



ESCUELA SECUNDARIA PLAINEDGE - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2024 - 25]

El Informe de Calificaciones del Estado de Nueva York desempeña un papel fundamental en los esfuerzos continuos de la Junta de Regentes para promover la equidad educativa y mejorar los resultados de todos los estudiantes. Al ofrecer información valiosa sobre el desempeño de las escuelas y los distritos, el informe ayuda a orientar las mejoras en la instrucción y a optimizar los servicios para los estudiantes. Proporciona información pública esencial sobre el personal, los estudiantes y los indicadores clave de desempeño, de conformidad con la Ley Cada Estudiante Triunfa (ESSA). En esencia, el plan ESSA del Estado de Nueva York está diseñado para crear estrategias interconectadas que apoyen a los distritos y las escuelas, garantizando que cada estudiante tenga la oportunidad de tener éxito. El Estado de Nueva York está comprometido con el fomento de una cultura de mejora continua, donde los datos del informe se integran con los datos locales para respaldar las decisiones y acciones que permitan abordar los desafíos y celebrar los avances. Este compromiso garantiza que todos los estudiantes, independientemente de su origen, ubicación o circunstancias, reciban las herramientas y los recursos necesarios para prosperar.

ESTADO DE RENDICIÓN DE CUENTAS 2025-26 Y MODELO DE APOYO BASADO EN DATOS DE 2024-25

Para obtener información sobre cómo se determinaron los estados de rendición de cuentas y los modelos de apoyo para 2025-26, consulte Comprensión del sistema de rendición de cuentas del estado de Nueva York en virtud de la Ley Cada Estudiante Triunfa (ESSA) para los estados de rendición de cuentas de 2025-26 basados en los resultados de 2024-25 .

APOYO Y MEJORA LOCAL

MEDIDAS DE PROGRESO PROVISIONAL Y OBJETIVOS A LARGO PLAZO

MEDIDAS DE PROGRESO INTERMEDIO (MIP) Y OBJETIVOS A LARGO PLAZO (LTG) DE NIVEL ELEMENTAL/MEDIO CON PONDERACIÓN

Subgrupo	Sujeto	Índice promedio ponderado	MIP estatal	Teniente general del estado
Todos los estudiantes	ELA	55.8	123.3	136.1
	MATEMÁTICAS	109.2	127.4	139,5
Asiático o nativo hawaiano/de otras islas del Pacífico	ELA	105.3	178.8	182.3
	MATEMÁTICAS	150	190.9	192.4
Negro o afroamericano	ELA	100	114.8	129
	MATEMÁTICAS	162,5	106.7	122.2
Hispano o latino	ELA	65	107.5	122.9
	MATEMÁTICAS	95.8	105.6	121.4
Multirracial	ELA	104.5	125,7	138.1
	MATEMÁTICAS	140.9	129	140.8
Blanco	ELA	47	123.7	136.4
	MATEMÁTICAS	104.4	134,7	145,6
Estudiante de inglés	ELA	—	93	110.8
	MATEMÁTICAS	100	103.7	119.8
Estudiantes con discapacidades	ELA	26	68.9	90.7
	MATEMÁTICAS	57.3	72.5	93.8
económicamente desfavorecidos	ELA	56.4	110	125
	MATEMÁTICAS	90.7	110	125

OBJETIVO DE PROGRESO Y META A LARGO PLAZO (ML) PARA ESTUDIANTES DE INGLÉS COMO SEGUNDO AÑO (ELL)

Subgrupo	Número de estudiantes de inglés como segunda lengua	Punto de referencia	Tasa de progreso	Índice de éxito	Objetivo estatal	Teniente general del estado
Estudiante de inglés	4	—	—	—	—	—

SECCIÓN 1003 FONDOS PARA LA MEJORA ESCOLAR (2024-25)

El enlace que aparece a continuación proporciona una lista de todas las agencias educativas locales y escuelas públicas que recibieron fondos para la mejora escolar de la Sección 1003, incluyendo la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos.

Datos de los fondos para la mejora escolar de la Sección 1003 (1,13 megabytes)

Para obtener información sobre el uso de los fondos del Título I para la mejora escolar, consulte:

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	2	2	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	3	1	—	3
Hispanic or Latino	4	2	1	—	3
Multiracial	—	3	—	—	—
White	4	2	3	—	4
Students with Disabilities	4	2	3	—	4
Economically Disadvantaged	4	2	1	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	239	144.1	4
	Math	379	177.7	
	Science	203	207.1	
	Combined	821	175.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	37	162.2	4
	Math	48	178.1	
	Science	17	211.8	
	Combined	102	177.9	
Black or African American	ELA	7	114.3	—
	Math	7	185.7	
	Science	2	—	
	Combined	16	—	
Hispanic or Latino	ELA	27	144.4	4
	Math	33	174.2	
	Science	16	215.6	
	Combined	76	172.4	
Multiracial	ELA	7	164.3	—
	Math	9	172.2	
	Science	3	—	
	Combined	19	—	
White	ELA	161	140.4	4
	Math	282	178	
	Science	165	205.2	
	Combined	608	175.4	
English Language Learner	ELA	0	—	—
	Math	4	—	
	Science	2	—	

	Combined	6	—	
Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	25	100	4
	Math	42	131	
	Science	17	170.6	
	Combined	84	129.8	
Economically Disadvantaged	ELA	34	142.6	4
	Math	47	166	
	Science	22	202.3	
	Combined	103	166	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	617	55.8	2
	Math	617	109.2	
	Science	209	201.2	
	Combined	1,443	99.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	105.3	3
	Math	57	150	
	Science	17	211.8	
	Combined	131	138.5	
Black or African American	ELA	8	100	—
	Math	8	162.5	
	Science	2	—	
	Combined	18	—	
Hispanic or Latino	ELA	60	65	2
	Math	60	95.8	
	Science	18	191.7	
	Combined	138	94.9	
Multiracial	ELA	11	104.5	3
	Math	11	140.9	
	Science	3	—	
	Combined	25	134	
White	ELA	481	47	2
	Math	481	104.4	
	Science	170	199.1	
	Combined	1,132	94.2	
English Language Learner	ELA	6	0	—
	Math	6	100	
	Science	3	—	
	Combined	15	—	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	96	26	2
	Math	96	57.3	
	Science	33	112.1	
	Combined	225	52	
Economically Disadvantaged	ELA	86	56.4	2
	Math	86	90.7	
	Science	24	185.4	
	Combined	196	87.2	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	436	20,201	46.3	2
Asian or Native Hawaiian/Other Pacific Islander	71	2,667	37.6	1
Black or African American	10	—	—	—
Hispanic or Latino	49	1,933	39.4	1
Multiracial	15	—	—	—
White	291	14,758	50.7	3
English Language Learner	1	—	—	—
Students with Disabilities	31	1,596	51.5	3
Economically Disadvantaged	58	2,107	36.3	1

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	4	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
White	1	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

Economically Disadvantaged	4	—	—	—	—
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ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	667	21	57	240	349	211.3	4
Asian or Native Hawaiian/Other Pacific Islander	64	2	9	18	35	207	3
Black or African American	8	—	—	—	—	—	—
Hispanic or Latino	72	5	12	24	31	191	3
Multiracial	15	—	—	—	—	—	—
White	508	14	35	190	269	214.1	4
English Language Learner	7	—	—	—	—	—	—
Students with Disabilities	103	6	8	41	48	203.9	4
Economically Disadvantaged	97	10	17	32	38	181.4	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	661	37.2%
Asian or Native Hawaiian/Other Pacific Islander	X	63	58.7%
Black or African American	—	8	—
Hispanic or Latino	X	68	45.6%
Multiracial	—	15	—
White	X	507	31.8%
English Language Learner	—	7	—
Students with Disabilities	X	97	22.7%
Economically Disadvantaged	X	94	39.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	660	58.2%
Asian or Native Hawaiian/Other Pacific Islander	X	63	77.8%
Black or African American	—	8	—
Hispanic or Latino	X	67	50.8%
Multiracial	—	15	—
White	X	507	55.6%
English Language Learner	—	7	—
Students with Disabilities	X	97	39.2%
Economically Disadvantaged	X	94	51.1%

SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

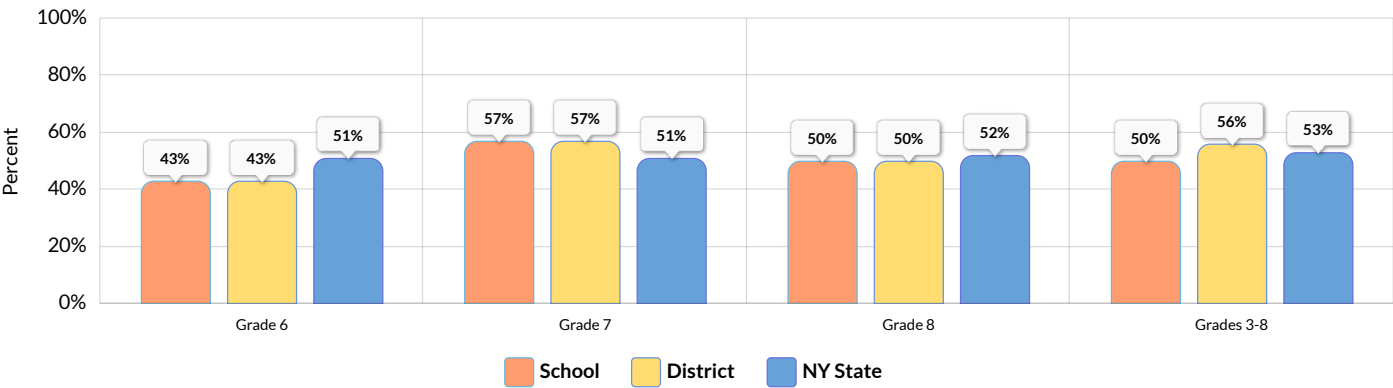
Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



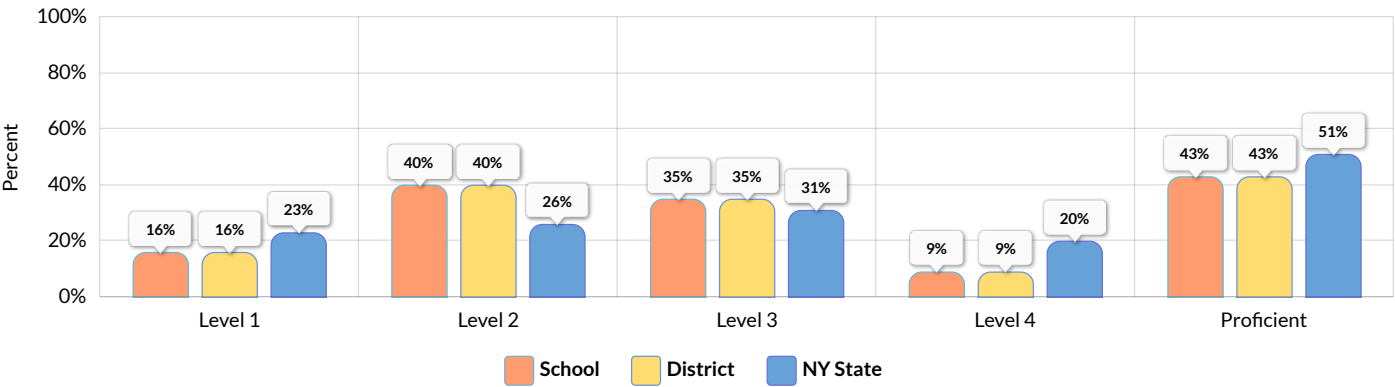
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Grade 7	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Grade 8	223	167	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%
Grades 3-8	663	425	64%	238	36%	31	13%	88	37%	92	39%	27	11%	119	50%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

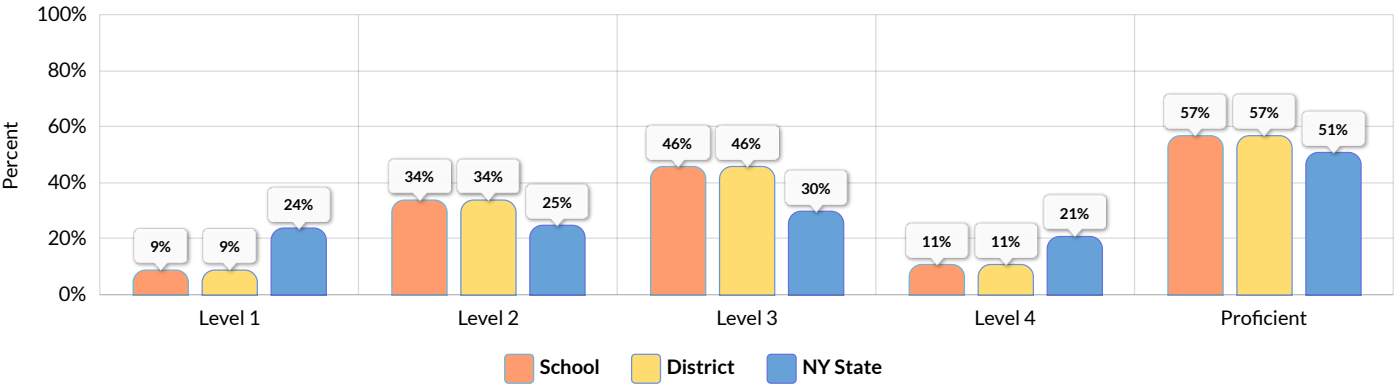


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Female	106	61	58%	45	42%	2	4%	19	42%	18	40%	6	13%	24	53%
Male	121	74	61%	47	39%	13	28%	18	38%	14	30%	2	4%	16	34%
General Education Students	187	100	53%	87	47%	10	11%	37	43%	32	37%	8	9%	40	46%
Students with Disabilities	40	35	88%	5	13%	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	11	44%	14	56%	3	21%	3	21%	8	57%	0	0%	8	57%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	17	63%	10	37%	1	10%	3	30%	5	50%	1	10%	6	60%
White	164	102	62%	62	38%	11	18%	29	47%	16	26%	6	10%	22	35%
Multiracial	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	33	20	61%	13	39%	3	23%	4	31%	6	46%	0	0%	6	46%
Not Economically Disadvantaged	194	115	59%	79	41%	12	15%	33	42%	26	33%	8	10%	34	43%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	224	132	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Not in Foster Care	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Not Homeless	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Not Migrant	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%
Parent Not in Armed Forces	227	135	59%	92	41%	15	16%	37	40%	32	35%	8	9%	40	43%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

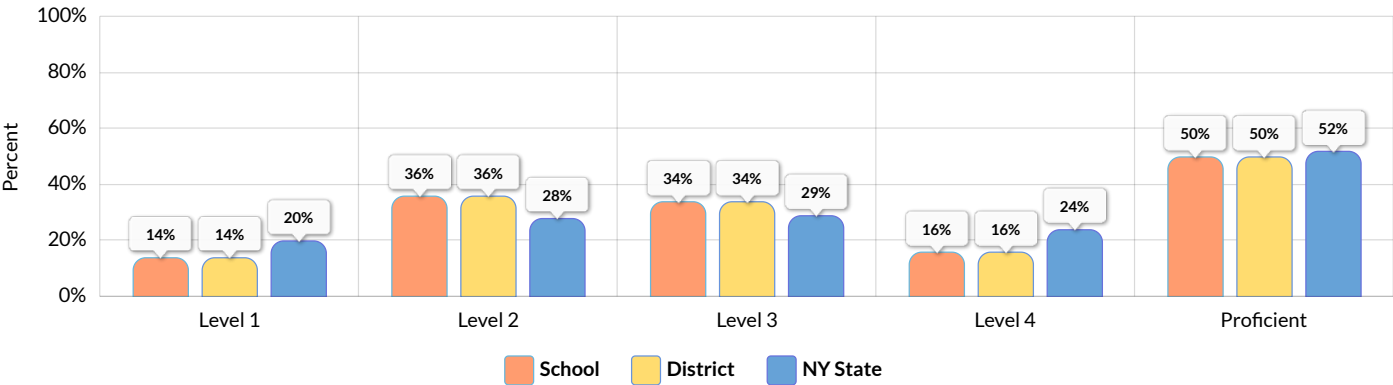


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Female	106	67	63%	39	37%	2	5%	11	28%	20	51%	6	15%	26	67%
Male	107	56	52%	51	48%	6	12%	20	39%	21	41%	4	8%	25	49%
General Education Students	186	102	55%	84	45%	5	6%	29	35%	40	48%	10	12%	50	60%
Students with Disabilities	27	21	78%	6	22%	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	22	5	23%	17	77%	1	6%	4	24%	10	59%	2	12%	12	71%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	8	40%	12	60%	1	8%	6	50%	5	42%	0	0%	5	42%
White	164	110	67%	54	33%	5	9%	17	31%	24	44%	8	15%	32	59%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Economically Disadvantaged	35	20	57%	15	43%	0	0%	7	47%	7	47%	1	7%	8	53%
Not Economically Disadvantaged	178	103	58%	75	42%	8	11%	24	32%	34	45%	9	12%	43	57%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	212	122	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Not in Foster Care	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Not Homeless	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Not Migrant	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%
Parent Not in Armed Forces	213	123	58%	90	42%	8	9%	31	34%	41	46%	10	11%	51	57%

GRADE 8 ELA RESULTS



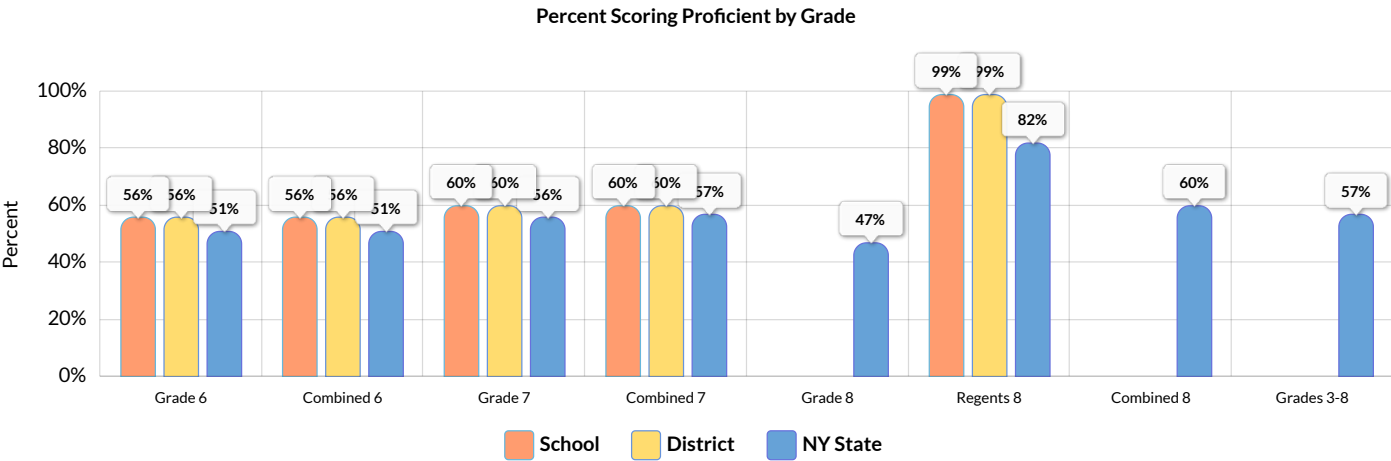
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	167	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%
Female	99	77	78%	22	22%	2	9%	8	36%	7	32%	5	23%	12	55%
Male	124	90	73%	34	27%	6	18%	12	35%	12	35%	4	12%	16	47%
General Education Students	192	139	72%	53	28%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	31	28	90%	3	10%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	11	65%	6	35%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	13	59%	9	41%	1	11%	4	44%	3	33%	1	11%	4	44%
White	179	141	79%	38	21%	7	18%	14	37%	12	32%	5	13%	17	45%
Multiracial	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	13	59%	9	41%	0	0%	2	22%	4	44%	3	33%	7	78%
Economically Disadvantaged	27	21	78%	6	22%	2	33%	2	33%	1	17%	1	17%	2	33%
Not Economically Disadvantaged	196	146	74%	50	26%	6	12%	18	36%	18	36%	8	16%	26	52%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	220	164	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%
Not in Foster Care	223	167	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	222	167	75%	55	25%	—	—	—	—	—	—	—	—	—	—
Not Migrant	223	167	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%
Parent Not in Armed Forces	223	167	75%	56	25%	8	14%	20	36%	19	34%	9	16%	28	50%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



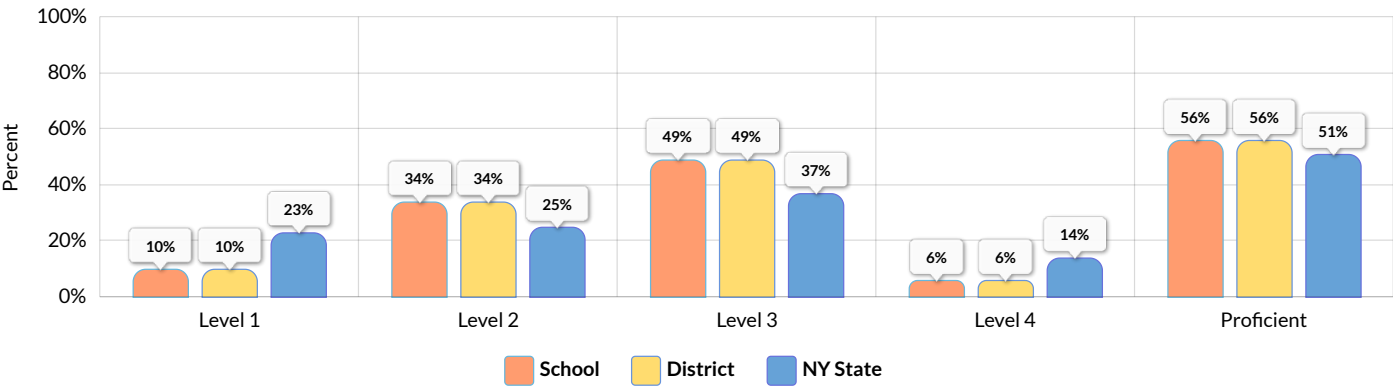
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Combined 6	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Grade 7	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Combined 7	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Grade 8	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	180	81%	0	0%	2	1%	29	16%	149	83%	178	99%
Combined 8	223	40	18%	183	82%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	663	287	43%	376	57%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

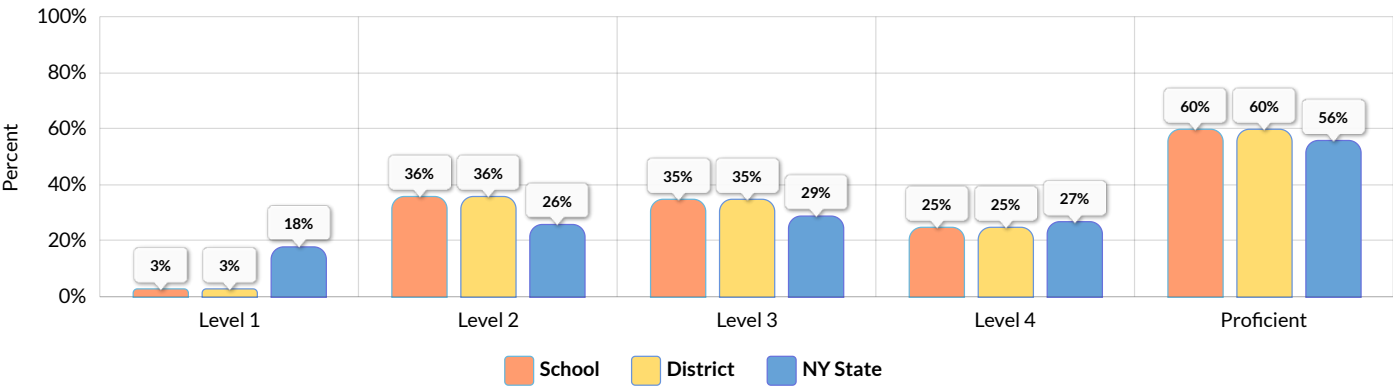


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Female	106	59	56%	47	44%	4	9%	16	34%	24	51%	3	6%	27	57%
Male	121	71	59%	50	41%	6	12%	17	34%	24	48%	3	6%	27	54%
General Education Students	187	97	52%	90	48%	7	8%	30	33%	47	52%	6	7%	53	59%
Students with Disabilities	40	33	83%	7	18%	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	25	9	36%	16	64%	4	25%	4	25%	7	44%	1	6%	8	50%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	17	63%	10	37%	1	10%	5	50%	4	40%	0	0%	4	40%
White	164	99	60%	65	40%	5	8%	24	37%	33	51%	3	5%	36	55%
Multiracial	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	33	20	61%	13	39%	1	8%	5	38%	7	54%	0	0%	7	54%
Not Economically Disadvantaged	194	110	57%	84	43%	9	11%	28	33%	41	49%	6	7%	47	56%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	224	129	58%	95	42%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Not Homeless	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Not Migrant	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%
Parent Not in Armed Forces	227	130	57%	97	43%	10	10%	33	34%	48	49%	6	6%	54	56%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

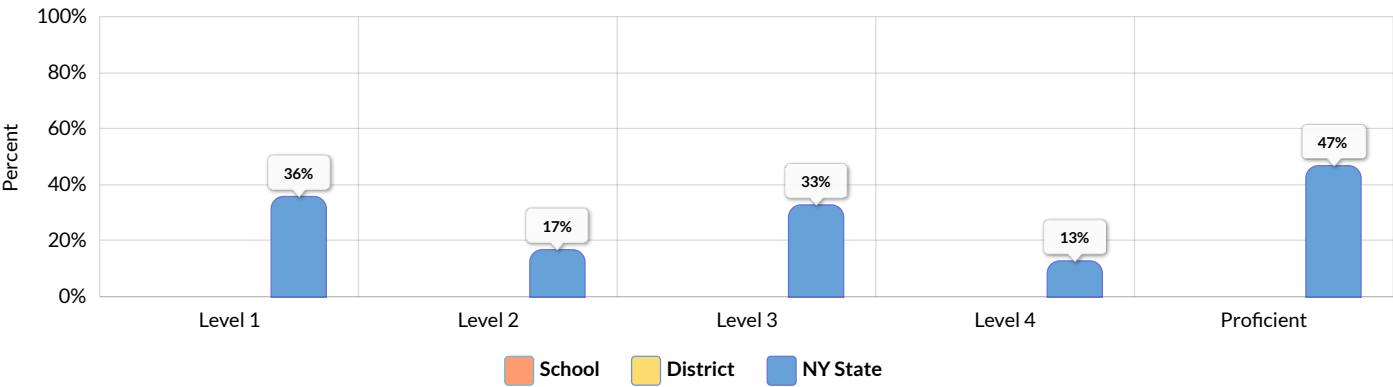


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Female	106	63	59%	43	41%	1	2%	14	33%	16	37%	12	28%	28	65%
Male	107	54	50%	53	50%	2	4%	21	40%	18	34%	12	23%	30	57%
General Education Students	186	98	53%	88	47%	1	1%	29	33%	34	39%	24	27%	58	66%
Students with Disabilities	27	19	70%	8	30%	2	25%	6	75%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	4	18%	18	82%	1	6%	4	22%	7	39%	6	33%	13	72%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	10	50%	10	50%	0	0%	4	40%	5	50%	1	10%	6	60%
White	164	103	63%	61	37%	2	3%	23	38%	20	33%	16	26%	36	59%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	4	57%	2	29%	1	14%	3	43%
Economically Disadvantaged	35	18	51%	17	49%	1	6%	6	35%	7	41%	3	18%	10	59%
Not Economically Disadvantaged	178	99	56%	79	44%	2	3%	29	37%	27	34%	21	27%	48	61%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	212	116	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Not in Foster Care	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Not Homeless	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Not Migrant	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%
Parent Not in Armed Forces	213	117	55%	96	45%	3	3%	35	36%	34	35%	24	25%	58	60%

GRADE 8 MATH RESULTS



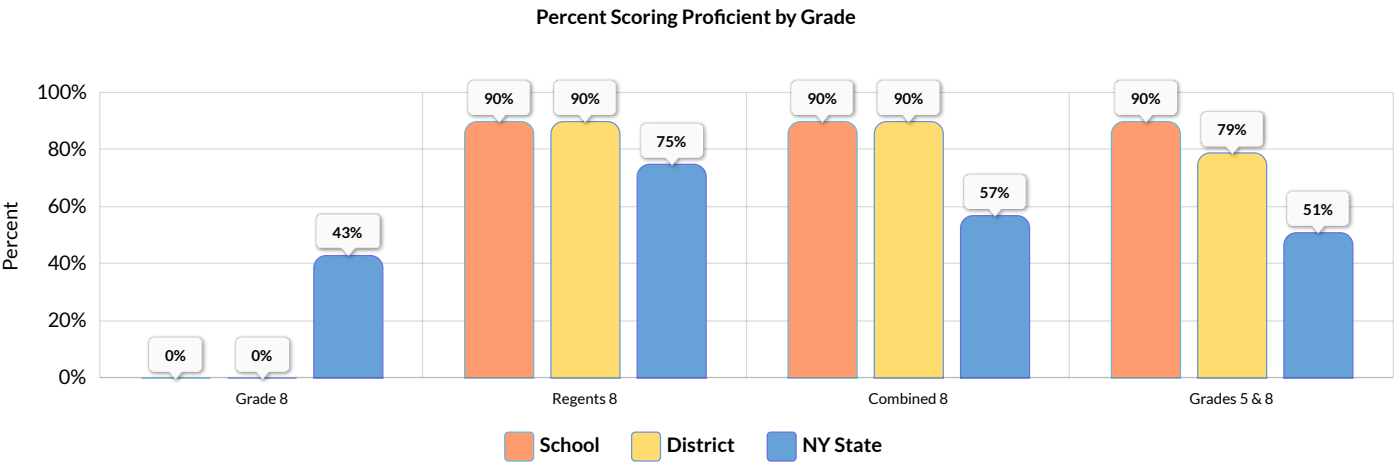
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Female	99	98	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Male	124	122	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—
General Education Students	192	190	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	31	30	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	179	176	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	179	176	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	196	193	98%	3	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	220	217	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	222	219	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not Migrant	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	223	220	99%	3	1%	—	—	—	—	—	—	—	—	—	—

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



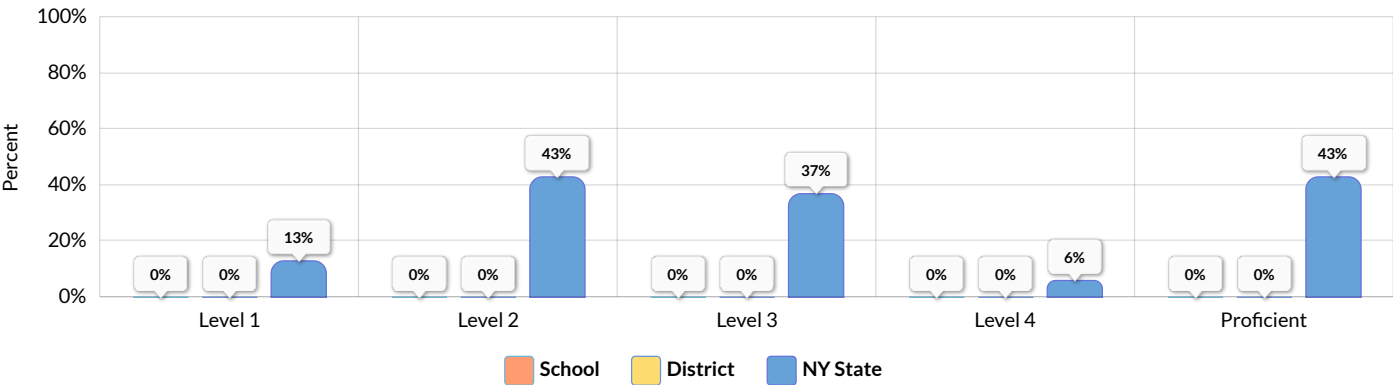
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	223	223	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	203	91%	12	6%	8	4%	90	44%	93	46%	183	90%
Combined 8	223	20	9%	203	91%	12	6%	8	4%	90	44%	93	46%	183	90%
Grades 5 & 8	223	20	9%	203	91%	12	6%	8	4%	90	44%	93	46%	183	90%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students

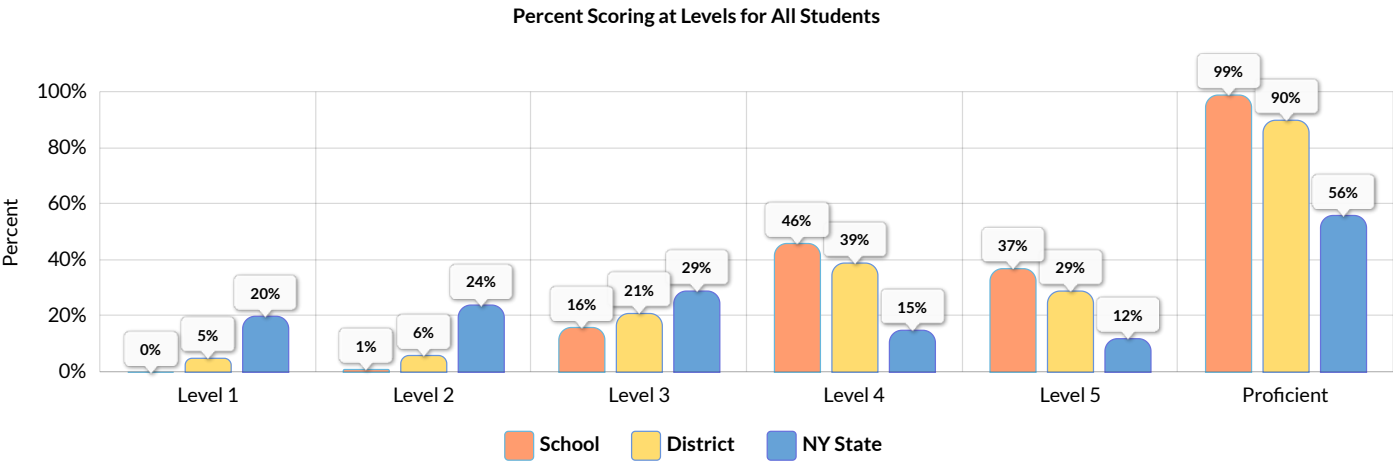


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	223	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	99	99	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	124	124	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	192	192	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	31	31	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	196	196	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	220	220	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	223	223	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	222	222	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	223	223	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	223	223	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

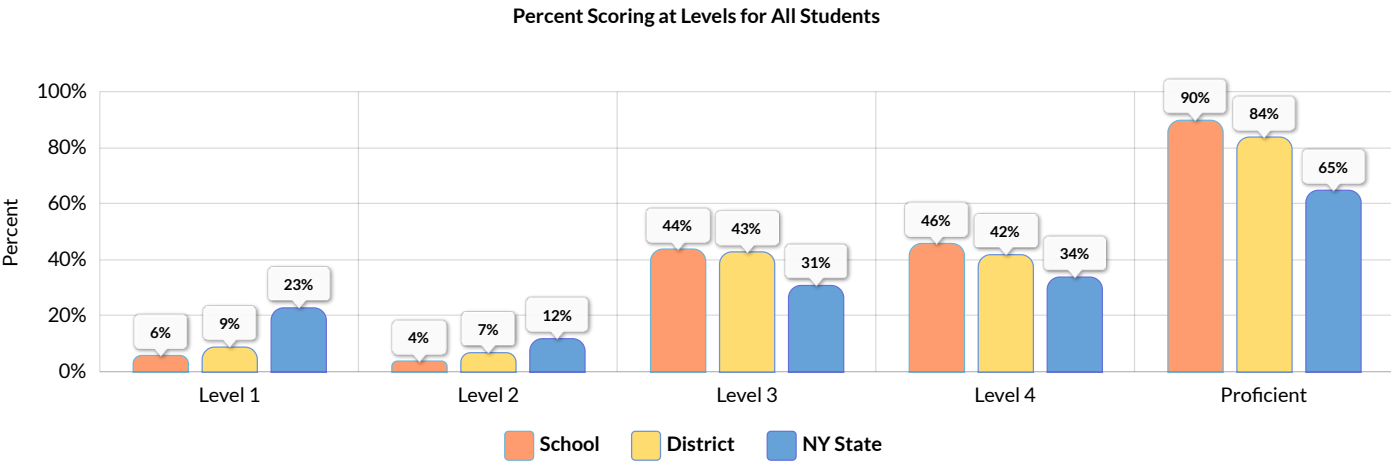
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	180	0	0%	2	1%	29	16%	83	46%	66	37%	178	99%
Female	87	0	0%	1	1%	11	13%	46	53%	29	33%	86	99%
Male	93	0	0%	1	1%	18	19%	37	40%	37	40%	92	99%
General Education Students	166	0	0%	2	1%	21	13%	77	46%	66	40%	164	99%
Students with Disabilities	14	0	0%	0	0%	8	57%	6	43%	0	0%	14	100%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	1	7%	3	20%	11	73%	15	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	0	0%	0	0%	9	64%	5	36%	14	100%
White	146	0	0%	2	1%	27	18%	69	47%	48	33%	144	99%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	15	0	0%	0	0%	5	33%	5	33%	5	33%	15	100%
Not Economically Disadvantaged	165	0	0%	2	1%	24	15%	78	47%	61	37%	163	99%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	178	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	180	0	0%	2	1%	29	16%	83	46%	66	37%	178	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	179	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	180	0	0%	2	1%	29	16%	83	46%	66	37%	178	99%
Parent Not in Armed Forces	180	0	0%	2	1%	29	16%	83	46%	66	37%	178	99%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	203	12	6%	8	4%	90	44%	93	46%	183	90%
Female	95	5	5%	3	3%	41	43%	46	48%	87	92%
Male	108	7	6%	5	5%	49	45%	47	44%	96	89%
General Education Students	187	9	5%	8	4%	79	42%	91	49%	170	91%
Students with Disabilities	16	3	19%	0	0%	11	69%	2	13%	13	81%
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	1	6%	5	29%	10	59%	15	88%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	1	6%	9	53%	7	41%	16	94%
White	164	11	7%	6	4%	74	45%	73	45%	147	90%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	22	1	5%	1	5%	13	59%	7	32%	20	91%
Not Economically Disadvantaged	181	11	6%	7	4%	77	43%	86	48%	163	90%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	201	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	12	6%	8	4%	90	44%	93	46%	183	90%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—
Not Migrant	203	12	6%	8	4%	90	44%	93	46%	183	90%
Parent Not in Armed Forces	203	12	6%	8	4%	90	44%	93	46%	183	90%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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 6	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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 6 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
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%

Consulte el glosario y la guía del boletín de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

RESULTADOS DE LA EVALUACIÓN NACIONAL DEL PROGRESO EDUCATIVO (NAEP) (2024-25)

La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés) se publica únicamente para los resultados estatales (estado de Nueva York) y nacionales . Los resultados a nivel de distrito y escuela no se publican en la NAEP.

NAEP DEL ESTADO DE NUEVA YORK, GRADO 4

	LECTURA				MATEMÁTICAS			
SUBGRUPO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	41%	28%	22%	9%	28%	36%	29%	8%
Estudiantes con discapacidades	73%	18%	8%	1%	63%	28%	7%	2%
Indígena americano/Nativo de Alaska	*	*	*	*	*	*	*	*
asiático/isleño del Pacífico	26%	25%	30%	19%	14%	26%	40%	20%
Negro	55%	29%	13%	3%	44%	39%	15%	2%
hispano	51%	27%	16%	6%	39%	38%	20%	3%
Blanco	32%	31%	26%	11%	19%	35%	36%	10%
Dos o más razas	39%	23%	25%	14%	12%	40%	33%	14%
Estudiantes de inglés	79%	17%	3%	0%	59%	29%	12%	1%
económicamente desfavorecidos	52%	28%	16%	5%	39%	37%	20%	3%

*No hay datos suficientes para este subgrupo.

Es posible que la suma de los valores de los grupos no sea del 100% debido al redondeo.

NAEP DEL ESTADO DE NUEVA YORK, GRADO 8

	LECTURA				MATEMÁTICAS			
SUBGRUPO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	35%	34%	26%	5%	42%	31%	18%	8%
Estudiantes con discapacidades	65%	25%	10%	1%	73%	19%	6%	2%
Indígena americano/Nativo de Alaska	*	*	*	*	*	*	*	*
asiático/isleño del Pacífico	17%	32%	38%	13%	19%	24%	30%	27%
Negro	42%	37%	19%	2%	56%	28%	13%	2%
hispano	47%	32%	19%	2%	59%	29%	10%	2%
Blanco	28%	36%	30%	7%	29%	36%	25%	10%
Dos o más razas	*	*	*	*	45%	32%	17%	6%
Estudiantes de inglés	85%	10%	4%	1%	83%	13%	4%	1%
económicamente desfavorecidos	44%	34%	19%	3%	54%	29%	14%	4%

*No hay datos suficientes para este subgrupo.

Es posible que la suma de los valores de los grupos no sea del 100% debido al redondeo.

TASAS DE PARTICIPACIÓN DEL NAEP EN EL ESTADO DE NUEVA YORK

	Tasa de participación de cuarto grado		Tasa de participación de octavo grado	
	LECTURA	MATEMÁTICAS	LECTURA	MATEMÁTICAS
Todos los estudiantes	89%	89%	79%	81%
Estudiantes con discapacidades	85%	91%	87%	93%
Estudiantes de inglés	83%	84%	78%	90%

NAEP NACIONAL GRADO 4

	LECTURA				MATEMÁTICAS			
SUBGRUPO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	41%	29%	22%	8%	24%	36%	31%	9%
Estudiantes con discapacidades	72%	18%	8%	1%	53%	31%	13%	3%
Indígena americano/Nativo de Alaska	59%	26%	13%	3%	43%	37%	18%	2%
asiático/isleño del Pacífico	23%	26%	31%	20%	12%	24%	39%	25%
Negro	57%	27%	13%	3%	41%	40%	17%	2%
hispano	52%	27%	16%	4%	34%	39%	23%	4%
Blanco	30%	31%	28%	11%	14%	35%	39%	12%
Dos o más razas	37%	29%	24%	10%	20%	36%	33%	11%
Estudiantes de inglés	71%	21%	7%	1%	48%	36%	14%	2%
económicamente desfavorecidos	53%	28%	16%	4%	35%	40%	22%	3%

Es posible que la suma de los valores de los grupos no sea del 100% debido al redondeo.

NAEP NACIONAL GRADO 8

	LECTURA				MATEMÁTICAS			
SUBGRUPO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DE LO BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	34%	37%	25%	4%	41%	32%	19%	8%
Estudiantes con discapacidades	67%	25%	8%	1%	75%	18%	5%	2%
Indígena americano/Nativo de Alaska	45%	38%	16%	1%	60%	29%	9%	3%
asiático/isleño del Pacífico	17%	30%	40%	13%	18%	26%	28%	29%
Negro	48%	36%	15%	1%	63%	27%	8%	2%
hispano	45%	36%	17%	1%	55%	30%	12%	2%
Blanco	25%	39%	32%	5%	28%	36%	27%	10%
Dos o más razas	30%	36%	30%	4%	38%	33%	20%	9%
Estudiantes de inglés	71%	25%	5%	0%	77%	18%	4%	1%
económicamente desfavorecidos	46%	37%	16%	1%	55%	31%	12%	3%

Es posible que la suma de los valores de los grupos no sea del 100% debido al redondeo.

TASAS NACIONALES DE PARTICIPACIÓN EN EL NAEP

	Tasa de participación de cuarto grado		Tasa de participación de octavo grado	
	LECTURA	MATEMÁTICAS	LECTURA	MATEMÁTICAS
Todos los estudiantes	92%	92%	88%	89%
Estudiantes con discapacidades	89%	90%	89%	90%
Estudiantes de inglés	92%	93%	91%	92%

AUSENTISMO CRÓNICO EN ESCUELAS PRIMARIAS Y SECUNDARIAS

Subgrupo	Estudiantes matriculados	Estudiantes con ausencias crónicas	Tasa de absentismo crónico
Todos los estudiantes	671	81	12,1%
Asiático o nativo hawaiano/de otras islas del Pacífico	64	11	17,2%
Negro o afroamericano	8	—	—
Hispano o latino	73	17	23,3%
Multirracial	15	—	—
Blanco	511	52	10,2%
Estudiante de inglés	7	—	—
Estudiantes con discapacidades	104	15	14,4%
económicamente desfavorecidos	99	28	28,3%

AUSENTISMO CRÓNICO SECUNDARIO

Subgrupo	Estudiantes matriculados	Estudiantes con ausencias crónicas	Tasa de absentismo crónico
Todos los estudiantes	1	—	—
Asiático o nativo hawaiano/de otras islas del Pacífico	1	—	—
Estudiantes con discapacidades	1	—	—
económicamente desfavorecidos	1	—	—

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Los distritos escolares informan al Departamento de Educación de los Estados Unidos sobre los datos de la Recopilación de Datos sobre Derechos Civiles (CRDC, por sus siglas en inglés), que incluyen información sobre la calidad, el clima y la seguridad escolar, así como sobre la matrícula en programas preescolares y cursos acelerados para obtener créditos de educación superior. Para obtener más información, visite la página de la Recopilación de Datos sobre Derechos Civiles de la Oficina de Derechos Civiles .

Datos CRDC (18,04 megabytes)

Glosario y guía CRDC

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