

HARPURSVILLE JUNIOR-SENIOR HS - 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
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	70	92.1	2
	Math	69	110.9	
	Combined	139	101.4	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	68	90.4	2
	Math	67	109.7	
	Combined	135	100	
Students with Disabilities	ELA	10	45	—
	Math	10	55	
	Combined	20	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	44	79.5	2
	Math	43	94.2	
	Combined	87	86.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	70	92.1	2
	Math	69	110.9	
	Combined	139	101.4	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	68	90.4	2
	Math	67	109.7	
	Combined	135	100	
Students with Disabilities	ELA	10	45	—
	Math	10	55	
	Combined	20	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	44	79.5	2
	Math	43	94.2	
	Combined	87	86.8	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	79	16	20.3%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	1	—	—	—
White	77	16	20.8%	3
English Language Learner	—	—	—	—
Students with Disabilities	13	—	—	—
Economically Disadvantaged	49	13	26.5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	74	97.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	1	—
White	✓	72	97.2%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	✓	47	95.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	73	98.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	1	—
White	✓	71	98.6%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	✓	45	97.8%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	42	147.6	112.8	2
	Math	14	71.4		
	Science	22	122.7		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
White	ELA	41	148.8	112.4	2
	Math	13	69.2		
	Science	22	122.7		
Students with Disabilities	ELA	7	57.1	—	—
	Math	4	—		
	Science	4	—		
Economically Disadvantaged	ELA	21	121.4	98.4	2
	Math	9	66.7		
	Science	13	111.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	43	144.2	82.6	2
	Math	35	28.6		
	Science	38	71.1		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	41	148.8	84.8	2
	Math	33	27.3		
	Science	36	75		
Students with Disabilities	ELA	8	50	—	—
	Math	6	16.7		
	Science	7	57.1		
Economically Disadvantaged	ELA	21	121.4	76.1	2
	Math	18	33.3		
	Science	20	72.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	60	55	91.7%	91.9%	2
	5-year	55	50	90.9%		
	6-year	57	53	93%		
American Indian or Alaska Native	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Multiracial	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	56	52	92.9%	92.1%	2
	5-year	52	47	90.4%		
	6-year	56	52	92.9%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	13	—	—	—	—
	5-year	3	—	—		
	6-year	7	—	—		
Economically Disadvantaged	4-year	33	29	87.9%	89.9%	3
	5-year	22	—	—		
	6-year	37	34	91.9%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	198	60	30.3%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	2	—	—	—
Hispanic or Latino	3	—	—	—
Multiracial	9	—	—	—
White	183	52	28.4%	3
English Language Learner	1	—	—	—
Students with Disabilities	44	13	29.5%	4
Economically Disadvantaged	118	43	36.4%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	43	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	1	—
White	✓	42	100%
English Language Learner	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	20	—

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	—	0	—
Multiracial	—	1	—
White	—	33	—
English Language Learner	—	0	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	18	—

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Grade 8	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Grades 3-8	75	3	4%	72	96%	29	40%	24	33%	12	17%	7	10%	19	26%

GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Female	18	0	0%	18	100%	4	22%	7	39%	5	28%	2	11%	7	39%
Male	19	1	5%	18	95%	9	50%	5	28%	1	6%	3	17%	4	22%
General Education Students	30	0	0%	30	100%	9	30%	11	37%	6	20%	4	13%	10	33%
Students with Disabilities	7	1	14%	6	86%	4	67%	1	17%	0	0%	1	17%	1	17%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	35	1	3%	34	97%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Economically Disadvantaged	25	0	0%	25	100%	12	48%	7	28%	5	20%	1	4%	6	24%
Not Economically Disadvantaged	12	1	8%	11	92%	1	9%	5	45%	1	9%	4	36%	5	45%
Non-English Language Learner	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Not in Foster Care	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Not Homeless	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Not Migrant	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%
Parent Not in Armed Forces	37	1	3%	36	97%	13	36%	12	33%	6	17%	5	14%	11	31%

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	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Female	12	0	0%	12	100%	3	25%	4	33%	3	25%	2	17%	5	42%
Male	26	2	8%	24	92%	13	54%	8	33%	3	13%	0	0%	3	13%
General Education Students	33	2	6%	31	94%	13	42%	10	32%	6	19%	2	6%	8	26%
Students with Disabilities	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
White	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Economically Disadvantaged	22	2	9%	20	91%	8	40%	9	45%	2	10%	1	5%	3	15%
Not Economically Disadvantaged	16	0	0%	16	100%	8	50%	3	19%	4	25%	1	6%	5	31%
Non-English Language Learner	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Not in Foster Care	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Not Homeless	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Not Migrant	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%
Parent Not in Armed Forces	38	2	5%	36	95%	16	44%	12	33%	6	17%	2	6%	8	22%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Combined 7	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Grade 8	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Regents 8	—	—	—	11	29%	1	9%	0	0%	4	36%	6	55%	10	91%
Combined 8	38	2	5%	36	95%	17	47%	2	6%	11	31%	6	17%	17	47%
Grades 3-8	74	3	4%	71	96%	22	31%	19	27%	18	25%	12	17%	30	42%

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

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	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Female	18	0	0%	18	100%	3	17%	7	39%	6	33%	2	11%	8	44%
Male	18	1	6%	17	94%	2	12%	10	59%	1	6%	4	24%	5	29%
General Education Students	30	1	3%	29	97%	3	10%	14	48%	7	24%	5	17%	12	41%
Students with Disabilities	6	0	0%	6	100%	2	33%	3	50%	0	0%	1	17%	1	17%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	34	1	3%	33	97%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Economically Disadvantaged	25	1	4%	24	96%	5	21%	13	54%	3	13%	3	13%	6	25%
Not Economically Disadvantaged	11	0	0%	11	100%	0	0%	4	36%	4	36%	3	27%	7	64%
Non-English Language Learner	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Not in Foster Care	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Not Homeless	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Not Migrant	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%
Parent Not in Armed Forces	36	1	3%	35	97%	5	14%	17	49%	7	20%	6	17%	13	37%

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	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Female	12	3	25%	9	75%	6	67%	1	11%	2	22%	0	0%	2	22%
Male	26	10	38%	16	62%	10	63%	1	6%	5	31%	0	0%	5	31%
General Education Students	33	13	39%	20	61%	12	60%	2	10%	6	30%	0	0%	6	30%
Students with Disabilities	5	0	0%	5	100%	4	80%	0	0%	1	20%	0	0%	1	20%
White	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Economically Disadvantaged	22	7	32%	15	68%	11	73%	1	7%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	16	6	38%	10	63%	5	50%	1	10%	4	40%	0	0%	4	40%
Non-English Language Learner	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Not in Foster Care	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Not Homeless	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Not Migrant	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%
Parent Not in Armed Forces	38	13	34%	25	66%	16	64%	2	8%	7	28%	0	0%	7	28%

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	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Regents 8	—	—	—	11	29%	1	9%	3	27%	4	36%	3	27%	7	64%
Combined 8	38	2	5%	36	95%	3	8%	13	36%	13	36%	7	19%	20	56%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Female	12	3	25%	9	75%	1	11%	3	33%	4	44%	1	11%	5	56%
Male	26	10	38%	16	62%	1	6%	7	44%	5	31%	3	19%	8	50%
General Education Students	33	13	39%	20	61%	1	5%	8	40%	8	40%	3	15%	11	55%
Students with Disabilities	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
White	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Economically Disadvantaged	21	7	33%	14	67%	1	7%	6	43%	5	36%	2	14%	7	50%
Not Economically Disadvantaged	17	6	35%	11	65%	1	9%	4	36%	4	36%	2	18%	6	55%
Non-English Language Learner	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Not in Foster Care	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Not Homeless	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Not Migrant	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%
Parent Not in Armed Forces	38	13	34%	25	66%	2	8%	10	40%	9	36%	4	16%	13	52%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	1	3%	10	25%	13	33%	6	15%	10	25%	29	73%
Female	16	0	0%	4	25%	5	31%	3	19%	4	25%	12	75%
Male	24	1	4%	6	25%	8	33%	3	13%	6	25%	17	71%
General Education Students	29	1	3%	4	14%	9	31%	5	17%	10	34%	24	83%
Students with Disabilities	11	0	0%	6	55%	4	36%	1	9%	0	0%	5	45%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	34	0	0%	8	24%	12	35%	6	18%	8	24%	26	76%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	2	33%	1	17%	0	0%	2	33%	3	50%
Economically Disadvantaged	28	1	4%	10	36%	11	39%	1	4%	5	18%	17	61%
Not Economically Disadvantaged	12	0	0%	0	0%	2	17%	5	42%	5	42%	12	100%
Non-English Language Learner	40	1	3%	10	25%	13	33%	6	15%	10	25%	29	73%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	39	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	39	–	–	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	40	1	3%	10	25%	13	33%	6	15%	10	25%	29	73%
Parent Not in Armed Forces	40	1	3%	10	25%	13	33%	6	15%	10	25%	29	73%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	11	17%	8	13%	22	34%	15	23%	8	13%	45	70%
Female	27	1	4%	3	11%	10	37%	7	26%	6	22%	23	85%
Male	37	10	27%	5	14%	12	32%	8	22%	2	5%	22	59%
General Education Students	50	6	12%	5	10%	19	38%	13	26%	7	14%	39	78%
Students with Disabilities	14	5	36%	3	21%	3	21%	2	14%	1	7%	6	43%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	62	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	64	11	17%	8	13%	22	34%	15	23%	8	13%	45	70%
Economically Disadvantaged	36	7	19%	4	11%	16	44%	5	14%	4	11%	25	69%
Not Economically Disadvantaged	28	4	14%	4	14%	6	21%	10	36%	4	14%	20	71%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	63	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	64	11	17%	8	13%	22	34%	15	23%	8	13%	45	70%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	63	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	64	11	17%	8	13%	22	34%	15	23%	8	13%	45	70%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	64	11	17%	8	13%	22	34%	15	23%	8	13%	45	70%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%
Female	16	5	31%	4	25%	5	31%	2	13%	0	0%	7	44%
Male	13	4	31%	1	8%	7	54%	1	8%	0	0%	8	62%
General Education Students	27	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	27	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%
Economically Disadvantaged	16	7	44%	4	25%	4	25%	1	6%	0	0%	5	31%
Not Economically Disadvantaged	13	2	15%	1	8%	8	62%	2	15%	0	0%	10	77%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	28	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%
Not Homeless	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%
Not Migrant	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%
Parent Not in Armed Forces	29	9	31%	5	17%	12	41%	3	10%	0	0%	15	52%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Female	7	0	0%	1	14%	3	43%	3	43%	0	0%	6	86%
Male	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
General Education Students	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
White	11	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Economically Disadvantaged	6	0	0%	1	17%	4	67%	1	17%	0	0%	5	83%
Not Economically Disadvantaged	6	0	0%	1	17%	2	33%	3	50%	0	0%	5	83%
Non-English Language Learner	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Not in Foster Care	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Not Homeless	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Not Migrant	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%
Parent Not in Armed Forces	12	0	0%	2	17%	6	50%	4	33%	0	0%	10	83%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	59	12	20%	13	22%	27	46%	7	12%	34	58%
Female	26	5	19%	4	15%	15	58%	2	8%	17	65%
Male	33	7	21%	9	27%	12	36%	5	15%	17	52%
General Education Students	45	5	11%	10	22%	24	53%	6	13%	30	67%
Students with Disabilities	14	7	50%	3	21%	3	21%	1	7%	4	29%
White	58	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	59	12	20%	13	22%	27	46%	7	12%	34	58%
Economically Disadvantaged	33	8	24%	7	21%	14	42%	4	12%	18	55%
Not Economically Disadvantaged	26	4	15%	6	23%	13	50%	3	12%	16	62%
Non-English Language Learner	59	12	20%	13	22%	27	46%	7	12%	34	58%
Not in Foster Care	59	12	20%	13	22%	27	46%	7	12%	34	58%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	58	–	–	–	–	–	–	–	–	–	–
Not Migrant	59	12	20%	13	22%	27	46%	7	12%	34	58%
Parent Not in Armed Forces	59	12	20%	13	22%	27	46%	7	12%	34	58%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	31	0	0%	2	6%	16	52%	13	42%	29	94%
Female	17	0	0%	1	6%	12	71%	4	24%	16	94%
Male	14	0	0%	1	7%	4	29%	9	64%	13	93%
General Education Students	28	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	30	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	0	0%	2	6%	16	52%	13	42%	29	94%
Economically Disadvantaged	16	0	0%	2	13%	9	56%	5	31%	14	88%
Not Economically Disadvantaged	15	0	0%	0	0%	7	47%	8	53%	15	100%
Non-English Language Learner	31	0	0%	2	6%	16	52%	13	42%	29	94%
Not in Foster Care	31	0	0%	2	6%	16	52%	13	42%	29	94%
Not Homeless	31	0	0%	2	6%	16	52%	13	42%	29	94%
Not Migrant	31	0	0%	2	6%	16	52%	13	42%	29	94%
Parent Not in Armed Forces	31	0	0%	2	6%	16	52%	13	42%	29	94%

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	11	1	9%	3	27%	7	64%	0	0%	7	64%
Female	6	1	17%	2	33%	3	50%	0	0%	3	50%
Male	5	0	0%	1	20%	4	80%	0	0%	4	80%
General Education Students	11	1	9%	3	27%	7	64%	0	0%	7	64%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	9	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	3	27%	7	64%	0	0%	7	64%
Economically Disadvantaged	6	0	0%	1	17%	5	83%	0	0%	5	83%
Not Economically Disadvantaged	5	1	20%	2	40%	2	40%	0	0%	2	40%
Non-English Language Learner	11	1	9%	3	27%	7	64%	0	0%	7	64%
Not in Foster Care	11	1	9%	3	27%	7	64%	0	0%	7	64%
Not Homeless	11	1	9%	3	27%	7	64%	0	0%	7	64%
Not Migrant	11	1	9%	3	27%	7	64%	0	0%	7	64%
Parent Not in Armed Forces	11	1	9%	3	27%	7	64%	0	0%	7	64%

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	4	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	4	—	—	—	—	—	—	—	—	—	—
General Education Students	4	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	4	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%
Female	17	2	12%	2	12%	10	59%	3	18%	0	0%	13	76%
Male	21	3	14%	4	19%	7	33%	3	14%	4	19%	14	67%
General Education Students	30	3	10%	3	10%	14	47%	6	20%	4	13%	24	80%
Students with Disabilities	8	2	25%	3	38%	3	38%	0	0%	0	0%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	36	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%
Economically Disadvantaged	24	3	13%	5	21%	11	46%	3	13%	2	8%	16	67%
Not Economically Disadvantaged	14	2	14%	1	7%	6	43%	3	21%	2	14%	11	79%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	37	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%
Not Homeless	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%
Not Migrant	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%
Parent Not in Armed Forces	38	5	13%	6	16%	17	45%	6	16%	4	11%	27	71%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	3	8%	6	16%	14	37%	7	18%	8	21%	29	76%
Female	16	2	13%	2	13%	6	38%	4	25%	2	13%	12	75%
Male	22	1	5%	4	18%	8	36%	3	14%	6	27%	17	77%
General Education Students	29	1	3%	3	10%	10	34%	7	24%	8	28%	25	86%
Students with Disabilities	9	2	22%	3	33%	4	44%	0	0%	0	0%	4	44%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	32	3	9%	5	16%	11	34%	7	22%	6	19%	24	75%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	3	50%	0	0%	2	33%	5	83%
Economically Disadvantaged	26	2	8%	5	19%	11	42%	4	15%	4	15%	19	73%
Not Economically Disadvantaged	12	1	8%	1	8%	3	25%	3	25%	4	33%	10	83%
Non-English Language Learner	38	3	8%	6	16%	14	37%	7	18%	8	21%	29	76%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	37	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	37	–	–	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	38	3	8%	6	16%	14	37%	7	18%	8	21%	29	76%
Parent Not in Armed Forces	38	3	8%	6	16%	14	37%	7	18%	8	21%	29	76%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%
Female	25	1	4%	24	96%	1	4%	2	8%	7	28%	14	56%	21	84%
Male	21	0	0%	21	100%	1	5%	5	24%	7	33%	8	38%	15	71%
General Education Students	36	0	0%	36	100%	1	3%	3	8%	11	31%	21	58%	32	89%
Students with Disabilities	10	1	10%	9	90%	1	10%	4	40%	3	30%	1	10%	4	40%
White	44	0	–	44	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%
Economically Disadvantaged	22	0	0%	22	100%	2	9%	5	23%	7	32%	8	36%	15	68%
Not Economically Disadvantaged	24	1	4%	23	96%	0	0%	2	8%	7	29%	14	58%	21	88%
Non-English Language Learner	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%
Not in Foster Care	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%
Homeless	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	45	1	–	44	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%
Parent Not in Armed Forces	46	1	2%	45	98%	2	4%	7	15%	14	30%	22	48%	36	78%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

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

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%
Female	25	11	44%	14	56%	1	4%	2	8%	4	16%	7	28%	11	44%
Male	21	13	62%	8	38%	2	10%	1	5%	3	14%	2	10%	5	24%
General Education Students	36	18	50%	18	50%	1	3%	2	6%	6	17%	9	25%	15	42%
Students with Disabilities	10	6	60%	4	40%	2	20%	1	10%	1	10%	0	0%	1	10%
White	44	23	—	21	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%
Economically Disadvantaged	22	9	41%	13	59%	3	14%	1	5%	5	23%	4	18%	9	41%
Not Economically Disadvantaged	24	15	63%	9	38%	0	0%	2	8%	2	8%	5	21%	7	29%
Non-English Language Learner	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%
Not in Foster Care	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	24	—	21	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%
Parent Not in Armed Forces	46	24	52%	22	48%	3	7%	3	7%	7	15%	9	20%	16	35%

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	45	24	53	21	47
Female	24	11	46	13	54
Male	21	13	62	8	38
General Education Students	35	18	51	17	49
Students with Disabilities	10	6	60	4	40
White	43	23	53	20	47
Multiracial	2	1	50	1	50
Economically Disadvantaged	22	9	41	13	59
Not Economically Disadvantaged	23	15	65	8	35
Non-English Language Learner	45	24	53	21	47
Not in Foster Care	45	24	53	21	47
Homeless	1	0	0	1	100
Not Homeless	44	24	55	20	45
Not Migrant	45	24	53	21	47
Parent Not in Armed Forces	45	24	53	21	47

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%
Female	25	6	24%	19	76%	3	12%	3	12%	7	28%	6	24%	13	52%
Male	21	9	43%	12	57%	6	29%	1	5%	3	14%	2	10%	5	24%
General Education Students	36	10	28%	26	72%	6	17%	4	11%	8	22%	8	22%	16	44%
Students with Disabilities	10	5	50%	5	50%	3	30%	0	0%	2	20%	0	0%	2	20%
White	44	13	—	31	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%
Economically Disadvantaged	22	6	27%	16	73%	5	23%	2	9%	6	27%	3	14%	9	41%
Not Economically Disadvantaged	24	9	38%	15	63%	4	17%	2	8%	4	17%	5	21%	9	38%
Non-English Language Learner	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%
Not in Foster Care	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	15	—	30	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%
Parent Not in Armed Forces	46	15	33%	31	67%	9	20%	4	9%	10	22%	8	17%	18	39%

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	40	15	38	25	63
Female	23	6	26	17	74
Male	17	9	53	8	47
General Education Students	34	10	29	24	71
Students with Disabilities	6	5	83	1	17
White	38	13	34	25	66
Multiracial	2	2	100	0	0
Economically Disadvantaged	19	6	32	13	68
Not Economically Disadvantaged	21	9	43	12	57
Non-English Language Learner	40	15	38	25	63
Not in Foster Care	40	15	38	25	63
Homeless	1	0	0	1	100
Not Homeless	39	15	38	24	62
Not Migrant	40	15	38	25	63
Parent Not in Armed Forces	40	15	38	25	63

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	45	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Female	25	24	96%	1	4%	1	4%	0	0%	0	0%	0	0%	0	0%
Male	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	36	35	97%	1	3%	1	3%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	43	—	1	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	45	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	21	95%	1	5%	1	5%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	46	45	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	46	45	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	44	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	45	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	46	45	98%	1	2%	1	2%	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	2	2	100	0	0
Female	2	2	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	1	1	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	46	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	44	—	0	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	46	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	46	46	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	46	46	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	45	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	46	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	46	46	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	42	42	100	0	0
Female	23	23	100	0	0
Male	19	19	100	0	0
General Education Students	34	34	100	0	0
Students with Disabilities	8	8	100	0	0
White	41	41	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	20	20	100	0	0
Not Economically Disadvantaged	22	22	100	0	0
Non-English Language Learner	42	42	100	0	0
Not in Foster Care	42	42	100	0	0
Homeless	1	1	100	0	0
Not Homeless	41	41	100	0	0
Not Migrant	42	42	100	0	0
Parent Not in Armed Forces	42	42	100	0	0

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

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

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

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	269	\$609,863	\$2,267	\$4,921,251	\$18,295	\$5,531,114	\$20,562
This District	595	\$2,000,462	\$3,362	\$13,988,443	\$23,510	\$15,988,905	\$26,872
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 SCHOOL	33	6	18%	1	0	0%
THIS DISTRICT	60	16	27%	2	1	50%
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	32	3	9%
THIS DISTRICT	56	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		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	43	93%	9	20%	33	72%	1	2%	0	0%	1	2%	0	0%	2	4%
Female	25	23	92%	8	32%	15	60%	0	0%	0	0%	1	4%	0	0%	1	4%
Male	21	20	95%	1	5%	18	86%	1	5%	0	0%	0	0%	0	0%	1	5%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	36	34	94%	8	22%	26	72%	0	0%	0	0%	0	0%	0	0%	2	6%
Students with Disabilities	10	9	90%	1	10%	7	70%	1	10%	0	0%	1	10%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	22	20	91%	2	9%	18	82%	0	0%	0	0%	0	0%	0	0%	2	9%
Not Economically Disadvantaged	24	23	96%	7	29%	15	63%	1	4%	0	0%	1	4%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	46	43	93%	9	20%	33	72%	1	2%	0	0%	1	2%	0	0%	2	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	46	43	93%	9	20%	33	72%	1	2%	0	0%	1	2%	0	0%	2	4%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	45	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	46	43	93%	9	20%	33	72%	1	2%	0	0%	1	2%	0	0%	2	4%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	46	43	93%	9	20%	33	72%	1	2%	0	0%	1	2%	0	0%	2	4%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

[CRDC Data \(18.04 megabytes\)](#)

[CRDC Glossary and Guide](#)

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