

## ESCUELA SECUNDARIA PLAINEDGE - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2022-23]

La boleta de calificaciones del estado de Nueva York es una parte importante del esfuerzo de la Junta de Regentes para crear equidad educativa y elevar los estándares de aprendizaje para todos los estudiantes. El conocimiento adquirido a partir del boletín de calificaciones sobre las fortalezas y debilidades de una escuela o distrito se puede utilizar para mejorar la instrucción y los servicios a los estudiantes. La boleta de calificaciones proporciona información al público sobre el personal de la escuela/distrito, los estudiantes y las medidas del desempeño de la escuela y el distrito según lo exige la Ley Cada Estudiante Triunfa (ESSA). Fundamentalmente, ESSA trata de crear un conjunto de estrategias entrelazadas para promover la equidad educativa brindando apoyo a los distritos y las escuelas mientras trabajan para garantizar que cada estudiante tenga éxito. El estado de Nueva York está comprometido a garantizar que todos los estudiantes tengan éxito y prosperen en la escuela sin importar quiénes sean, dónde vivan, dónde vayan a la escuela o de dónde vengan.

### ESTADO DE RENDICIÓN DE CUENTAS 2023-24 Y MODELO DE APOYO BASADO EN DATOS DE 2022-23

Debido a COVID-19 y los cambios en la rendición de cuentas del estado de Nueva York y los requisitos de presentación de informes federales, los estados de rendición de cuentas y los modelos de apoyo para 2023-24 se determinaron utilizando una metodología modificada. Para obtener más información, consulte Comprensión del sistema de responsabilidad del estado de Nueva York según la Ley Cada estudiante triunfa (ESSA) para los estados de responsabilidad de 2023-24 basados en los resultados de 2022-23.

## SOPORTE Y MEJORA LOCAL

### PROGRESOS REALIZADOS

N / A

### SECCIÓN 1003 FONDOS PARA MEJORA ESCOLAR (2022-23)

El enlace a continuación proporciona una lista de todas las agencias de educación locales y escuelas públicas que recibieron fondos para mejoras escolares de la sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos.

Datos de los Fondos de Mejoramiento Escolar de la Sección 1003 (72,97 kilobytes)

Para obtener información sobre el uso de los fondos de Mejoramiento Escolar del Título I, consulte:

- 2022-23 Título I SIG 1003 (Básico)
- 2022-23 Subvención de Mejoramiento Escolar Título I 1003 Subvención de Entrenamiento para la Excelencia
- 2022-23 Subvención de Mejoramiento Escolar Título I 1003 Subvención de Rediseño de Escuela Secundaria
- 2020-23 NYSIP-PLC Fase III
- Subvención 1003 para mejoramiento escolar del Título 1 2022-23: Subvención de apoyo específico para escuelas identificadas a largo plazo
- Subvención 1003 de mejora escolar del Título 1 de 2023 (planificación)

### ESTADOS SECUNDARIOS Y MODELOS DE APOYO POR SUBGRUPO

Subgrupo	Modelo de estado y soporte	Progresos realizados
Todos los estudiantes	Soporte y mejora local	N / A
Asiático o nativo de Hawái/otra isla del Pacífico	Soporte y mejora local	N / A
hispano o latino	Soporte y mejora local	N / A
Blanco	Soporte y mejora local	N / A
Estudiantes con discapacidades	Soporte y mejora local	N / A
Económicamente en desventaja	Soporte y mejora local	N / A

**NIVELES DEL INDICADOR SECUNDARIO**

Subgrupo	Rendimiento de la materia principal	Rendimiento promedio ponderado	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	3	–	3
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	4	–	–	3
Black or African American	–	–	–	–	–
Hispanic or Latino	4	3	1	–	3
Multiracial	–	–	–	–	–
White	4	4	3	–	3
English Language Learner	–	–	–	–	–
Students with Disabilities	4	4	3	–	3
Economically Disadvantaged	4	4	2	–	3

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	205	215.9	161.3	4
	Math	86	107.6		
	Science	138	159.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	230	158	3
	Math	7	78.6		
	Science	13	169.2		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	–	–		
Hispanic or Latino	ELA	16	196.9	182.6	4
	Math	3	–		
	Science	10	110		
Multiracial	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	170	218.5	164	4
	Math	73	110.3		
	Science	114	162.7		
English Language Learner	ELA	3	–	–	–
	Math	1	–		
	Science	–	–		
Students with Disabilities	ELA	17	152.9	116.7	4
	Math	6	91.7		
	Science	6	100		
Economically Disadvantaged	ELA	24	200	149.6	4
	Math	8	93.8		
	Science	13	157.7		

### SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	207	213.8	127.2	4
	Math	202	45.8		
	Science	185	119.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	230	136.7	4
	Math	15	36.7		
	Science	15	146.7		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	1	–		
Hispanic or Latino	ELA	16	196.9	108.7	3
	Math	16	40.6		
	Science	14	78.6		
Multiracial	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	172	216	129.1	4
	Math	168	47.9		
	Science	154	120.5		
English Language Learner	ELA	3	–	–	–
	Math	3	–		
	Science	2	–		
Students with Disabilities	ELA	18	144.4	85.1	4
	Math	17	32.4		
	Science	8	75		
Economically Disadvantaged	ELA	25	192	110.4	4
	Math	22	34.1		
	Science	20	102.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	227	213	93.8%	96%	3
	5-year	217	208	95.9%		
	6-year	245	241	98.4%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	9	–	–	–	–
	5-year	9	–	–		
	6-year	7	–	–		
Black or African American	4-year	2	–	–	–	–
	5-year	1	–	–		
	6-year	2	–	–		
Hispanic or Latino	4-year	19	15	78.9%	78.9%	1
	5-year	12	–	–		
	6-year	13	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	2	–	–		
	6-year	0	–	–		
White	4-year	197	188	95.4%	96.8%	3
	5-year	193	187	96.9%		
	6-year	222	218	98.2%		
English Language Learner	4-year	3	–	–	–	–
	5-year	4	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	37	30	81.1%	85.8%	3
	5-year	30	25	83.3%		
	6-year	43	40	93%		
Economically Disadvantaged	4-year	35	27	77.1%	84%	2
	5-year	33	30	90.9%		
	6-year	26	–	–		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	5	–	–	–	–
Multiracial	0	–	–	–	–
White	2	–	–	–	–
English Language Learner	7	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	843	205	24.3%	3
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	41	11	26.8%	3
Black or African American	6	–	–	–
Hispanic or Latino	74	19	25.7%	3
Multiracial	10	–	–	–
White	710	169	23.8%	3
English Language Learner	16	–	–	–
Students with Disabilities	119	45	37.8%	3
Economically Disadvantaged	130	49	37.7%	3

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	206	98.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	1	—
Hispanic or Latino	—	17	—
Multiracial	—	3	—
White	✓	170	98.2%
English Language Learner	—	3	—
Students with Disabilities	—	16	—
Economically Disadvantaged	—	25	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	201	42.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	1	—
Hispanic or Latino	—	17	—
Multiracial	—	2	—
White	✗	166	43.4%
English Language Learner	—	3	—
Students with Disabilities	—	15	—
Economically Disadvantaged	—	22	—

**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	224	2	1%	5	2%	52	23%	56	25%	109	49%	217	97%
Female	105	–	–	–	–	–	–	–	–	–	–	–	–
Male	118	2	2%	5	4%	34	29%	37	31%	40	34%	111	94%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	106	0	0%	0	0%	18	17%	19	18%	69	65%	106	100%
General Education Students	202	0	0%	3	1%	39	19%	51	25%	109	54%	199	99%
Students with Disabilities	22	2	9%	2	9%	13	59%	5	23%	0	0%	18	82%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	0	0%	2	8%	3	12%	5	20%	15	60%	23	92%
White	188	2	1%	3	2%	45	24%	48	26%	90	48%	183	97%
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	4	36%	3	27%	4	36%	11	100%
Economically Disadvantaged	36	2	6%	2	6%	8	22%	10	28%	14	39%	32	89%
Not Economically Disadvantaged	188	0	0%	3	2%	44	23%	46	24%	95	51%	185	98%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	221	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	224	2	1%	5	2%	52	23%	56	25%	109	49%	217	97%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	222	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	224	2	1%	5	2%	52	23%	56	25%	109	49%	217	97%
Parent Not in Armed Forces	224	2	1%	5	2%	52	23%	56	25%	109	49%	217	97%

**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	35	2	6%	3	9%	22	63%	8	23%	0	0%	30	86%
Female	21	0	0%	3	14%	16	76%	2	10%	0	0%	18	86%
Male	14	2	14%	0	0%	6	43%	6	43%	0	0%	12	86%
General Education Students	17	0	0%	1	6%	9	53%	7	41%	0	0%	16	94%
Students with Disabilities	18	2	11%	2	11%	13	72%	1	6%	0	0%	14	78%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-	-	-
White	25	1	4%	2	8%	15	60%	7	28%	0	0%	22	88%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	10	1	10%	1	10%	7	70%	1	10%	0	0%	8	80%
Economically Disadvantaged	15	1	7%	2	13%	9	60%	3	20%	0	0%	12	80%
Not Economically Disadvantaged	20	1	5%	1	5%	13	65%	5	25%	0	0%	18	90%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	34	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	35	2	6%	3	9%	22	63%	8	23%	0	0%	30	86%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	33	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	35	2	6%	3	9%	22	63%	8	23%	0	0%	30	86%
Parent Not in Armed Forces	35	2	6%	3	9%	22	63%	8	23%	0	0%	30	86%

**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	171	7	4%	13	8%	91	53%	24	14%	36	21%	151	88%
Female	72	–	–	–	–	–	–	–	–	–	–	–	–
Male	98	4	4%	10	10%	52	53%	13	13%	19	19%	84	86%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	73	3	4%	3	4%	39	53%	11	15%	17	23%	67	92%
General Education Students	162	6	4%	12	7%	86	53%	23	14%	35	22%	144	89%
Students with Disabilities	9	1	11%	1	11%	5	56%	1	11%	1	11%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	0	0%	1	8%	9	69%	3	23%	0	0%	12	92%
White	146	7	5%	12	8%	77	53%	17	12%	33	23%	127	87%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	0	0%	5	42%	4	33%	3	25%	12	100%
Economically Disadvantaged	20	1	5%	2	10%	15	75%	1	5%	1	5%	17	85%
Not Economically Disadvantaged	151	6	4%	11	7%	76	50%	23	15%	35	23%	134	89%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	170	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	171	7	4%	13	8%	91	53%	24	14%	36	21%	151	88%
Not Homeless	171	7	4%	13	8%	91	53%	24	14%	36	21%	151	88%
Not Migrant	171	7	4%	13	8%	91	53%	24	14%	36	21%	151	88%
Parent Not in Armed Forces	171	7	4%	13	8%	91	53%	24	14%	36	21%	151	88%

**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	151	2	1%	6	4%	52	34%	54	36%	37	25%	143	95%
Female	70	1	1%	2	3%	22	31%	24	34%	21	30%	67	96%
Male	81	1	1%	4	5%	30	37%	30	37%	16	20%	76	94%
General Education Students	142	1	1%	5	4%	45	32%	54	38%	37	26%	136	96%
Students with Disabilities	9	1	11%	1	11%	7	78%	0	0%	0	0%	7	78%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	1	8%	3	23%	3	23%	6	46%	12	92%
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-	-	-
White	132	2	2%	5	4%	45	34%	49	37%	31	23%	125	95%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	4	67%	2	33%	0	0%	6	100%
Economically Disadvantaged	12	1	8%	0	0%	4	33%	6	50%	1	8%	11	92%
Not Economically Disadvantaged	139	1	1%	6	4%	48	35%	48	35%	36	26%	132	95%
Non-English Language Learner	151	2	1%	6	4%	52	34%	54	36%	37	25%	143	95%
Not in Foster Care	151	2	1%	6	4%	52	34%	54	36%	37	25%	143	95%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	150	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	151	2	1%	6	4%	52	34%	54	36%	37	25%	143	95%
Parent Not in Armed Forces	151	2	1%	6	4%	52	34%	54	36%	37	25%	143	95%

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	197	9	5%	8	4%	76	39%	104	53%	180	91%
Female	95	4	4%	5	5%	41	43%	45	47%	86	91%
Male	102	5	5%	3	3%	35	34%	59	58%	94	92%
General Education Students	172	0	0%	3	2%	70	41%	99	58%	169	98%
Students with Disabilities	25	9	36%	5	20%	6	24%	5	20%	11	44%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	5	63%	7	88%
Hispanic or Latino	16	2	13%	1	6%	6	38%	7	44%	13	81%
White	168	6	4%	7	4%	67	40%	88	52%	155	92%
Multiracial	5	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	29	4	14%	3	10%	10	34%	12	41%	22	76%
Not Economically Disadvantaged	168	5	3%	5	3%	66	39%	92	55%	158	94%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	195	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	197	9	5%	8	4%	76	39%	104	53%	180	91%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	195	–	–	–	–	–	–	–	–	–	–
Not Migrant	197	9	5%	8	4%	76	39%	104	53%	180	91%
Parent Not in Armed Forces	197	9	5%	8	4%	76	39%	104	53%	180	91%

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

## 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	157	17	11%	29	18%	93	59%	18	11%	111	71%
Female	74	10	14%	15	20%	39	53%	10	14%	49	66%
Male	83	7	8%	14	17%	54	65%	8	10%	62	75%
General Education Students	148	16	11%	24	16%	90	61%	18	12%	108	73%
Students with Disabilities	9	1	11%	5	56%	3	33%	0	0%	3	33%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	2	18%	5	45%	4	36%	9	82%
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	140	17	12%	26	19%	83	59%	14	10%	97	69%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	15	1	7%	3	20%	11	73%	0	0%	11	73%
Not Economically Disadvantaged	142	16	11%	26	18%	82	58%	18	13%	100	70%
Non-English Language Learner	157	17	11%	29	18%	93	59%	18	11%	111	71%
Not in Foster Care	157	17	11%	29	18%	93	59%	18	11%	111	71%
Not Homeless	157	17	11%	29	18%	93	59%	18	11%	111	71%
Not Migrant	157	17	11%	29	18%	93	59%	18	11%	111	71%
Parent Not in Armed Forces	157	17	11%	29	18%	93	59%	18	11%	111	71%

## 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	128	24	19%	24	19%	52	41%	28	22%	80	63%
Female	72	10	14%	13	18%	32	44%	17	24%	49	68%
Male	56	14	25%	11	20%	20	36%	11	20%	31	55%
General Education Students	126	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	0	0%	6	46%	5	38%	2	15%	7	54%
White	108	20	19%	18	17%	46	43%	24	22%	70	65%
Small Group Total: Race & Ethnicity	7	4	57%	0	0%	1	14%	2	29%	3	43%
Economically Disadvantaged	12	1	8%	4	33%	6	50%	1	8%	7	58%
Not Economically Disadvantaged	116	23	20%	20	17%	46	40%	27	23%	73	63%
Non-English Language Learner	128	24	19%	24	19%	52	41%	28	22%	80	63%
Not in Foster Care	128	24	19%	24	19%	52	41%	28	22%	80	63%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	126	–	–	–	–	–	–	–	–	–	–
Not Migrant	128	24	19%	24	19%	52	41%	28	22%	80	63%
Parent Not in Armed Forces	128	24	19%	24	19%	52	41%	28	22%	80	63%



**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	194	10	5%	20	10%	85	44%	42	22%	37	19%	164	85%
Female	95	5	5%	11	12%	40	42%	17	18%	22	23%	79	83%
Male	99	5	5%	9	9%	45	45%	25	25%	15	15%	85	86%
General Education Students	164	3	2%	10	6%	74	45%	40	24%	37	23%	151	92%
Students with Disabilities	30	7	23%	10	33%	11	37%	2	7%	0	0%	13	43%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	3	20%	3	20%	7	47%	1	7%	1	7%	9	60%
White	165	7	4%	17	10%	71	43%	37	22%	33	20%	141	85%
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	7	50%	4	29%	3	21%	14	100%
Economically Disadvantaged	29	6	21%	3	10%	16	55%	1	3%	3	10%	20	69%
Not Economically Disadvantaged	165	4	2%	17	10%	69	42%	41	25%	34	21%	144	87%
English Language Learner	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	192	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	194	10	5%	20	10%	85	44%	42	22%	37	19%	164	85%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	193	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	194	10	5%	20	10%	85	44%	42	22%	37	19%	164	85%
Parent Not in Armed Forces	194	10	5%	20	10%	85	44%	42	22%	37	19%	164	85%

**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	222	8	4%	16	7%	50	23%	79	36%	69	31%	198	89%
Female	105	–	–	–	–	–	–	–	–	–	–	–	–
Male	116	4	3%	9	8%	26	22%	53	46%	24	21%	103	89%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	106	4	4%	7	7%	24	23%	26	25%	45	42%	95	90%
General Education Students	201	6	3%	12	6%	40	20%	74	37%	69	34%	183	91%
Students with Disabilities	21	2	10%	4	19%	10	48%	5	24%	0	0%	15	71%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	24	0	0%	2	8%	5	21%	7	29%	10	42%	22	92%
White	187	8	4%	12	6%	41	22%	70	37%	56	30%	167	89%
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	4	36%	2	18%	3	27%	9	82%
Economically Disadvantaged	34	2	6%	3	9%	9	26%	13	38%	7	21%	29	85%
Not Economically Disadvantaged	188	6	3%	13	7%	41	22%	66	35%	62	33%	169	90%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	219	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	222	8	4%	16	7%	50	23%	79	36%	69	31%	198	89%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	220	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	222	8	4%	16	7%	50	23%	79	36%	69	31%	198	89%
Parent Not in Armed Forces	222	8	4%	16	7%	50	23%	79	36%	69	31%	198	89%

## 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	215	9	4%	206	96%	3	1%	1	0%	29	13%	173	80%	202	94%
Female	115	2	2%	113	98%	0	0%	0	0%	15	13%	98	85%	113	98%
Male	100	7	7%	93	93%	3	3%	1	1%	14	14%	75	75%	89	89%
General Education Students	192	2	1%	190	99%	1	1%	1	1%	22	11%	166	86%	188	98%
Students with Disabilities	23	7	30%	16	70%	2	9%	0	0%	7	30%	7	30%	14	61%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	0	0%	2	13%	13	87%	15	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	15	88%	1	6%	0	0%	2	12%	12	71%	14	82%
White	177	6	3%	171	97%	2	1%	1	1%	21	12%	147	83%	168	95%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	4	67%	1	17%	5	83%
Economically Disadvantaged	29	6	21%	23	79%	1	3%	0	0%	5	17%	17	59%	22	76%
Not Economically Disadvantaged	186	3	2%	183	98%	2	1%	1	1%	24	13%	156	84%	180	97%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	9	—	204	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	9	4%	206	96%	3	1%	1	0%	29	13%	173	80%	202	94%
Not Homeless	215	9	4%	206	96%	3	1%	1	0%	29	13%	173	80%	202	94%
Not Migrant	215	9	4%	206	96%	3	1%	1	0%	29	13%	173	80%	202	94%
Parent Not in Armed Forces	215	9	4%	206	96%	3	1%	1	0%	29	13%	173	80%	202	94%

**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	2	0	0	2	100
Female	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	2	0	0	2	100
Not in Foster Care	2	0	0	2	100
Not Homeless	2	0	0	2	100
Not Migrant	2	0	0	2	100
Parent Not in Armed Forces	2	0	0	2	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	215	26	12%	189	88%	7	3%	4	2%	36	17%	142	66%	178	83%
Female	115	8	7%	107	93%	3	3%	1	1%	18	16%	85	74%	103	90%
Male	100	18	18%	82	82%	4	4%	3	3%	18	18%	57	57%	75	75%
General Education Students	192	11	6%	181	94%	6	3%	3	2%	33	17%	139	72%	172	90%
Students with Disabilities	23	15	65%	8	35%	1	4%	1	4%	3	13%	3	13%	6	26%
Asian or Native Hawaiian/Other Pacific Islander	15	1	7%	14	93%	0	0%	1	7%	3	20%	10	67%	13	87%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	7	41%	10	59%	0	0%	0	0%	1	6%	9	53%	10	59%
White	177	16	9%	161	91%	5	3%	3	2%	30	17%	123	69%	153	86%
Multiracial	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	2	33%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	29	12	41%	17	59%	1	3%	1	3%	3	10%	12	41%	15	52%
Not Economically Disadvantaged	186	14	8%	172	92%	6	3%	3	2%	33	18%	130	70%	163	88%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	25	—	188	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	26	12%	189	88%	7	3%	4	2%	36	17%	142	66%	178	83%
Not Homeless	215	26	12%	189	88%	7	3%	4	2%	36	17%	142	66%	178	83%
Not Migrant	215	26	12%	189	88%	7	3%	4	2%	36	17%	142	66%	178	83%
Parent Not in Armed Forces	215	26	12%	189	88%	7	3%	4	2%	36	17%	142	66%	178	83%

### 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	206	20	10	186	90
Female	114	7	6	107	94
Male	92	13	14	79	86
General Education Students	189	10	5	179	95
Students with Disabilities	17	10	59	7	41
Asian or Native Hawaiian/Other Pacific Islander	14	1	7	13	93
Black or African American	2	0	0	2	100
Hispanic or Latino	15	5	33	10	67
White	172	13	8	159	92
Multiracial	3	1	33	2	67
Economically Disadvantaged	24	7	29	17	71
Not Economically Disadvantaged	182	13	7	169	93
English Language Learner	1	1	100	0	0
Non-English Language Learner	205	19	9	186	91
Not in Foster Care	206	20	10	186	90
Not Homeless	206	20	10	186	90
Not Migrant	206	20	10	186	90
Parent Not in Armed Forces	206	20	10	186	90

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	215	24	11%	191	89%	5	2%	7	3%	87	40%	92	43%	179	83%
Female	115	6	5%	109	95%	4	3%	3	3%	46	40%	56	49%	102	89%
Male	100	18	18%	82	82%	1	1%	4	4%	41	41%	36	36%	77	77%
General Education Students	192	8	4%	184	96%	3	2%	6	3%	85	44%	90	47%	175	91%
Students with Disabilities	23	16	70%	7	30%	2	9%	1	4%	2	9%	2	9%	4	17%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	2	13%	1	7%	5	33%	7	47%	12	80%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	6	35%	11	65%	0	0%	0	0%	6	35%	5	29%	11	65%
White	177	16	9%	161	91%	3	2%	6	3%	72	41%	80	45%	152	86%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	4	67%	0	0%	0	0%	4	67%	0	0%	4	67%
Economically Disadvantaged	29	12	41%	17	59%	0	0%	0	0%	10	34%	7	24%	17	59%
Not Economically Disadvantaged	186	12	6%	174	94%	5	3%	7	4%	77	41%	85	46%	162	87%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	22	—	191	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	24	11%	191	89%	5	2%	7	3%	87	40%	92	43%	179	83%
Not Homeless	215	24	11%	191	89%	5	2%	7	3%	87	40%	92	43%	179	83%
Not Migrant	215	24	11%	191	89%	5	2%	7	3%	87	40%	92	43%	179	83%
Parent Not in Armed Forces	215	24	11%	191	89%	5	2%	7	3%	87	40%	92	43%	179	83%

## 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	204	17	8	187	92
Female	113	5	4	108	96
Male	91	12	13	79	87
General Education Students	186	6	3	180	97
Students with Disabilities	18	11	61	7	39
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	14	100
Black or African American	2	1	50	1	50
Hispanic or Latino	15	4	27	11	73
White	170	12	7	158	93
Multiracial	3	0	0	3	100
Economically Disadvantaged	24	7	29	17	71
Not Economically Disadvantaged	180	10	6	170	94
English Language Learner	1	1	100	0	0
Non-English Language Learner	203	16	8	187	92
Not in Foster Care	204	17	8	187	92
Not Homeless	204	17	8	187	92
Not Migrant	204	17	8	187	92
Parent Not in Armed Forces	204	17	8	187	92

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	215	179	83%	36	17%	0	0%	3	1%	33	15%	0	0%	33	15%
Female	115	97	84%	18	16%	0	0%	0	0%	18	16%	0	0%	18	16%
Male	100	82	82%	18	18%	0	0%	3	3%	15	15%	0	0%	15	15%
General Education Students	192	156	81%	36	19%	0	0%	3	2%	33	17%	0	0%	33	17%
Students with Disabilities	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	9	60%	6	40%	0	0%	0	0%	6	40%	0	0%	6	40%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	14	82%	3	18%	0	0%	1	6%	2	12%	0	0%	2	12%
White	177	150	85%	27	15%	0	0%	2	1%	25	14%	0	0%	25	14%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	29	27	93%	2	7%	0	0%	1	3%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	186	152	82%	34	18%	0	0%	2	1%	32	17%	0	0%	32	17%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	179	—	34	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	179	83%	36	17%	0	0%	3	1%	33	15%	0	0%	33	15%
Not Homeless	215	179	83%	36	17%	0	0%	3	1%	33	15%	0	0%	33	15%
Not Migrant	215	179	83%	36	17%	0	0%	3	1%	33	15%	0	0%	33	15%
Parent Not in Armed Forces	215	179	83%	36	17%	0	0%	3	1%	33	15%	0	0%	33	15%

### 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	203	169	83	34	17
Female	114	96	84	18	16
Male	89	73	82	16	18
General Education Students	186	152	82	34	18
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	8	57	6	43
Black or African American	2	2	100	0	0
Hispanic or Latino	14	12	86	2	14
White	170	144	85	26	15
Multiracial	3	3	100	0	0
Economically Disadvantaged	23	22	96	1	4
Not Economically Disadvantaged	180	147	82	33	18
Non-English Language Learner	203	169	83	34	17
Not in Foster Care	203	169	83	34	17
Not Homeless	203	169	83	34	17
Not Migrant	203	169	83	34	17
Parent Not in Armed Forces	203	169	83	34	17

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	215	176	82%	39	18%	0	0%	0	0%	37	17%	2	1%	39	18%
Female	115	96	83%	19	17%	0	0%	0	0%	19	17%	0	0%	19	17%
Male	100	80	80%	20	20%	0	0%	0	0%	18	18%	2	2%	20	20%
General Education Students	192	153	80%	39	20%	0	0%	0	0%	37	19%	2	1%	39	20%
Students with Disabilities	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	9	60%	6	40%	0	0%	0	0%	6	40%	0	0%	6	40%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	16	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
White	177	145	82%	32	18%	0	0%	0	0%	30	17%	2	1%	32	18%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	29	26	90%	3	10%	0	0%	0	0%	2	7%	1	3%	3	10%
Not Economically Disadvantaged	186	150	81%	36	19%	0	0%	0	0%	35	19%	1	1%	36	19%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	176	—	37	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	176	82%	39	18%	0	0%	0	0%	37	17%	2	1%	39	18%
Not Homeless	215	176	82%	39	18%	0	0%	0	0%	37	17%	2	1%	39	18%
Not Migrant	215	176	82%	39	18%	0	0%	0	0%	37	17%	2	1%	39	18%
Parent Not in Armed Forces	215	176	82%	39	18%	0	0%	0	0%	37	17%	2	1%	39	18%

### 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	204	168	82	36	18
Female	113	95	84	18	16
Male	91	73	80	18	20
General Education Students	187	151	81	36	19
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	9	64	5	36
Black or African American	2	2	100	0	0
Hispanic or Latino	14	14	100	0	0
White	171	140	82	31	18
Multiracial	3	3	100	0	0
Economically Disadvantaged	23	21	91	2	9
Not Economically Disadvantaged	181	147	81	34	19
Non-English Language Learner	204	168	82	36	18
Not in Foster Care	204	168	82	36	18
Not Homeless	204	168	82	36	18
Not Migrant	204	168	82	36	18
Parent Not in Armed Forces	204	168	82	36	18

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 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–

**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	13	9	69%	4	31%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	13	9	69%	4	31%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	13	9	69%	4	31%	–	–	–	–	–	–	–	–	–	–

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	75	5	7%	1	0	0%
THIS DISTRICT	241	35	15%	5	1	20%
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	71	0	0%
THIS DISTRICT	231	0	0%
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		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CRÉDITO SIN DIPLOMA		AÚN INSCRITO		TRANSFERENCIA DE GED		ABANDONAR	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	215	202	94%	154	72%	47	22%	1	0%	1	0%	6	3%	1	0%	5	2%
Femenino	115	112	97%	94	82%	18	dieciséis%	0	0%	0	0%	2	2%	0	0%	1	1%
Masculino	100	90	90%	60	60%	29	29%	1	1%	1	1%	4	4%	1	1%	4	4%
no binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes de educación general	192	187	97%	151	79%	36	19%	0	0%	0	0%	2	1%	1	1%	2	1%
Estudiantes con discapacidades	23	15	sesenta y cinco%	3	13%	11	48%	1	4%	1	4%	4	17%	0	0%	3	13%
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otra isla del Pacífico	15	15	100%	11	73%	4	27%	0	0%	0	0%	0	0%	0	0%	0	0%
Negro o afroamericano	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
hispano o latino	17	14	82%	10	59%	4	24%	0	0%	1	6%	1	6%	0	0%	1	6%
Blanco	177	168	95%	133	75%	34	19%	1	1%	0	0%	4	2%	1	1%	4	2%
Multirracial	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Económicamente en desventaja	29	21	72%	12	41%	8	28%	1	3%	1	3%	5	17%	0	0%	2	7%
No en desventaja económica	186	181	97%	142	76%	39	21%	0	0%	0	0%	1	1%	1	1%	3	2%
Estudiante del idioma inglés	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Estudiante de idioma distinto del inglés	213	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
En cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No en cuidado de crianza	215	202	94%	154	72%	47	22%	1	0%	1	0%	6	3%	1	0%	5	2%
Sin hogar	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CRÉDITO SIN DIPLOMA		AÚN INSCRITO		TRANSFERENCIA DE GED		ABANDONAR	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No sin hogar	215	202	94%	154	72%	47	22%	1	0%	1	0%	6	3%	1	0%	5	2%
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No migrante	215	202	94%	154	72%	47	22%	1	0%	1	0%	6	3%	1	0%	5	2%
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre que no está en las Fuerzas Armadas	215	202	94%	154	72%	47	22%	1	0%	1	0%	6	3%	1	0%	5	2%

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