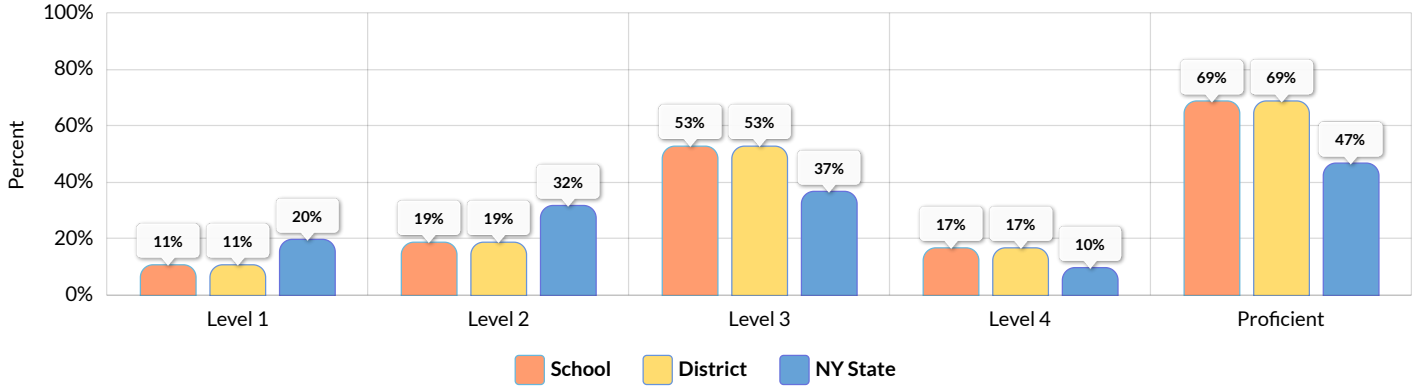


Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	43		7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Combined 8	43		7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%

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



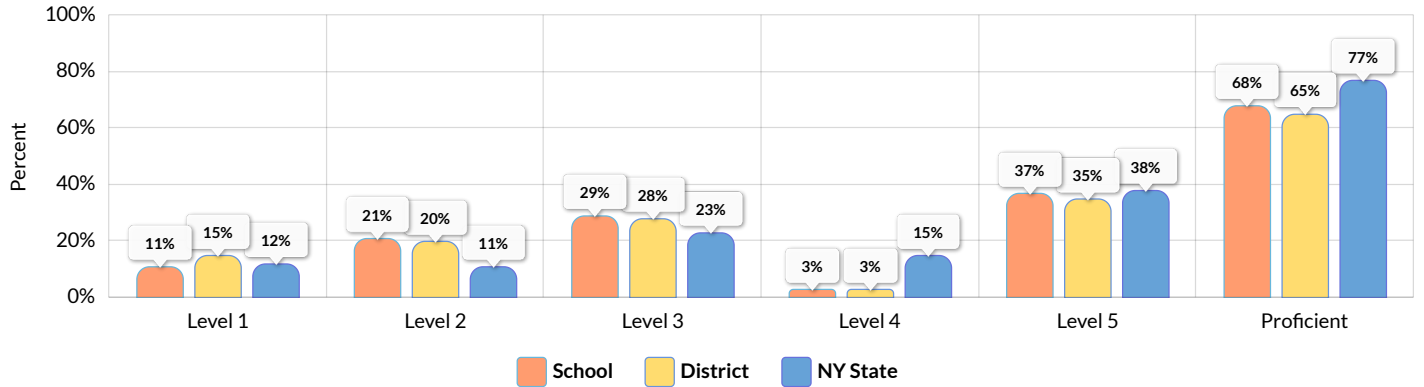
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Female	16	4	25%	12	75%	2	17%	4	33%	5	42%	1	8%	6	50%
Male	27	3	11%	24	89%	2	8%	3	13%	14	58%	5	21%	19	79%
General Education Students	32	6	19%	26	81%	4	15%	5	19%	11	42%	6	23%	17	65%
Students with Disabilities	11	1	9%	10	91%	0	0%	2	20%	8	80%	0	0%	8	80%
White	40	7	18%	33	83%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Economically Disadvantaged	24	5	21%	19	79%	3	16%	4	21%	12	63%	0	0%	12	63%
Not Economically Disadvantaged	19	2	11%	17	89%	1	6%	3	18%	7	41%	6	35%	13	76%
Non-English Language Learner	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Not in Foster Care	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Not Homeless	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Not Migrant	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%
Parent Not in Armed Forces	43	7	16%	36	84%	4	11%	7	19%	19	53%	6	17%	25	69%

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)

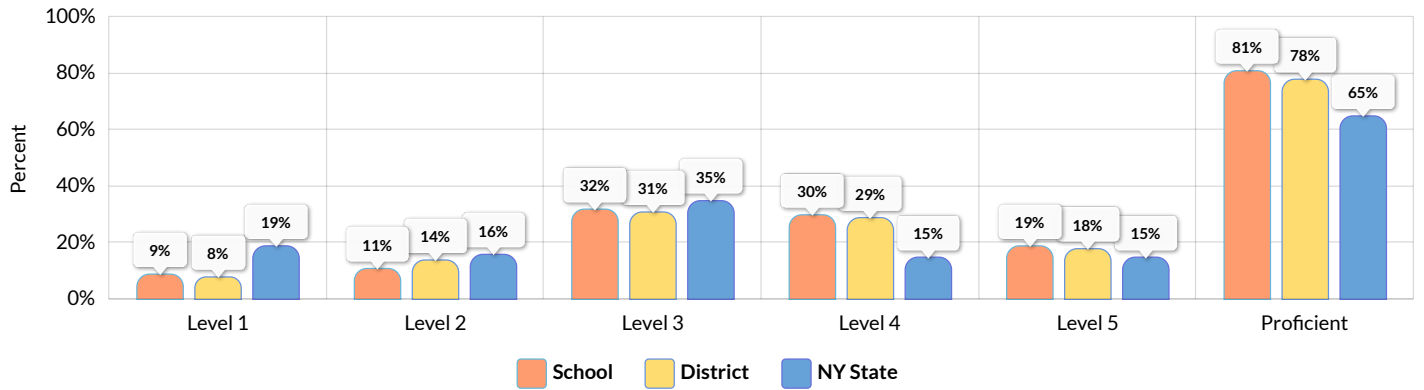
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Female	17	2	12%	1	6%	4	24%	1	6%	9	53%	14	82%
Male	21	2	10%	7	33%	7	33%	0	0%	5	24%	12	57%
General Education Students	25	2	8%	5	20%	5	20%	1	4%	12	48%	18	72%
Students with Disabilities	13	2	15%	3	23%	6	46%	0	0%	2	15%	8	62%
White	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Economically Disadvantaged	22	3	14%	6	27%	8	36%	0	0%	5	23%	13	59%
Not Economically Disadvantaged	16	1	6%	2	13%	3	19%	1	6%	9	56%	13	81%
Non-English Language Learner	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Not in Foster Care	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Not Homeless	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Not Migrant	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%
Parent Not in Armed Forces	38	4	11%	8	21%	11	29%	1	3%	14	37%	26	68%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

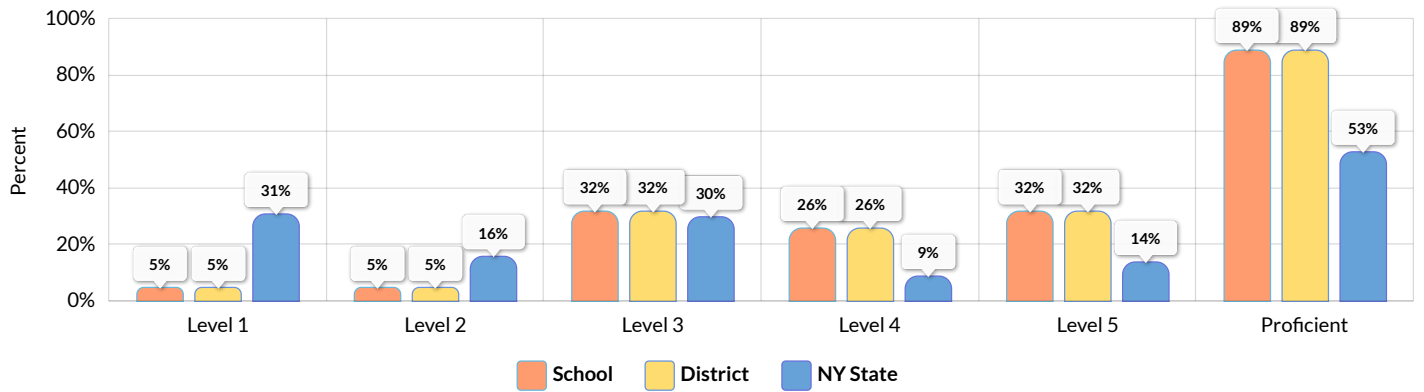
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Female	24	3	13%	1	4%	9	38%	8	33%	3	13%	20	83%
Male	23	1	4%	4	17%	6	26%	6	26%	6	26%	18	78%
General Education Students	36	1	3%	1	3%	11	31%	14	39%	9	25%	34	94%
Students with Disabilities	11	3	27%	4	36%	4	36%	0	0%	0	0%	4	36%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	44	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Economically Disadvantaged	26	3	12%	1	4%	9	35%	9	35%	4	15%	22	85%
Not Economically Disadvantaged	21	1	5%	4	19%	6	29%	5	24%	5	24%	16	76%
Non-English Language Learner	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Not in Foster Care	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Not Homeless	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Not Migrant	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%
Parent Not in Armed Forces	47	4	9%	5	11%	15	32%	14	30%	9	19%	38	81%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

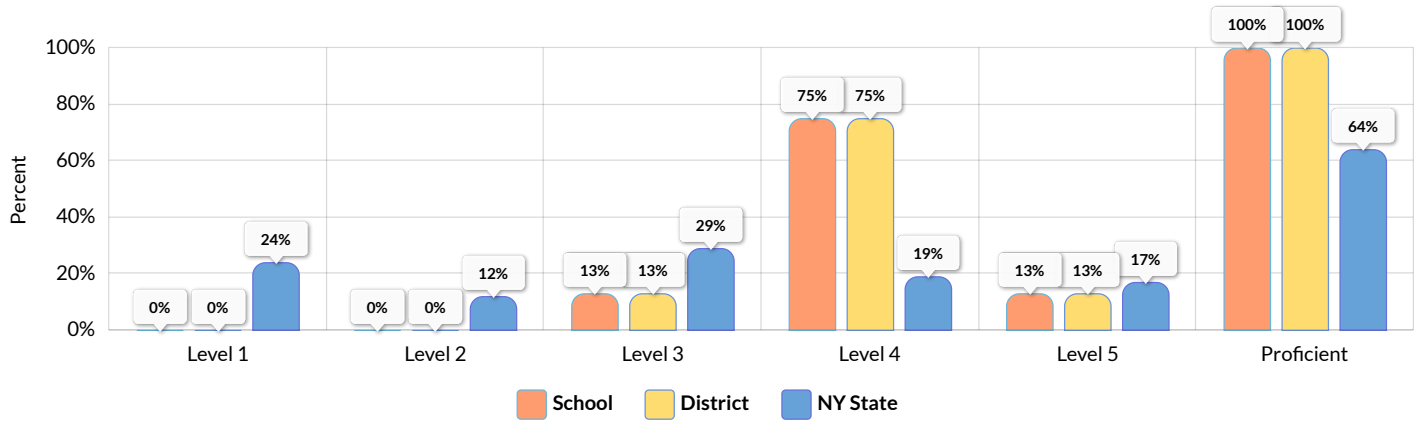
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Female	11	1	9%	0	0%	1	9%	4	36%	5	45%	10	91%
Male	8	0	0%	1	13%	5	63%	1	13%	1	13%	7	88%
General Education Students	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
White	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Economically Disadvantaged	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Not Economically Disadvantaged	14	0	0%	1	7%	5	36%	4	29%	4	29%	13	93%
Non-English Language Learner	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Not in Foster Care	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Not Homeless	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Not Migrant	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%
Parent Not in Armed Forces	19	1	5%	1	5%	6	32%	5	26%	6	32%	17	89%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

Percent Scoring at Levels for All Students

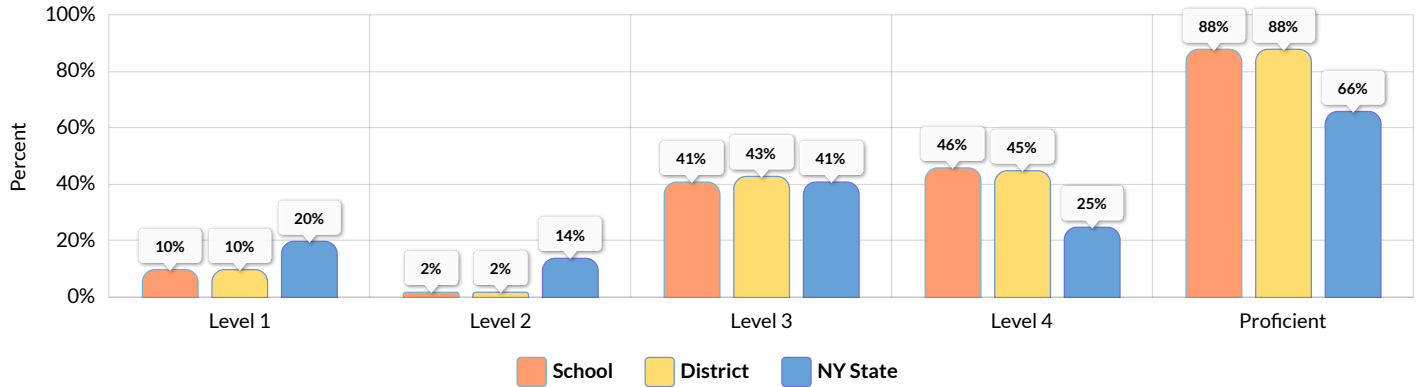


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Female	5	-	-	-	-	-	-	-	-	-	-	-	-
Male	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
General Education Students	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
White	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	6	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Not in Foster Care	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Not Homeless	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Not Migrant	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	1	13%	6	75%	1	13%	8	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



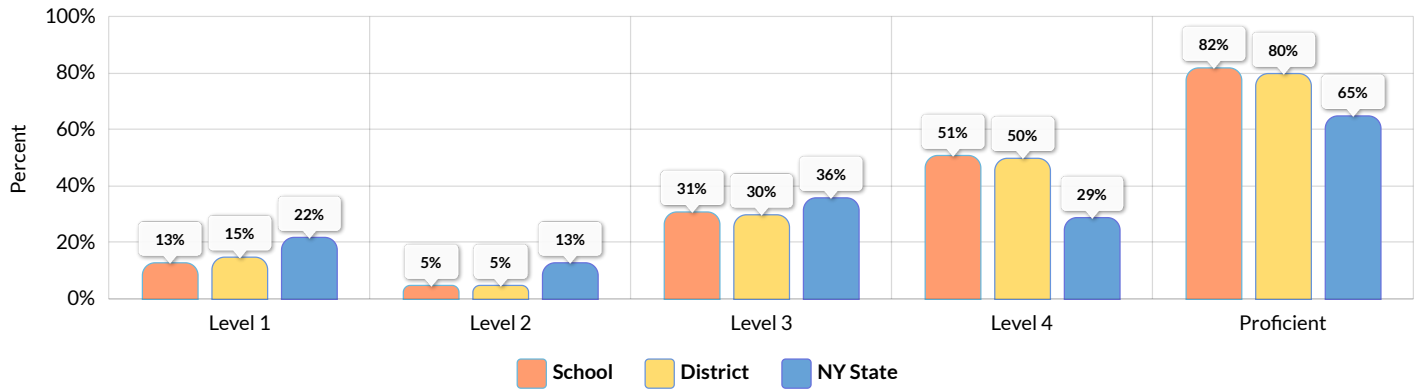
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	41	4	10%	1	2%	17	41%	19	46%	36	88%
Female	23	2	9%	0	0%	8	35%	13	57%	21	91%
Male	18	2	11%	1	6%	9	50%	6	33%	15	83%
General Education Students	31	0	0%	0	0%	12	39%	19	61%	31	100%
Students with Disabilities	10	4	40%	1	10%	5	50%	0	0%	5	50%
White	41	4	10%	1	2%	17	41%	19	46%	36	88%
Economically Disadvantaged	19	2	11%	1	5%	9	47%	7	37%	16	84%
Not Economically Disadvantaged	22	2	9%	0	0%	8	36%	12	55%	20	91%
Non-English Language Learner	41	4	10%	1	2%	17	41%	19	46%	36	88%
Not in Foster Care	41	4	10%	1	2%	17	41%	19	46%	36	88%
Not Homeless	41	4	10%	1	2%	17	41%	19	46%	36	88%
Not Migrant	41	4	10%	1	2%	17	41%	19	46%	36	88%
Parent Not in Armed Forces	41	4	10%	1	2%	17	41%	19	46%	36	88%

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

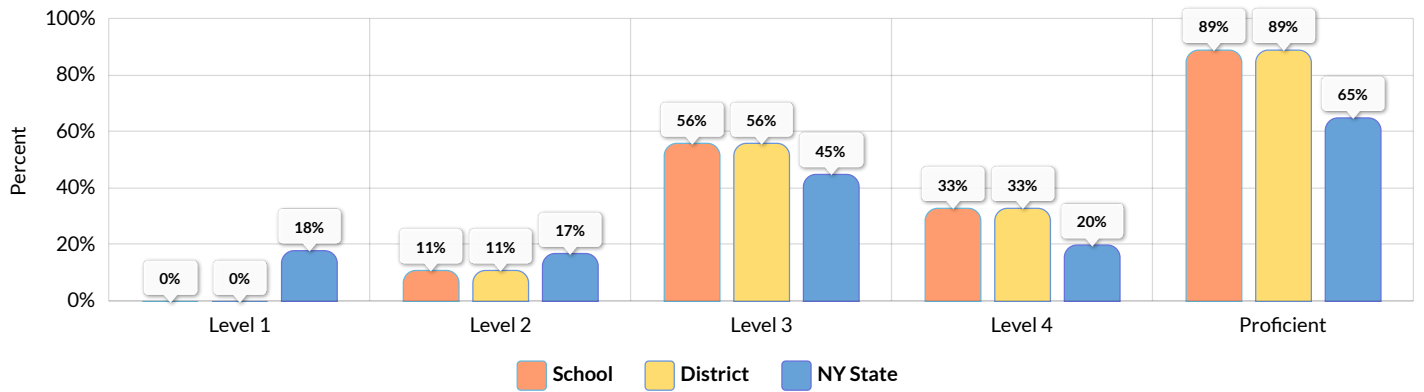
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	39	5	13%	2	5%	12	31%	20	51%	32	82%
Female	20	3	15%	2	10%	10	50%	5	25%	15	75%
Male	19	2	11%	0	0%	2	11%	15	79%	17	89%
General Education Students	37	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	36	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	39	5	13%	2	5%	12	31%	20	51%	32	82%
Economically Disadvantaged	23	4	17%	2	9%	8	35%	9	39%	17	74%
Not Economically Disadvantaged	16	1	6%	0	0%	4	25%	11	69%	15	94%
Non-English Language Learner	39	5	13%	2	5%	12	31%	20	51%	32	82%
Not in Foster Care	39	5	13%	2	5%	12	31%	20	51%	32	82%
Not Homeless	39	5	13%	2	5%	12	31%	20	51%	32	82%
Not Migrant	39	5	13%	2	5%	12	31%	20	51%	32	82%
Parent Not in Armed Forces	39	5	13%	2	5%	12	31%	20	51%	32	82%

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

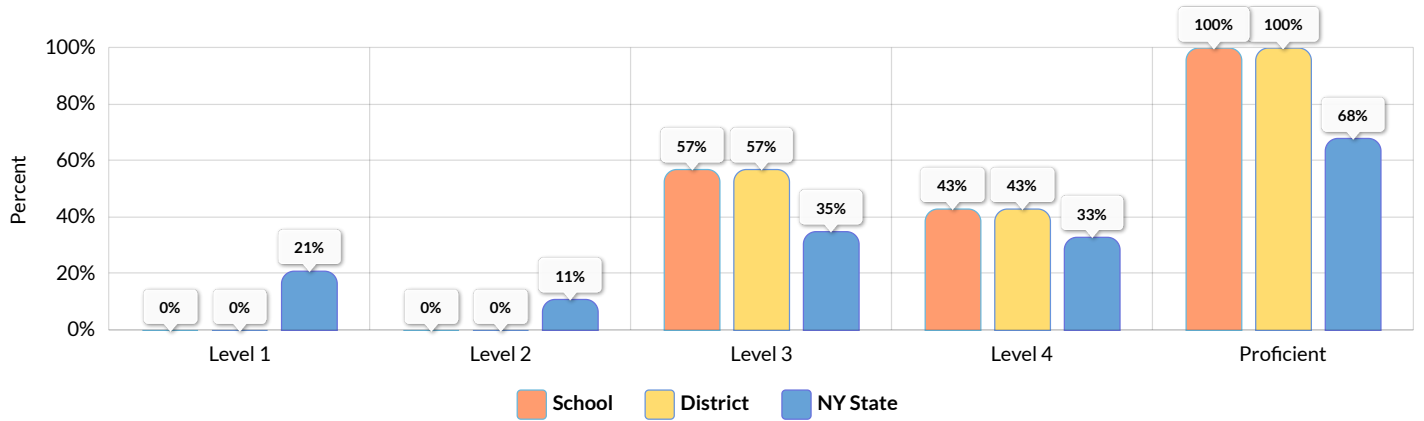
Percent Scoring at Levels for All Students



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

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

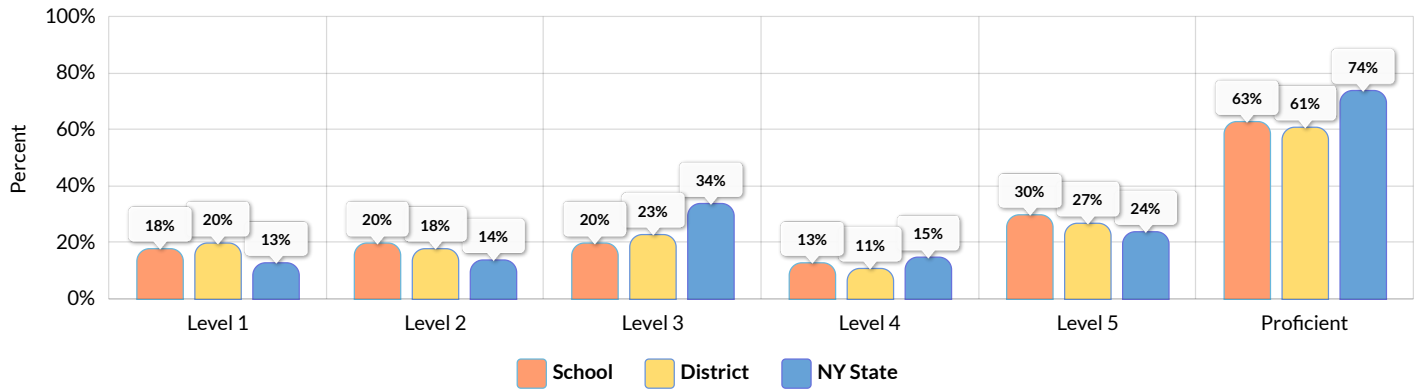
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	1	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	7	0	0%	0	0%	4	57%	3	43%	7	100%
General Education Students	7	0	0%	0	0%	4	57%	3	43%	7	100%
White	7	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	7	0	0%	0	0%	4	57%	3	43%	7	100%
Not in Foster Care	7	0	0%	0	0%	4	57%	3	43%	7	100%
Not Homeless	7	0	0%	0	0%	4	57%	3	43%	7	100%
Not Migrant	7	0	0%	0	0%	4	57%	3	43%	7	100%
Parent Not in Armed Forces	7	0	0%	0	0%	4	57%	3	43%	7	100%

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

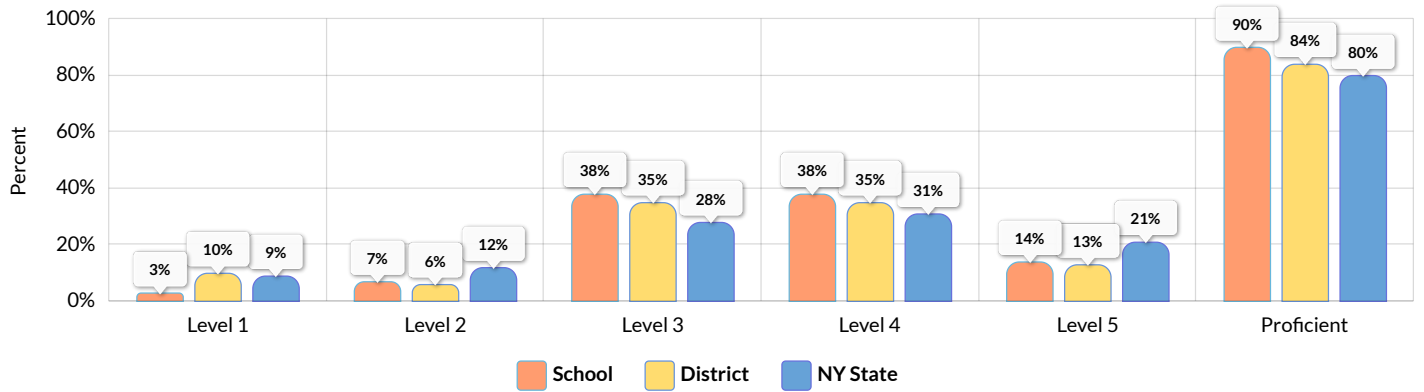
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Female	23	4	17%	5	22%	3	13%	2	9%	9	39%	14	61%
Male	17	3	18%	3	18%	5	29%	3	18%	3	18%	11	65%
General Education Students	31	2	6%	7	23%	6	19%	4	13%	12	39%	22	71%
Students with Disabilities	9	5	56%	1	11%	2	22%	1	11%	0	0%	3	33%
White	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Economically Disadvantaged	21	5	24%	8	38%	4	19%	1	5%	3	14%	8	38%
Not Economically Disadvantaged	19	2	11%	0	0%	4	21%	4	21%	9	47%	17	89%
Non-English Language Learner	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Not in Foster Care	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Not Homeless	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Not Migrant	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	63%
Parent Not in Armed Forces	40	7	18%	8	20%	8	20%	5	13%	12	30%	25	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	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Female	14	1	7%	0	0%	5	36%	5	36%	3	21%	13	93%
Male	15	0	0%	2	13%	6	40%	6	40%	1	7%	13	87%
General Education Students	21	1	5%	0	0%	7	33%	9	43%	4	19%	20	95%
Students with Disabilities	8	0	0%	2	25%	4	50%	2	25%	0	0%	6	75%
White	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Economically Disadvantaged	17	0	0%	2	12%	9	53%	5	29%	1	6%	15	88%
Not Economically Disadvantaged	12	1	8%	0	0%	2	17%	6	50%	3	25%	11	92%
Non-English Language Learner	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Not in Foster Care	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Not Homeless	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Not Migrant	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%
Parent Not in Armed Forces	29	1	3%	2	7%	11	38%	11	38%	4	14%	26	90%

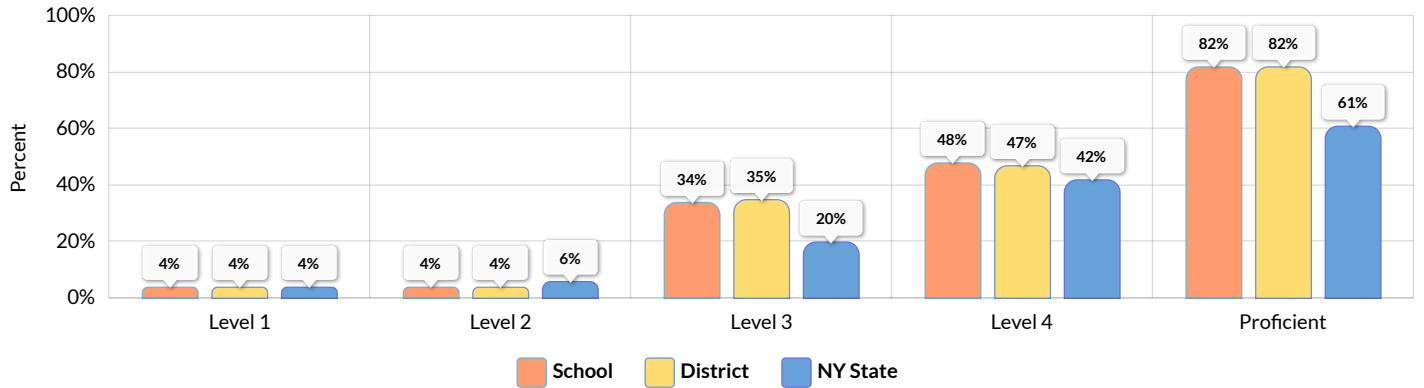
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

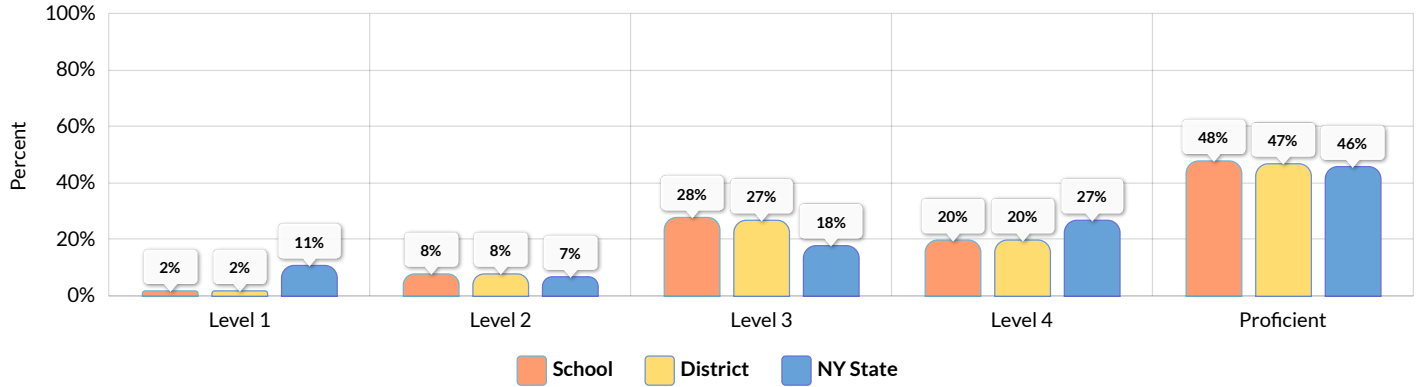
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Female	21	3	14%	18	86%	1	5%	0	0%	5	24%	12	57%	17	81%
Male	29	2	7%	27	93%	1	3%	2	7%	12	41%	12	41%	24	83%
General Education Students	41	2	5%	39	95%	0	0%	1	2%	14	34%	24	59%	38	93%
Students with Disabilities	9	3	33%	6	67%	2	22%	1	11%	3	33%	0	0%	3	33%
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	47	5	—	42	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Economically Disadvantaged	21	3	14%	18	86%	2	10%	0	0%	8	38%	8	38%	16	76%
Not Economically Disadvantaged	29	2	7%	27	93%	0	0%	2	7%	9	31%	16	55%	25	86%
Non-English Language Learner	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Not in Foster Care	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Not Homeless	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Not Migrant	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%
Parent Not in Armed Forces	50	5	10%	45	90%	2	4%	2	4%	17	34%	24	48%	41	82%

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	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Female	21	9	43%	12	57%	0	0%	1	5%	7	33%	4	19%	11	52%
Male	29	12	41%	17	59%	1	3%	3	10%	7	24%	6	21%	13	45%
General Education Students	41	13	32%	28	68%	1	2%	3	7%	14	34%	10	24%	24	59%
Students with Disabilities	9	8	89%	1	11%	0	0%	1	11%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	47	21	—	26	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Economically Disadvantaged	21	11	52%	10	48%	1	5%	2	10%	4	19%	3	14%	7	33%
Not Economically Disadvantaged	29	10	34%	19	66%	0	0%	2	7%	10	34%	7	24%	17	59%
Non-English Language Learner	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Not in Foster Care	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Not Homeless	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Not Migrant	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%
Parent Not in Armed Forces	50	21	42%	29	58%	1	2%	4	8%	14	28%	10	20%	24	48%

2019 TOTAL COHORT EXEMPTIONS IN MATH

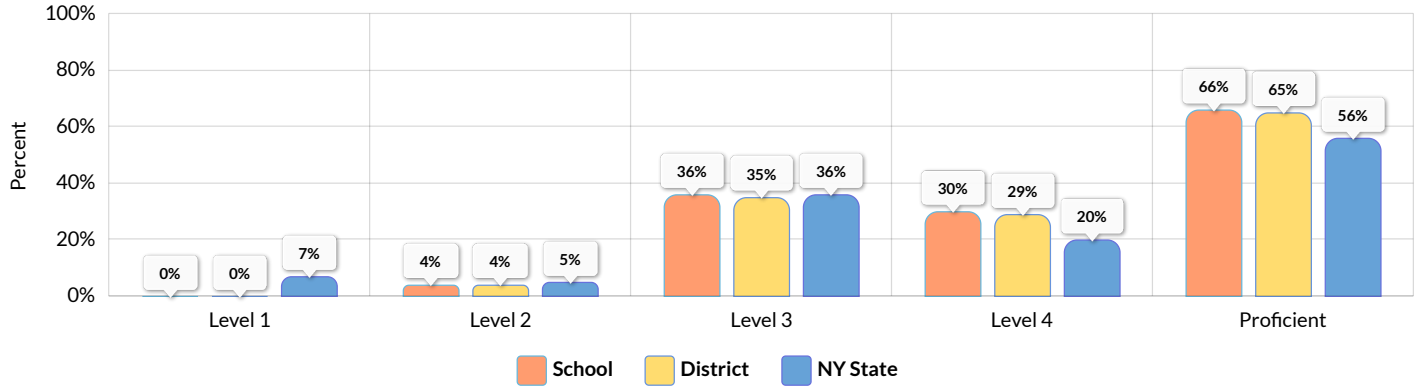
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	28	12	43	16	57
Female	12	4	33	8	67
Male	16	8	50	8	50
General Education Students	27	11	41	16	59
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	2	0	0	2	100
White	26	12	46	14	54
Economically Disadvantaged	9	5	56	4	44
Not Economically Disadvantaged	19	7	37	12	63
Non-English Language Learner	28	12	43	16	57
Not in Foster Care	28	12	43	16	57
Not Homeless	28	12	43	16	57
Not Migrant	28	12	43	16	57
Parent Not in Armed Forces	28	12	43	16	57

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	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Female	21	6	29%	15	71%	0	0%	1	5%	8	38%	6	29%	14	67%
Male	29	9	31%	20	69%	0	0%	1	3%	10	34%	9	31%	19	66%
General Education Students	41	6	15%	35	85%	0	0%	2	5%	18	44%	15	37%	33	80%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	47	15	—	32	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Economically Disadvantaged	21	10	48%	11	52%	0	0%	1	5%	7	33%	3	14%	10	48%
Not Economically Disadvantaged	29	5	17%	24	83%	0	0%	1	3%	11	38%	12	41%	23	79%
Non-English Language Learner	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Not in Foster Care	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Not Homeless	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Not Migrant	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%
Parent Not in Armed Forces	50	15	30%	35	70%	0	0%	2	4%	18	36%	15	30%	33	66%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

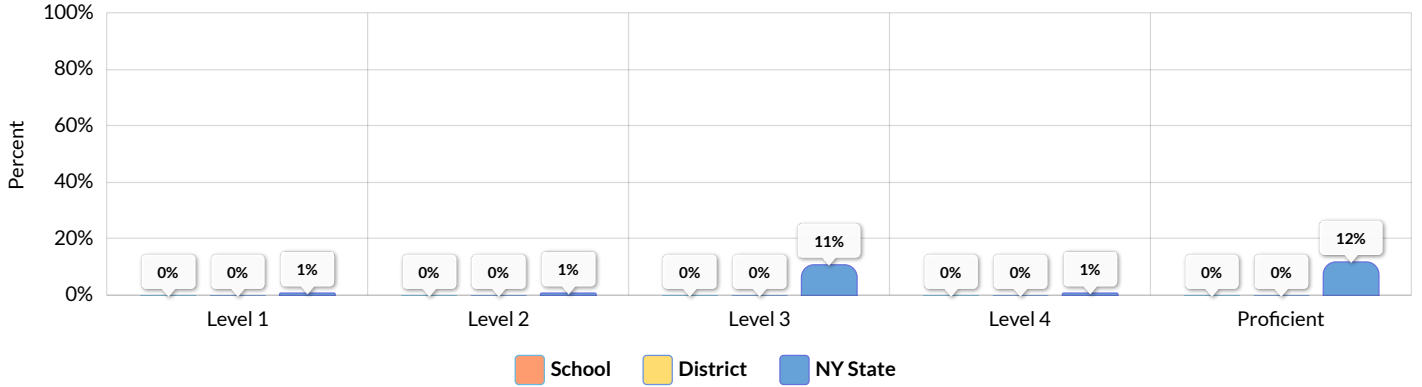
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	46	13	28	33	72
Female	19	5	26	14	74
Male	27	8	30	19	70
General Education Students	39	6	15	33	85
Students with Disabilities	7	7	100	0	0
Hispanic or Latino	3	0	0	3	100
White	43	13	30	30	70
Economically Disadvantaged	20	9	45	11	55
Not Economically Disadvantaged	26	4	15	22	85
Non-English Language Learner	46	13	28	33	72
Not in Foster Care	46	13	28	33	72
Not Homeless	46	13	28	33	72
Not Migrant	46	13	28	33	72
Parent Not in Armed Forces	46	13	28	33	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	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	47	47	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	50	50	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	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

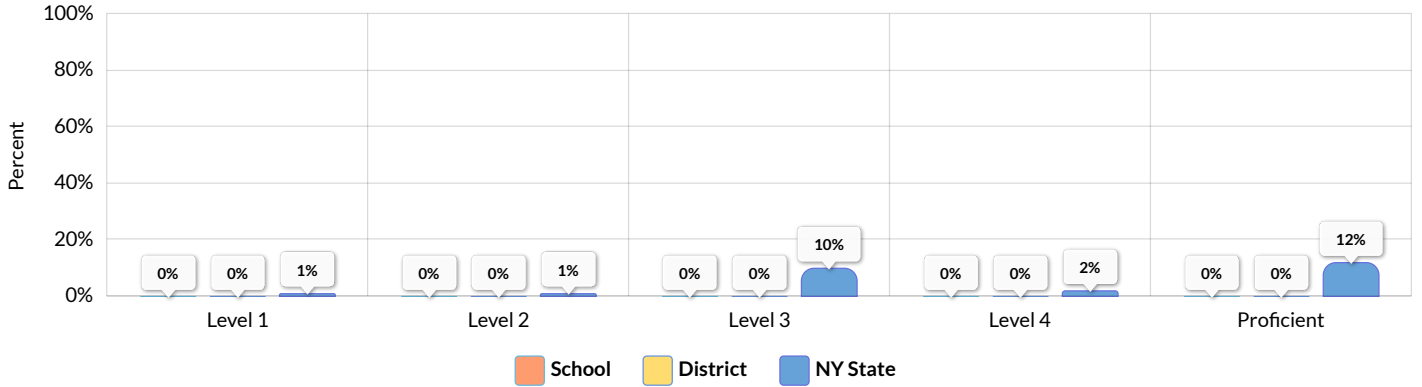
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

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	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	47	47	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	50	50	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	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

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 8 ELA	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	100%	1	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%

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	36	9	25%	1	0	0%
THIS DISTRICT	57	14	25%	2	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	34	4	12%
THIS DISTRICT	55	4	7%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROP
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4
Female	21	0	0%	0	0%	0	0%	0	0%	0	0%	18	86%	0	0%	3
Male	29	0	0%	0	0%	0	0%	0	0%	0	0%	27	93%	1	3%	1
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
General Education Students	41	0	0%	0	0%	0	0%	0	0%	0	0%	38	93%	1	2%	2
Students with Disabilities	9	0	0%	0	0%	0	0%	0	0%	0	0%	7	78%	0	0%	2
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	47	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Economically Disadvantaged	21	0	0%	0	0%	0	0%	0	0%	0	0%	18	86%	0	0%	3
Not Economically Disadvantaged	29	0	0%	0	0%	0	0%	0	0%	0	0%	27	93%	1	3%	1
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Non-English Language Learner	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not in Foster Care	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Homeless	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Migrant	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Not in Armed Forces	50	0	0%	0	0%	0	0%	0	0%	0	0%	45	90%	1	2%	4

