

ROSLYN UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,206	188.8	4
	Math	1,313	208.3	
	Combined	2,519	198.9	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	345	206.4	4
	Math	364	226.2	
	Combined	709	216.6	
Black or African American	ELA	21	109.5	2
	Math	23	147.8	
	Combined	44	129.5	
Hispanic or Latino	ELA	101	141.1	3
	Math	109	161	
	Combined	210	151.4	
Multiracial	ELA	33	200	4
	Math	36	216.7	
	Combined	69	208.7	
White	ELA	705	188.9	4
	Math	780	207.8	
	Combined	1,485	198.8	
English Language Learner	ELA	23	30.4	2
	Math	26	84.6	
	Combined	49	59.2	
Students with Disabilities	ELA	77	124.7	4
	Math	90	162.2	
	Combined	167	144.9	
Economically Disadvantaged	ELA	179	154.7	4
	Math	188	178.7	
	Combined	367	167	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,454	156.6	4
	Math	1,455	187.9	
	Combined	2,909	172.3	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	353	201.7	4
	Math	364	226.2	
	Combined	717	214.2	
Black or African American	ELA	44	52.3	1
	Math	44	77.3	
	Combined	88	64.8	
Hispanic or Latino	ELA	129	110.5	3
	Math	130	135	
	Combined	259	122.8	
Multiracial	ELA	34	194.1	4
	Math	36	216.7	
	Combined	70	205.7	
White	ELA	892	149.3	4
	Math	890	182.1	
	Combined	1,782	165.7	
English Language Learner	ELA	28	25	2
	Math	31	71	
	Combined	59	49.2	
Students with Disabilities	ELA	160	60	4
	Math	160	91.3	
	Combined	320	75.6	
Economically Disadvantaged	ELA	230	120.4	4
	Math	232	144.8	
	Combined	462	132.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	59	46%	64%	1.4	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	16	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	40	46%	70%	1.5	4
Multiracial	0	–	–	–	–
White	3	–	–	–	–
English Language Learner	59	46%	64%	1.4	4
Students with Disabilities	11	–	–	–	–
Economically Disadvantaged	47	48%	71%	1.5	4

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,065	271	13.1%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	521	35	6.7%	4
Black or African American	60	12	20%	3
Hispanic or Latino	198	33	16.7%	3
Multiracial	62	8	12.9%	4
White	1,223	183	15%	4
English Language Learner	69	11	15.9%	4
Students with Disabilities	232	56	24.1%	3
Economically Disadvantaged	344	53	15.4%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,555	79%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	387	92.8%
Black or African American	X	47	44.7%
Hispanic or Latino	X	142	74.7%
Multiracial	—	37	—
White	X	941	75.1%
English Language Learner	—	38	—
Students with Disabilities	X	146	43.2%
Economically Disadvantaged	X	255	74.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,556	85.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	389	96.9%
Black or African American	X	47	48.9%
Hispanic or Latino	X	143	79.7%
Multiracial	—	37	—
White	X	939	83.3%
English Language Learner	—	39	—
Students with Disabilities	X	146	50.7%
Economically Disadvantaged	X	257	77%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—
Grade 6	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	269	216	179.8	4
	Math	137	151.5		
	Science	202	167.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	233.3	205.4	4
	Math	39	179.5		
	Science	44	202.3		
Black or African American	ELA	6	183.3	—	—
	Math	5	20		
	Science	3	—		
Hispanic or Latino	ELA	26	171.2	125.8	2
	Math	11	81.8		
	Science	17	123.5		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	179	217.9	180.2	4
	Math	81	154.3		
	Science	137	162.4		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	34	125	114.8	4
	Math	18	83.3		
	Science	16	146.9		
Economically Disadvantaged	ELA	44	188.6	156.1	4
	Math	26	130.8		
	Science	31	145.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	271	214.4	141.2	4
	Math	270	76.9		
	Science	265	127.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	233.3	173.3	4
	Math	57	122.8		
	Science	56	158.9		
Black or African American	ELA	6	183.3	—	—
	Math	6	16.7		
	Science	6	66.7		
Hispanic or Latino	ELA	26	171.2	98.2	2
	Math	26	34.6		
	Science	25	84		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	181	215.5	138.3	4
	Math	180	69.4		
	Science	177	125.7		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	36	118.1	82.4	4
	Math	35	48.6		
	Science	32	79.7		
Economically Disadvantaged	ELA	46	180.4	120.4	4
	Math	46	73.9		
	Science	45	100		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	270	258	95.6%	97.5%	4
	5-year	231	227	98.3%		
	6-year	276	272	98.6%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	59	57	96.6%	97.4%	4
	5-year	27	—	—		
	6-year	52	51	98.1%		
Black or African American	4-year	10	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
Hispanic or Latino	4-year	25	19	76%	85.4%	2
	5-year	26	24	92.3%		
	6-year	25	22	88%		
Multiracial	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
White	4-year	175	173	98.9%	99.2%	4
	5-year	170	168	98.8%		
	6-year	191	191	100%		
English Language Learner	4-year	11	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	26	21	80.8%	85.1%	4
	5-year	20	17	85%		
	6-year	19	17	89.5%		
Economically Disadvantaged	4-year	47	41	87.2%	90.2%	3
	5-year	38	36	94.7%		
	6-year	35	31	88.6%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	6	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	8	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	7	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,039	192	18.5%	3
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	231	24	10.4%	4
Black or African American	39	14	35.9%	2
Hispanic or Latino	84	22	26.2%	3
Multiracial	12	–	–	–
White	671	131	19.5%	3
English Language Learner	16	–	–	–
Students with Disabilities	104	35	33.7%	3
Economically Disadvantaged	179	43	24%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	271	99.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	57	100%
Black or African American	–	6	–
Hispanic or Latino	–	28	–
Multiracial	–	1	–
White	✓	179	98.9%
English Language Learner	–	3	–
Students with Disabilities	–	33	–
Economically Disadvantaged	✓	47	97.9%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	270	50.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✗	57	68.4%
Black or African American	–	6	–
Hispanic or Latino	–	28	–
Multiracial	–	1	–
White	✗	178	43.8%
English Language Learner	–	3	–
Students with Disabilities	–	32	–
Economically Disadvantaged	✗	47	57.5%

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 3	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%
Grade 4	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%
Grade 5	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%
Grade 6	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%
Grade 7	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Grade 8	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Grades 3-8	1,557	344	22%	1,213	78%	79	7%	200	16%	481	40%	453	37%	934	77%

GRADE 3 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	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%
Female	118	10	8%	108	92%	5	5%	15	14%	45	42%	43	40%	88	81%
Male	144	23	16%	121	84%	12	10%	24	20%	49	40%	36	30%	85	70%
General Education Students	236	16	7%	220	93%	15	7%	36	16%	92	42%	77	35%	169	77%
Students with Disabilities	26	17	65%	9	35%	2	22%	3	33%	2	22%	2	22%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	74	5	7%	69	93%	2	3%	12	17%	26	38%	29	42%	55	80%
Black or African American	6	1	17%	5	83%	2	40%	2	40%	0	0%	1	20%	1	20%
Hispanic or Latino	23	3	13%	20	87%	5	25%	4	20%	8	40%	3	15%	11	55%
White	149	24	16%	125	84%	8	6%	19	15%	57	46%	41	33%	98	78%
Multiracial	10	0	0%	10	100%	0	0%	2	20%	3	30%	5	50%	8	80%
Economically Disadvantaged	36	5	14%	31	86%	6	19%	8	26%	11	35%	6	19%	17	55%
Not Economically Disadvantaged	226	28	12%	198	88%	11	6%	31	16%	83	42%	73	37%	156	79%
English Language Learner	9	3	33%	6	67%	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	253	30	12%	223	88%	13	6%	37	17%	94	42%	79	35%	173	78%
Not in Foster Care	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%
Not Homeless	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%
Not Migrant	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%
Parent Not in Armed Forces	262	33	13%	229	87%	17	7%	39	17%	94	41%	79	34%	173	76%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%
Female	120	16	13%	104	87%	2	2%	20	19%	38	37%	44	42%	82	79%
Male	120	16	13%	104	87%	6	6%	21	20%	41	39%	36	35%	77	74%
General Education Students	218	21	10%	197	90%	4	2%	39	20%	75	38%	79	40%	154	78%
Students with Disabilities	22	11	50%	11	50%	4	36%	2	18%	4	36%	1	9%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	56	1	2%	55	98%	1	2%	7	13%	19	35%	28	51%	47	85%
Black or African American	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	5	20%	20	80%	2	10%	3	15%	10	50%	5	25%	15	75%
White	142	21	15%	121	85%	4	3%	30	25%	46	38%	41	34%	87	72%
Multiracial	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	5	29%	12	71%	1	8%	1	8%	4	33%	6	50%	10	83%
Economically Disadvantaged	47	12	26%	35	74%	2	6%	10	29%	15	43%	8	23%	23	66%
Not Economically Disadvantaged	193	20	10%	173	90%	6	3%	31	18%	64	37%	72	42%	136	79%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	236	32	14%	204	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%
Not Homeless	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%
Not Migrant	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%
Parent Not in Armed Forces	240	32	13%	208	87%	8	4%	41	20%	79	38%	80	38%	159	76%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%
Female	146	29	20%	117	80%	8	7%	28	24%	45	38%	36	31%	81	69%
Male	135	16	12%	119	88%	10	8%	22	18%	54	45%	33	28%	87	73%
General Education Students	259	30	12%	229	88%	15	7%	49	21%	97	42%	68	30%	165	72%
Students with Disabilities	22	15	68%	7	32%	3	43%	1	14%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	66	3	5%	63	95%	0	0%	9	14%	29	46%	25	40%	54	86%
Black or African American	9	2	22%	7	78%	2	29%	3	43%	1	14%	1	14%	2	29%
Hispanic or Latino	23	5	22%	18	78%	6	33%	3	17%	5	28%	4	22%	9	50%
White	178	35	20%	143	80%	10	7%	34	24%	61	43%	38	27%	99	69%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	39	8	21%	31	79%	5	16%	9	29%	9	29%	8	26%	17	55%
Not Economically Disadvantaged	242	37	15%	205	85%	13	6%	41	20%	90	44%	61	30%	151	74%
English Language Learner	10	4	40%	6	60%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	271	41	15%	230	85%	13	6%	49	21%	99	43%	69	30%	168	73%
Not in Foster Care	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%
Not Homeless	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%
Not Migrant	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%
Parent Not in Armed Forces	281	45	16%	236	84%	18	8%	50	21%	99	42%	69	29%	168	71%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%
Female	114	26	23%	88	77%	7	8%	15	17%	28	32%	38	43%	66	75%
Male	137	37	27%	100	73%	8	8%	12	12%	46	46%	34	34%	80	80%
General Education Students	225	44	20%	181	80%	12	7%	24	13%	73	40%	72	40%	145	80%
Students with Disabilities	26	19	73%	7	27%	3	43%	3	43%	1	14%	0	0%	1	14%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	63	6	10%	57	90%	2	4%	6	11%	19	33%	30	53%	49	86%
Black or African American	10	7	70%	3	30%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	8	35%	15	65%	5	33%	1	7%	6	40%	3	20%	9	60%
White	149	40	27%	109	73%	6	6%	20	18%	44	40%	39	36%	83	76%
Multiracial	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	9	56%	7	44%	2	29%	0	0%	5	71%	0	0%	5	71%
Economically Disadvantaged	51	17	33%	34	67%	8	24%	5	15%	14	41%	7	21%	21	62%
Not Economically Disadvantaged	200	46	23%	154	77%	7	5%	22	14%	60	39%	65	42%	125	81%
English Language Learner	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	247	61	25%	186	75%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%
Not Homeless	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%
Not Migrant	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%
Parent Not in Armed Forces	251	63	25%	188	75%	15	8%	27	14%	74	39%	72	38%	146	78%

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	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Female	131	33	25%	98	75%	7	7%	7	7%	39	40%	45	46%	84	86%
Male	116	24	21%	92	79%	7	8%	20	22%	45	49%	20	22%	65	71%
General Education Students	227	44	19%	183	81%	10	5%	25	14%	83	45%	65	36%	148	81%
Students with Disabilities	20	13	65%	7	35%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	66	6	9%	60	91%	4	7%	6	10%	26	43%	24	40%	50	83%
Black or African American	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	8	35%	15	65%	4	27%	5	33%	3	20%	3	20%	6	40%
White	147	37	25%	110	75%	4	4%	15	14%	55	50%	36	33%	91	83%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	6	55%	5	45%	2	40%	1	20%	0	0%	2	40%	2	40%
Economically Disadvantaged	37	12	32%	25	68%	5	20%	6	24%	10	40%	4	16%	14	56%
Not Economically Disadvantaged	210	45	21%	165	79%	9	5%	21	13%	74	45%	61	37%	135	82%
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	55	23%	187	77%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Not Homeless	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Not Migrant	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Parent Not in Armed Forces	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%

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	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Female	146	71	49%	75	51%	1	1%	6	8%	23	31%	45	60%	68	91%
Male	130	43	33%	87	67%	6	7%	10	11%	28	32%	43	49%	71	82%
General Education Students	246	98	40%	148	60%	4	3%	13	9%	45	30%	86	58%	131	89%
Students with Disabilities	30	16	53%	14	47%	3	21%	3	21%	6	43%	2	14%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	63	12	19%	51	81%	1	2%	2	4%	12	24%	36	71%	48	94%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	9	35%	17	65%	–	–	–	–	–	–	–	–	–	–
White	176	84	48%	92	52%	3	3%	9	10%	32	35%	48	52%	80	87%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	29	10	34%	19	66%	3	16%	5	26%	7	37%	4	21%	11	58%
Economically Disadvantaged	46	20	43%	26	57%	3	12%	6	23%	10	38%	7	27%	17	65%
Not Economically Disadvantaged	230	94	41%	136	59%	4	3%	10	7%	41	30%	81	60%	122	90%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	270	112	41%	158	59%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Not Homeless	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Not Migrant	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Parent Not in Armed Forces	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%

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 3	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%
Grade 4	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%
Grade 5	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%
Grade 6	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Combined 6	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Grade 7	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Regents 7	—	—	—	11	4%	0	0%	0	0%	0	0%	11	100%	11	100%
Combined 7	247	48	19%	199	81%	4	2%	15	8%	59	30%	121	61%	180	90%
Grade 8	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Regents 8	—	—	—	234	85%	0	0%	0	0%	13	6%	221	94%	234	100%
Combined 8	276	30	11%	246	89%	7	3%	4	2%	14	6%	221	90%	235	96%
Grades 3-8	1,558	232	15%	1,326	85%	33	2%	130	10%	466	35%	697	53%	1,163	88%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%
Female	118	11	9%	107	91%	3	3%	10	9%	57	53%	37	35%	94	88%
Male	144	19	13%	125	87%	3	2%	17	14%	47	38%	58	46%	105	84%
General Education Students	236	15	6%	221	94%	5	2%	26	12%	99	45%	91	41%	190	86%
Students with Disabilities	26	15	58%	11	42%	1	9%	1	9%	5	45%	4	36%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	74	3	4%	71	96%	0	0%	5	7%	27	38%	39	55%	66	93%
Black or African American	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	23	3	13%	20	87%	2	10%	4	20%	11	55%	3	15%	14	70%
White	149	23	15%	126	85%	3	2%	15	12%	61	48%	47	37%	108	86%
Multiracial	10	0	0%	10	100%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	36	4	11%	32	89%	3	9%	5	16%	15	47%	9	28%	24	75%
Not Economically Disadvantaged	226	26	12%	200	88%	3	2%	22	11%	89	45%	86	43%	175	88%
English Language Learner	9	1	11%	8	89%	2	25%	2	25%	3	38%	1	13%	4	50%
Non-English Language Learner	253	29	11%	224	89%	4	2%	25	11%	101	45%	94	42%	195	87%
Not in Foster Care	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%
Not Homeless	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%
Not Migrant	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%
Parent Not in Armed Forces	262	30	11%	232	89%	6	3%	27	12%	104	45%	95	41%	199	86%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%
Female	120	13	11%	107	89%	2	2%	12	11%	54	50%	39	36%	93	87%
Male	121	10	8%	111	92%	2	2%	13	12%	46	41%	50	45%	96	86%
General Education Students	219	13	6%	206	94%	3	1%	21	10%	94	46%	88	43%	182	88%
Students with Disabilities	22	10	45%	12	55%	1	8%	4	33%	6	50%	1	8%	7	58%
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	57	100%	0	0%	4	7%	19	33%	34	60%	53	93%
Black or African American	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	3	12%	22	88%	2	9%	1	5%	13	59%	6	27%	19	86%
White	142	15	11%	127	89%	2	2%	19	15%	66	52%	40	31%	106	83%
Multiracial	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	5	29%	12	71%	0	0%	1	8%	2	17%	9	75%	11	92%
Economically Disadvantaged	48	9	19%	39	81%	3	8%	5	13%	23	59%	8	21%	31	79%
Not Economically Disadvantaged	193	14	7%	179	93%	1	1%	20	11%	77	43%	81	45%	158	88%
English Language Learner	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Non-English Language Learner	236	23	10%	213	90%	3	1%	24	11%	97	46%	89	42%	186	87%
Not in Foster Care	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%
Not Homeless	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%
Not Migrant	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%
Parent Not in Armed Forces	241	23	10%	218	90%	4	2%	25	11%	100	46%	89	41%	189	87%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%
Female	146	34	23%	112	77%	3	3%	21	19%	48	43%	40	36%	88	79%
Male	135	12	9%	123	91%	5	4%	18	15%	50	41%	50	41%	100	81%
General Education Students	259	30	12%	229	88%	6	3%	37	16%	98	43%	88	38%	186	81%
Students with Disabilities	22	16	73%	6	27%	2	33%	2	33%	0	0%	2	33%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	66	1	2%	65	98%	0	0%	4	6%	20	31%	41	63%	61	94%
Black or African American	9	2	22%	7	78%	1	14%	3	43%	2	29%	1	14%	3	43%
Hispanic or Latino	23	4	17%	19	83%	5	26%	5	26%	8	42%	1	5%	9	47%
White	178	39	22%	139	78%	2	1%	26	19%	67	48%	44	32%	111	80%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	39	9	23%	30	77%	5	17%	7	23%	9	30%	9	30%	18	60%
Not Economically Disadvantaged	242	37	15%	205	85%	3	1%	32	16%	89	43%	81	40%	170	83%
English Language Learner	10	2	20%	8	80%	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learner	271	44	16%	227	84%	4	2%	36	16%	97	43%	90	40%	187	82%
Not in Foster Care	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%
Not Homeless	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%
Not Migrant	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%
Parent Not in Armed Forces	281	46	16%	235	84%	8	3%	39	17%	98	42%	90	38%	188	80%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Female	114	23	20%	91	80%	2	2%	11	12%	40	44%	38	42%	78	86%
Male	137	32	23%	105	77%	2	2%	9	9%	51	49%	43	41%	94	90%
General Education Students	225	39	17%	186	83%	3	2%	15	8%	87	47%	81	44%	168	90%
Students with Disabilities	26	16	62%	10	38%	1	10%	5	50%	4	40%	0	0%	4	40%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	63	4	6%	59	94%	0	0%	5	8%	20	34%	34	58%	54	92%
Black or African American	10	7	70%	3	30%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	9	39%	14	61%	2	14%	2	14%	5	36%	5	36%	10	71%
White	149	35	23%	114	77%	1	1%	12	11%	61	54%	40	35%	101	89%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	7	44%	9	56%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	51	17	33%	34	67%	3	9%	5	15%	17	50%	9	26%	26	76%
Not Economically Disadvantaged	200	38	19%	162	81%	1	1%	15	9%	74	46%	72	44%	146	90%
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	247	54	22%	193	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Not Homeless	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Not Migrant	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%
Parent Not in Armed Forces	251	55	22%	196	78%	4	2%	20	10%	91	46%	81	41%	172	88%

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	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Female	131	33	25%	98	75%	3	3%	9	9%	30	31%	56	57%	86	88%
Male	116	26	22%	90	78%	1	1%	6	7%	29	32%	54	60%	83	92%
General Education Students	227	49	22%	178	78%	3	2%	11	6%	56	31%	108	61%	164	92%
Students with Disabilities	20	10	50%	10	50%	1	10%	4	40%	3	30%	2	20%	5	50%
Asian or Native Hawaiian/Other Pacific Islander	66	9	14%	57	86%	0	0%	4	7%	14	25%	39	68%	53	93%
Black or African American	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	7	30%	16	70%	3	19%	1	6%	10	63%	2	13%	12	75%
White	147	38	26%	109	74%	0	0%	8	7%	34	31%	67	61%	101	93%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	37	12	32%	25	68%	3	12%	2	8%	9	36%	11	44%	20	80%
Not Economically Disadvantaged	210	47	22%	163	78%	1	1%	13	8%	50	31%	99	61%	149	91%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	58	24%	184	76%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Not Homeless	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Not Migrant	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Parent Not in Armed Forces	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%

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	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Female	146	143	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Male	130	121	93%	9	7%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
General Education Students	246	239	97%	7	3%	4	57%	2	29%	1	14%	0	0%	1	14%
Students with Disabilities	30	25	83%	5	17%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	63	62	98%	1	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	21	81%	5	19%	—	—	—	—	—	—	—	—	—	—
White	176	170	97%	6	3%	3	50%	2	33%	1	17%	0	0%	1	17%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	89	83	93%	6	7%	4	67%	2	33%	0	0%	0	0%	0	0%
Economically Disadvantaged	46	39	85%	7	15%	5	71%	1	14%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	230	225	98%	5	2%	2	40%	3	60%	0	0%	0	0%	0	0%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	262	97%	8	3%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Not Homeless	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Not Migrant	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Parent Not in Armed Forces	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%

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	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Regents 8	–	–	–	160	58%	0	0%	0	0%	5	3%	155	97%	160	100%
Combined 8	274	74	27%	200	73%	5	3%	7	4%	27	14%	161	81%	188	94%

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	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Female	146	131	90%	15	10%	1	7%	1	7%	12	80%	1	7%	13	87%
Male	128	103	80%	25	20%	4	16%	6	24%	10	40%	5	20%	15	60%
General Education Students	244	216	89%	28	11%	2	7%	4	14%	17	61%	5	18%	22	79%
Students with Disabilities	30	18	60%	12	40%	3	25%	3	25%	5	42%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	63	52	83%	11	17%	–	–	–	–	–	–	–	–	–	–
Black or African American	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	15	58%	11	42%	3	27%	1	9%	7	64%	0	0%	7	64%
White	174	157	90%	17	10%	2	12%	3	18%	8	47%	4	24%	12	71%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	71	59	83%	12	17%	0	0%	3	25%	7	58%	2	17%	9	75%
Economically Disadvantaged	46	33	72%	13	28%	3	23%	2	15%	6	46%	2	15%	8	62%
Not Economically Disadvantaged	228	201	88%	27	12%	2	7%	5	19%	16	59%	4	15%	20	74%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	268	232	87%	36	13%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Not Homeless	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Not Migrant	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Parent Not in Armed Forces	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%

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	261	12	5%	6	2%	18	7%	27	10%	198	76%	243	93%
Female	123	7	6%	4	3%	6	5%	9	7%	97	79%	112	91%
Male	138	5	4%	2	1%	12	9%	18	13%	101	73%	131	95%
General Education Students	234	7	3%	3	1%	10	4%	20	9%	194	83%	224	96%
Students with Disabilities	27	5	19%	3	11%	8	30%	7	26%	4	15%	19	70%
Asian or Native Hawaiian/Other Pacific Islander	45	1	2%	0	0%	3	7%	6	13%	35	78%	44	98%
Black or African American	13	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	7	33%	2	10%	3	14%	3	14%	6	29%	12	57%
White	178	3	2%	3	2%	9	5%	16	9%	147	83%	172	97%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	1	6%	1	6%	3	18%	2	12%	10	59%	15	88%
Economically Disadvantaged	48	8	17%	1	2%	9	19%	10	21%	20	42%	39	81%
Not Economically Disadvantaged	213	4	2%	5	2%	9	4%	17	8%	178	84%	204	96%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	255	7	3%	5	2%	18	7%	27	11%	198	78%	243	95%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	260	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	260	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	261	12	5%	6	2%	18	7%	27	10%	198	76%	243	93%
Parent Not in Armed Forces	261	12	5%	6	2%	18	7%	27	10%	198	76%	243	93%

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	293	10	3%	5	2%	45	15%	60	20%	173	59%	278	95%
Female	153	5	3%	2	1%	19	12%	34	22%	93	61%	146	95%
Male	140	5	4%	3	2%	26	19%	26	19%	80	57%	132	94%
General Education Students	262	4	2%	3	1%	34	13%	54	21%	167	64%	255	97%
Students with Disabilities	31	6	19%	2	6%	11	35%	6	19%	6	19%	23	74%
Asian or Native Hawaiian/Other Pacific Islander	68	0	0%	0	0%	5	7%	12	18%	51	75%	68	100%
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	37	3	8%	3	8%	16	43%	8	22%	7	19%	31	84%
White	176	4	2%	2	1%	21	12%	39	22%	110	63%	170	97%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	3	25%	0	0%	3	25%	1	8%	5	42%	9	75%
Economically Disadvantaged	56	7	13%	3	5%	17	30%	11	20%	18	32%	46	82%
Not Economically Disadvantaged	237	3	1%	2	1%	28	12%	49	21%	155	65%	232	98%
English Language Learner	10	2	20%	3	30%	4	40%	0	0%	1	10%	5	50%
Non-English Language Learner	283	8	3%	2	1%	41	14%	60	21%	172	61%	273	96%
Not in Foster Care	293	10	3%	5	2%	45	15%	60	20%	173	59%	278	95%
Not Homeless	293	10	3%	5	2%	45	15%	60	20%	173	59%	278	95%
Not Migrant	293	10	3%	5	2%	45	15%	60	20%	173	59%	278	95%
Parent Not in Armed Forces	293	10	3%	5	2%	45	15%	60	20%	173	59%	278	95%

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	249	18	7%	14	6%	59	24%	39	16%	119	48%	217	87%
Female	120	8	7%	2	2%	31	26%	20	17%	59	49%	110	92%
Male	129	10	8%	12	9%	28	22%	19	15%	60	47%	107	83%
General Education Students	235	14	6%	10	4%	55	23%	39	17%	117	50%	211	90%
Students with Disabilities	14	4	29%	4	29%	4	29%	0	0%	2	14%	6	43%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	1	2%	14	23%	12	20%	32	53%	58	97%
Black or African American	9	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	5	28%	2	11%	6	33%	1	6%	4	22%	11	61%
White	159	6	4%	10	6%	38	24%	24	15%	81	51%	143	90%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	6	50%	1	8%	1	8%	2	17%	2	17%	5	42%
Economically Disadvantaged	30	7	23%	2	7%	11	37%	1	3%	9	30%	21	70%
Not Economically Disadvantaged	219	11	5%	12	5%	48	22%	38	17%	110	50%	196	89%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	247	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	249	18	7%	14	6%	59	24%	39	16%	119	48%	217	87%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	248	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	249	18	7%	14	6%	59	24%	39	16%	119	48%	217	87%
Parent Not in Armed Forces	249	18	7%	14	6%	59	24%	39	16%	119	48%	217	87%

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	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Female	124	3	2%	8	6%	24	19%	27	22%	62	50%	113	91%
Male	121	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	122	6	5%	7	6%	30	25%	26	21%	53	43%	109	89%
General Education Students	227	7	3%	11	5%	45	20%	51	22%	113	50%	209	92%
Students with Disabilities	19	2	11%	4	21%	9	47%	2	11%	2	11%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	67	2	3%	2	3%	6	9%	15	22%	42	63%	63	94%
Black or African American	8	2	25%	3	38%	3	38%	0	0%	0	0%	3	38%
Hispanic or Latino	10	0	0%	0	0%	3	30%	3	30%	4	40%	10	100%
White	156	4	3%	9	6%	40	26%	35	22%	68	44%	143	92%
Multiracial	5	1	20%	1	20%	2	40%	0	0%	1	20%	3	60%
Economically Disadvantaged	30	4	13%	5	17%	7	23%	6	20%	8	27%	21	70%
Not Economically Disadvantaged	216	5	2%	10	5%	47	22%	47	22%	107	50%	201	93%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	245	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Not Homeless	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Not Migrant	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Parent Not in Armed Forces	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	258	6	2%	10	4%	68	26%	174	67%	242	94%
Female	128	–	–	–	–	–	–	–	–	–	–
Male	129	3	2%	6	5%	39	30%	81	63%	120	93%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	129	3	2%	4	3%	29	22%	93	72%	122	95%
General Education Students	233	3	1%	3	1%	56	24%	171	73%	227	97%
Students with Disabilities	25	3	12%	7	28%	12	48%	3	12%	15	60%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	1	2%	11	18%	49	80%	60	98%
Black or African American	7	2	29%	1	14%	4	57%	0	0%	4	57%
Hispanic or Latino	16	2	13%	4	25%	4	25%	6	38%	10	63%
White	167	2	1%	3	2%	46	28%	116	69%	162	97%
Multiracial	5	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	39	3	8%	9	23%	11	28%	16	41%	27	69%
Not Economically Disadvantaged	219	3	1%	1	0%	57	26%	158	72%	215	98%
English Language Learner	6	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	252	3	1%	8	3%	67	27%	174	69%	241	96%
Not in Foster Care	258	6	2%	10	4%	68	26%	174	67%	242	94%
Not Homeless	258	6	2%	10	4%	68	26%	174	67%	242	94%
Not Migrant	258	6	2%	10	4%	68	26%	174	67%	242	94%
Parent Not in Armed Forces	258	6	2%	10	4%	68	26%	174	67%	242	94%

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	260	3	1%	8	3%	43	17%	206	79%	249	96%
Female	127	0	0%	2	2%	25	20%	100	79%	125	98%
Male	133	3	2%	6	5%	18	14%	106	80%	124	93%
General Education Students	241	2	1%	8	3%	30	12%	201	83%	231	96%
Students with Disabilities	19	1	5%	0	0%	13	68%	5	26%	18	95%
Asian or Native Hawaiian/Other Pacific Islander	65	0	0%	1	2%	3	5%	61	94%	64	98%
Black or African American	8	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	2	7%	3	11%	13	46%	10	36%	23	82%
White	156	0	0%	2	1%	24	15%	130	83%	154	99%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	3	27%	5	45%	8	73%
Economically Disadvantaged	46	3	7%	5	11%	15	33%	23	50%	38	83%
Not Economically Disadvantaged	214	0	0%	3	1%	28	13%	183	86%	211	99%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	257	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	260	3	1%	8	3%	43	17%	206	79%	249	96%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	259	–	–	–	–	–	–	–	–	–	–
Not Migrant	260	3	1%	8	3%	43	17%	206	79%	249	96%
Parent Not in Armed Forces	260	3	1%	8	3%	43	17%	206	79%	249	96%

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	213	8	4%	14	7%	107	50%	84	39%	191	90%
Female	121	5	4%	7	6%	55	45%	54	45%	109	90%
Male	92	3	3%	7	8%	52	57%	30	33%	82	89%
General Education Students	202	7	3%	10	5%	102	50%	83	41%	185	92%
Students with Disabilities	11	1	9%	4	36%	5	45%	1	9%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	61	3	5%	4	7%	22	36%	32	52%	54	89%
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	–	–	–	–	–	–	–	–	–	–
White	136	3	2%	8	6%	76	56%	49	36%	125	92%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	2	13%	2	13%	9	56%	3	19%	12	75%
Economically Disadvantaged	22	1	5%	5	23%	10	45%	6	27%	16	73%
Not Economically Disadvantaged	191	7	4%	9	5%	97	51%	78	41%	175	92%
Non-English Language Learner	213	8	4%	14	7%	107	50%	84	39%	191	90%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	212	–	–	–	–	–	–	–	–	–	–
Not Homeless	213	8	4%	14	7%	107	50%	84	39%	191	90%
Not Migrant	213	8	4%	14	7%	107	50%	84	39%	191	90%
Parent Not in Armed Forces	213	8	4%	14	7%	107	50%	84	39%	191	90%

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	43	16	37%	3	7%	18	42%	6	14%	24	56%
Female	21	9	43%	1	5%	9	43%	2	10%	11	52%
Male	22	7	32%	2	9%	9	41%	4	18%	13	59%
General Education Students	41	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	0	0%	3	50%	0	0%	3	50%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	29	8	28%	3	10%	13	45%	5	17%	18	62%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	5	63%	0	0%	2	25%	1	13%	3	38%
Economically Disadvantaged	11	7	64%	0	0%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	32	9	28%	3	9%	14	44%	6	19%	20	63%
Non-English Language Learner	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not in Foster Care	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not Homeless	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not Migrant	43	16	37%	3	7%	18	42%	6	14%	24	56%
Parent Not in Armed Forces	43	16	37%	3	7%	18	42%	6	14%	24	56%

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	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Female	128	2	2%	1	1%	17	13%	19	15%	89	70%	125	98%
Male	124	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	125	4	3%	6	5%	25	20%	20	16%	70	56%	115	92%
General Education Students	229	1	0%	5	2%	33	14%	34	15%	156	68%	223	97%
Students with Disabilities	24	5	21%	2	8%	9	38%	5	21%	3	13%	17	71%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	67	0	0%	1	1%	6	9%	12	18%	48	72%	66	99%
Black or African American	11	3	27%	4	36%	2	18%	1	9%	1	9%	4	36%
Hispanic or Latino	17	1	6%	1	6%	6	35%	2	12%	7	41%	15	88%
White	153	2	1%	0	0%	26	17%	24	16%	101	66%	151	99%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Economically Disadvantaged	41	3	7%	5	12%	11	27%	8	20%	14	34%	33	80%
Not Economically Disadvantaged	212	3	1%	2	1%	31	15%	31	15%	145	68%	207	98%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	250	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	252	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Parent Not in Armed Forces	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%

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	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%
Female	112	0	0%	3	3%	16	14%	27	24%	66	59%	109	97%
Male	129	0	0%	2	2%	11	9%	34	26%	82	64%	127	98%
General Education Students	221	0	0%	3	1%	19	9%	55	25%	144	65%	218	99%
Students with Disabilities	20	0	0%	2	10%	8	40%	6	30%	4	20%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	44	0	0%	0	0%	5	11%	10	23%	29	66%	44	100%
Black or African American	11	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	1	7%	6	43%	5	36%	2	14%	13	93%
White	168	0	0%	1	1%	12	7%	42	25%	113	67%	167	99%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	3	20%	4	27%	4	27%	4	27%	12	80%
Economically Disadvantaged	41	0	0%	4	10%	14	34%	10	24%	13	32%	37	90%
Not Economically Disadvantaged	200	0	0%	1	1%	13	7%	51	26%	135	68%	199	100%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	238	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	240	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	240	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%
Parent Not in Armed Forces	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%

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

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

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

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	274	5	2%	269	98%	6	2%	8	3%	26	9%	229	84%	255	93%
Female	131	1	1%	130	99%	3	2%	5	4%	9	7%	113	86%	122	93%
Male	143	4	3%	139	97%	3	2%	3	2%	17	12%	116	81%	133	93%
General Education Students	239	1	0%	238	100%	1	0%	5	2%	14	6%	218	91%	232	97%
Students with Disabilities	35	4	11%	31	89%	5	14%	3	9%	12	34%	11	31%	23	66%
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	56	100%	0	0%	1	2%	4	7%	51	91%	55	98%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	27	96%	2	7%	5	18%	1	4%	19	68%	20	71%
White	183	4	2%	179	98%	4	2%	2	1%	19	10%	154	84%	173	95%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	47	2	4%	45	96%	1	2%	4	9%	7	15%	33	70%	40	85%
Not Economically Disadvantaged	227	3	1%	224	99%	5	2%	4	2%	19	8%	196	86%	215	95%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	4	—	267	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	5	2%	269	98%	6	2%	8	3%	26	9%	229	84%	255	93%
Not Homeless	274	5	2%	269	98%	6	2%	8	3%	26	9%	229	84%	255	93%
Not Migrant	274	5	2%	269	98%	6	2%	8	3%	26	9%	229	84%	255	93%
Parent Not in Armed Forces	274	5	2%	269	98%	6	2%	8	3%	26	9%	229	84%	255	93%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

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

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	274	10	4%	264	96%	8	3%	11	4%	29	11%	216	79%	245	89%
Female	131	4	3%	127	97%	4	3%	4	3%	15	11%	104	79%	119	91%
Male	143	6	4%	137	96%	4	3%	7	5%	14	10%	112	78%	126	88%
General Education Students	239	1	0%	238	100%	5	2%	8	3%	19	8%	206	86%	225	94%
Students with Disabilities	35	9	26%	26	74%	3	9%	3	9%	10	29%	10	29%	20	57%
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	56	100%	1	2%	1	2%	1	2%	53	95%	54	96%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	3	11%	25	89%	2	7%	2	7%	9	32%	12	43%	21	75%
White	183	7	4%	176	96%	3	2%	6	3%	18	10%	149	81%	167	91%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	2	29%	1	14%	2	29%	3	43%
Economically Disadvantaged	47	3	6%	44	94%	2	4%	4	9%	10	21%	28	60%	38	81%
Not Economically Disadvantaged	227	7	3%	220	97%	6	3%	7	3%	19	8%	188	83%	207	91%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	9	—	262	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	10	4%	264	96%	8	3%	11	4%	29	11%	216	79%	245	89%
Not Homeless	274	10	4%	264	96%	8	3%	11	4%	29	11%	216	79%	245	89%
Not Migrant	274	10	4%	264	96%	8	3%	11	4%	29	11%	216	79%	245	89%
Parent Not in Armed Forces	274	10	4%	264	96%	8	3%	11	4%	29	11%	216	79%	245	89%

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	262	5	2	257	98
Female	125	3	2	122	98
Male	137	2	1	135	99
General Education Students	235	0	0	235	100
Students with Disabilities	27	5	19	22	81
Asian or Native Hawaiian/Other Pacific Islander	56	0	0	56	100
Black or African American	6	0	0	6	100
Hispanic or Latino	24	2	8	22	92
White	175	3	2	172	98
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	2	5	41	95
Not Economically Disadvantaged	219	3	1	216	99
Non-English Language Learner	262	5	2	257	98
Not in Foster Care	262	5	2	257	98
Not Homeless	262	5	2	257	98
Not Migrant	262	5	2	257	98
Parent Not in Armed Forces	262	5	2	257	98

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	274	31	11%	243	89%	15	5%	29	11%	52	19%	147	54%	199	73%
Female	131	10	8%	121	92%	9	7%	15	11%	27	21%	70	53%	97	74%
Male	143	21	15%	122	85%	6	4%	14	10%	25	17%	77	54%	102	71%
General Education Students	239	10	4%	229	96%	12	5%	27	11%	46	19%	144	60%	190	79%
Students with Disabilities	35	21	60%	14	40%	3	9%	2	6%	6	17%	3	9%	9	26%
Asian or Native Hawaiian/Other Pacific Islander	56	3	5%	53	95%	1	2%	2	4%	8	14%	42	75%	50	89%
Black or African American	6	3	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	6	21%	22	79%	1	4%	10	36%	5	18%	6	21%	11	39%
White	183	19	10%	164	90%	12	7%	17	9%	37	20%	98	54%	135	74%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	1	14%	0	0%	2	29%	1	14%	3	43%
Economically Disadvantaged	47	9	19%	38	81%	2	4%	10	21%	12	26%	14	30%	26	55%
Not Economically Disadvantaged	227	22	10%	205	90%	13	6%	19	8%	40	18%	133	59%	173	76%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	30	—	241	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	31	11%	243	89%	15	5%	29	11%	52	19%	147	54%	199	73%
Not Homeless	274	31	11%	243	89%	15	5%	29	11%	52	19%	147	54%	199	73%
Not Migrant	274	31	11%	243	89%	15	5%	29	11%	52	19%	147	54%	199	73%
Parent Not in Armed Forces	274	31	11%	243	89%	15	5%	29	11%	52	19%	147	54%	199	73%

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	264	25	9	239	91
Female	126	8	6	118	94
Male	138	17	12	121	88
General Education Students	235	9	4	226	96
Students with Disabilities	29	16	55	13	45
Asian or Native Hawaiian/Other Pacific Islander	56	3	5	53	95
Black or African American	6	3	50	3	50
Hispanic or Latino	24	5	21	19	79
White	177	14	8	163	92
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	8	19	35	81
Not Economically Disadvantaged	221	17	8	204	92
Non-English Language Learner	264	25	9	239	91
Not in Foster Care	264	25	9	239	91
Not Homeless	264	25	9	239	91
Not Migrant	264	25	9	239	91
Parent Not in Armed Forces	264	25	9	239	91

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	274	270	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Female	131	130	99%	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%
Male	143	140	98%	3	2%	0	0%	0	0%	3	2%	0	0%	3	2%
General Education Students	239	236	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Students with Disabilities	35	34	97%	1	3%	1	3%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	56	54	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
Black or African American	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	26	93%	2	7%	1	4%	0	0%	1	4%	0	0%	1	4%
White	183	183	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	47	45	96%	2	4%	1	2%	0	0%	1	2%	0	0%	1	2%
Not Economically Disadvantaged	227	225	99%	2	1%	0	0%	0	0%	2	1%	0	0%	2	1%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	267	—	4	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	270	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Not Homeless	274	270	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Not Migrant	274	270	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Parent Not in Armed Forces	274	270	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%

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	264	262	99	2	1
Female	126	126	100	0	0
Male	138	136	99	2	1
General Education Students	234	232	99	2	1
Students with Disabilities	30	30	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	56	54	96	2	4
Black or African American	6	6	100	0	0
Hispanic or Latino	23	23	100	0	0
White	178	178	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	44	43	98	1	2
Not Economically Disadvantaged	220	219	100	1	0
Non-English Language Learner	264	262	99	2	1
Not in Foster Care	264	262	99	2	1
Not Homeless	264	262	99	2	1
Not Migrant	264	262	99	2	1
Parent Not in Armed Forces	264	262	99	2	1

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	274	175	64%	99	36%	0	0%	0	0%	97	35%	2	1%	99	36%
Female	131	86	66%	45	34%	0	0%	0	0%	44	34%	1	1%	45	34%
Male	143	89	62%	54	38%	0	0%	0	0%	53	37%	1	1%	54	38%
General Education Students	239	140	59%	99	41%	0	0%	0	0%	97	41%	2	1%	99	41%
Students with Disabilities	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	56	25	45%	31	55%	0	0%	0	0%	29	52%	2	4%	31	55%
Black or African American	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	0	0%	0	0%	5	18%	0	0%	5	18%
White	183	122	67%	61	33%	0	0%	0	0%	61	33%	0	0%	61	33%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Economically Disadvantaged	47	39	83%	8	17%	0	0%	0	0%	7	15%	1	2%	8	17%
Not Economically Disadvantaged	227	136	60%	91	40%	0	0%	0	0%	90	40%	1	0%	91	40%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	172	—	99	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	175	64%	99	36%	0	0%	0	0%	97	35%	2	1%	99	36%
Not Homeless	274	175	64%	99	36%	0	0%	0	0%	97	35%	2	1%	99	36%
Not Migrant	274	175	64%	99	36%	0	0%	0	0%	97	35%	2	1%	99	36%
Parent Not in Armed Forces	274	175	64%	99	36%	0	0%	0	0%	97	35%	2	1%	99	36%

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	260	162	62	98	38
Female	126	81	64	45	36
Male	134	81	60	53	40
General Education Students	233	135	58	98	42
Students with Disabilities	27	27	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	54	24	44	30	56
Black or African American	5	4	80	1	20
Hispanic or Latino	24	19	79	5	21
White	176	115	65	61	35
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	36	84	7	16
Not Economically Disadvantaged	217	126	58	91	42
English Language Learner	2	2	100	0	0
Non-English Language Learner	258	160	62	98	38
Not in Foster Care	260	162	62	98	38
Not Homeless	260	162	62	98	38
Not Migrant	260	162	62	98	38
Parent Not in Armed Forces	260	162	62	98	38

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	11	1	9%	10	91%	0	0%	2	20%	1	10%	6	60%	1	10%
Grade 1	20	0	0%	20	100%	0	0%	2	10%	2	10%	10	50%	6	30%
Grade 2	10	0	0%	10	100%	0	0%	0	0%	3	30%	3	30%	4	40%
Grade 3	9	0	0%	9	100%	0	0%	1	11%	2	22%	3	33%	3	33%
Grade 4	5	0	0%	5	100%	0	0%	1	20%	0	0%	3	60%	1	20%
Grade 5	10	0	0%	10	100%	0	0%	0	0%	0	0%	5	50%	5	50%
Grade 6	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 8	6	0	0%	6	100%	0	0%	1	17%	0	0%	3	50%	2	33%
Grade 9	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	3	0	0%	3	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	291	19	7%	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 DISTRICT	281	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		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	274	265	97%	241	88%	22	8%	2	1%	0	0%	7	3%	0	0%	2	1%
Female	131	128	98%	117	89%	10	8%	1	1%	0	0%	3	2%	0	0%	0	0%
Male	143	137	96%	124	87%	12	8%	1	1%	0	0%	4	3%	0	0%	2	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	239	236	99%	225	94%	11	5%	0	0%	0	0%	1	0%	0	0%	2	1%
Students with Disabilities	35	29	83%	16	46%	11	31%	2	6%	0	0%	6	17%	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	56	56	100%	53	95%	3	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	24	86%	18	64%	6	21%	0	0%	0	0%	2	7%	0	0%	2	7%
White	183	178	97%	167	91%	9	5%	2	1%	0	0%	5	3%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	47	44	94%	32	68%	12	26%	0	0%	0	0%	2	4%	0	0%	1	2%
Not Economically Disadvantaged	227	221	97%	209	92%	10	4%	2	1%	0	0%	5	2%	0	0%	1	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	271	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	274	265	97%	241	88%	22	8%	2	1%	0	0%	7	3%	0	0%	2	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	274	265	97%	241	88%	22	8%	2	1%	0	0%	7	3%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	274	265	97%	241	88%	22	8%	2	1%	0	0%	7	3%	0	0%	2	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	274	265	97%	241	88%	22	8%	2	1%	0	0%	7	3%	0	0%	2	1%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:25 AM EST

ROSLYN HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	264	216.7	179.5	4
	Math	135	150.4		
	Science	200	167.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	233.3	205.4	4
	Math	39	179.5		
	Science	44	202.3		
Black or African American	ELA	6	183.3	-	-
	Math	5	20		
	Science	3	-		
Hispanic or Latino	ELA	26	171.2	125.8	2
	Math	11	81.8		
	Science	17	123.5		
Multiracial	ELA	1	-	-	-
	Math	1	-		
	Science	1	-		
White	ELA	174	219	179.8	4
	Math	79	152.5		
	Science	135	161.9		
English Language Learner	ELA	1	-	-	-
	Math	1	-		
	Science	1	-		
Students with Disabilities	ELA	28	110.7	100.9	3
	Math	16	65.6		
	Science	14	139.3		
Economically Disadvantaged	ELA	44	188.6	156.1	4
	Math	26	130.8		
	Science	31	145.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	266	215	141.3	4
	Math	266	76.3		
	Science	261	128.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	233.3	173.3	4
	Math	57	122.8		
	Science	56	158.9		
Black or African American	ELA	6	183.3	-	-
	Math	6	16.7		
	Science	6	66.7		
Hispanic or Latino	ELA	26	171.2	98.2	3
	Math	26	34.6		
	Science	25	84		
Multiracial	ELA	1	-	-	-
	Math	1	-		
	Science	1	-		
White	ELA	176	216.5	138.5	4
	Math	176	68.5		
	Science	173	126.3		
English Language Learner	ELA	1	-	-	-
	Math	1	-		
	Science	1	-		
Students with Disabilities	ELA	31	108.1	73.7	4
	Math	31	40.3		
	Science	27	72.2		
Economically Disadvantaged	ELA	46	180.4	120.4	4
	Math	46	73.9		
	Science	45	100		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	263	254	96.6%	98.2%	4
	5-year	227	225	99.1%		
	6-year	273	270	98.9%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	57	57	100%	100%	4
	5-year	27	—	—		
	6-year	51	51	100%		
Black or African American	4-year	9	—	—	—	—
	5-year	5	—	—		
	6-year	6	—	—		
Hispanic or Latino	4-year	25	19	76%	86.7%	2
	5-year	25	24	96%		
	6-year	25	22	88%		
Multiracial	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
White	4-year	171	170	99.4%	99.6%	4
	5-year	169	168	99.4%		
	6-year	189	189	100%		
English Language Learner	4-year	11	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	19	17	89.5%	92.4%	4
	5-year	16	15	93.8%		
	6-year	16	15	93.8%		
Economically Disadvantaged	4-year	45	40	88.9%	92.4%	3
	5-year	35	34	97.1%		
	6-year	34	31	91.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	6	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	8	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	7	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,039	192	18.5%	4
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	231	24	10.4%	4
Black or African American	39	14	35.9%	2
Hispanic or Latino	84	22	26.2%	3
Multiracial	12	–	–	–
White	671	131	19.5%	4
English Language Learner	16	–	–	–
Students with Disabilities	104	35	33.7%	3
Economically Disadvantaged	179	43	24%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	267	99.6%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	57	100%
Black or African American	–	6	–
Hispanic or Latino	–	28	–
Multiracial	–	1	–
White	✓	175	99.4%
English Language Learner	–	3	–
Students with Disabilities	–	29	–
Economically Disadvantaged	✓	47	97.9%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	267	50.9%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✗	57	68.4%
Black or African American	–	6	–
Hispanic or Latino	–	28	–
Multiracial	–	1	–
White	✗	175	44.6%
English Language Learner	–	3	–
Students with Disabilities	–	29	–
Economically Disadvantaged	✗	47	57.5%

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	258	10	4%	6	2%	18	7%	27	10%	197	76%	242	94%
Female	120	5	4%	4	3%	6	5%	9	8%	96	80%	111	93%
Male	138	5	4%	2	1%	12	9%	18	13%	101	73%	131	95%
General Education Students	234	7	3%	3	1%	10	4%	20	9%	194	83%	224	96%
Students with Disabilities	24	3	13%	3	13%	8	33%	7	29%	3	13%	18	75%
Asian or Native Hawaiian/Other Pacific Islander	45	1	2%	0	0%	3	7%	6	13%	35	78%	44	98%
Black or African American	13	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	7	33%	2	10%	3	14%	3	14%	6	29%	12	57%
White	175	1	1%	3	2%	9	5%	16	9%	146	83%	171	98%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	1	6%	1	6%	3	18%	2	12%	10	59%	15	88%
Economically Disadvantaged	48	8	17%	1	2%	9	19%	10	21%	20	42%	39	81%
Not Economically Disadvantaged	210	2	1%	5	2%	9	4%	17	8%	177	84%	203	97%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	252	5	2%	5	2%	18	7%	27	11%	197	78%	242	96%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	257	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	257	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	258	10	4%	6	2%	18	7%	27	10%	197	76%	242	94%
Parent Not in Armed Forces	258	10	4%	6	2%	18	7%	27	10%	197	76%	242	94%

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	9	14%	5	8%	33	52%	10	16%	7	11%	50	78%
Female	28	4	14%	2	7%	15	54%	3	11%	4	14%	22	79%
Male	36	5	14%	3	8%	18	50%	7	19%	3	8%	28	78%
General Education Students	46	4	9%	3	7%	24	52%	8	17%	7	15%	39	85%
Students with Disabilities	18	5	28%	2	11%	9	50%	2	11%	0	0%	11	61%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	3	33%	3	33%	3	33%	9	100%
Black or African American	6	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	3	15%	3	15%	12	60%	2	10%	0	0%	14	70%
White	28	3	11%	2	7%	15	54%	5	18%	3	11%	23	82%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	3	43%	0	0%	3	43%	0	0%	1	14%	4	57%
Economically Disadvantaged	28	7	25%	3	11%	14	50%	4	14%	0	0%	18	64%
Not Economically Disadvantaged	36	2	6%	2	6%	19	53%	6	17%	7	19%	32	89%
English Language Learner	10	2	20%	3	30%	4	40%	0	0%	1	10%	5	50%
Non-English Language Learner	54	7	13%	2	4%	29	54%	10	19%	6	11%	45	83%
Not in Foster Care	64	9	14%	5	8%	33	52%	10	16%	7	11%	50	78%
Not Homeless	64	9	14%	5	8%	33	52%	10	16%	7	11%	50	78%
Not Migrant	64	9	14%	5	8%	33	52%	10	16%	7	11%	50	78%
Parent Not in Armed Forces	64	9	14%	5	8%	33	52%	10	16%	7	11%	50	78%

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	232	18	8%	14	6%	58	25%	39	17%	103	44%	200	86%
Female	114	8	7%	2	2%	30	26%	20	18%	54	47%	104	91%
Male	118	10	8%	12	10%	28	24%	19	16%	49	42%	96	81%
General Education Students	218	14	6%	10	5%	54	25%	39	18%	101	46%	194	89%
Students with Disabilities	14	4	29%	4	29%	4	29%	0	0%	2	14%	6	43%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	1	2%	14	27%	12	23%	24	46%	50	96%
Black or African American	9	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	5	29%	2	12%	6	35%	1	6%	3	18%	10	59%
White	151	6	4%	10	7%	37	25%	24	16%	74	49%	135	89%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	6	50%	1	8%	1	8%	2	17%	2	17%	5	42%
Economically Disadvantaged	30	7	23%	2	7%	11	37%	1	3%	9	30%	21	70%
Not Economically Disadvantaged	202	11	5%	12	6%	47	23%	38	19%	94	47%	179	89%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	230	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	232	18	8%	14	6%	58	25%	39	17%	103	44%	200	86%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	231	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	232	18	8%	14	6%	58	25%	39	17%	103	44%	200	86%
Parent Not in Armed Forces	232	18	8%	14	6%	58	25%	39	17%	103	44%	200	86%

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	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Female	124	3	2%	8	6%	24	19%	27	22%	62	50%	113	91%
Male	121	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	122	6	5%	7	6%	30	25%	26	21%	53	43%	109	89%
General Education Students	227	7	3%	11	5%	45	20%	51	22%	113	50%	209	92%
Students with Disabilities	19	2	11%	4	21%	9	47%	2	11%	2	11%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	67	2	3%	2	3%	6	9%	15	22%	42	63%	63	94%
Black or African American	8	2	25%	3	38%	3	38%	0	0%	0	0%	3	38%
Hispanic or Latino	10	0	0%	0	0%	3	30%	3	30%	4	40%	10	100%
White	156	4	3%	9	6%	40	26%	35	22%	68	44%	143	92%
Multiracial	5	1	20%	1	20%	2	40%	0	0%	1	20%	3	60%
Economically Disadvantaged	30	4	13%	5	17%	7	23%	6	20%	8	27%	21	70%
Not Economically Disadvantaged	216	5	2%	10	5%	47	22%	47	22%	107	50%	201	93%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	245	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Not Homeless	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Not Migrant	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%
Parent Not in Armed Forces	246	9	4%	15	6%	54	22%	53	22%	115	47%	222	90%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	258	6	2%	10	4%	68	26%	174	67%	242	94%
Female	128	–	–	–	–	–	–	–	–	–	–
Male	129	3	2%	6	5%	39	30%	81	63%	120	93%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	129	3	2%	4	3%	29	22%	93	72%	122	95%
General Education Students	233	3	1%	3	1%	56	24%	171	73%	227	97%
Students with Disabilities	25	3	12%	7	28%	12	48%	3	12%	15	60%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	1	2%	11	18%	49	80%	60	98%
Black or African American	7	2	29%	1	14%	4	57%	0	0%	4	57%
Hispanic or Latino	16	2	13%	4	25%	4	25%	6	38%	10	63%
White	167	2	1%	3	2%	46	28%	116	69%	162	97%
Multiracial	5	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	39	3	8%	9	23%	11	28%	16	41%	27	69%
Not Economically Disadvantaged	219	3	1%	1	0%	57	26%	158	72%	215	98%
English Language Learner	6	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	252	3	1%	8	3%	67	27%	174	69%	241	96%
Not in Foster Care	258	6	2%	10	4%	68	26%	174	67%	242	94%
Not Homeless	258	6	2%	10	4%	68	26%	174	67%	242	94%
Not Migrant	258	6	2%	10	4%	68	26%	174	67%	242	94%
Parent Not in Armed Forces	258	6	2%	10	4%	68	26%	174	67%	242	94%

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	100	3	3%	8	8%	38	38%	51	51%	89	89%
Female	43	0	0%	2	5%	21	49%	20	47%	41	95%
Male	57	3	5%	6	11%	17	30%	31	54%	48	84%
General Education Students	83	2	2%	8	10%	25	30%	48	58%	73	88%
Students with Disabilities	17	1	6%	0	0%	13	76%	3	18%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	1	5%	3	16%	15	79%	18	95%
Black or African American	8	1	13%	2	25%	3	38%	2	25%	5	63%
Hispanic or Latino	20	2	10%	3	15%	13	65%	2	10%	15	75%
White	53	0	0%	2	4%	19	36%	32	60%	51	96%
Economically Disadvantaged	34	3	9%	5	15%	15	44%	11	32%	26	76%
Not Economically Disadvantaged	66	0	0%	3	5%	23	35%	40	61%	63	95%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	97	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	100	3	3%	8	8%	38	38%	51	51%	89	89%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	99	–	–	–	–	–	–	–	–	–	–
Not Migrant	100	3	3%	8	8%	38	38%	51	51%	89	89%
Parent Not in Armed Forces	100	3	3%	8	8%	38	38%	51	51%	89	89%

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	213	8	4%	14	7%	107	50%	84	39%	191	90%
Female	121	5	4%	7	6%	55	45%	54	45%	109	90%
Male	92	3	3%	7	8%	52	57%	30	33%	82	89%
General Education Students	202	7	3%	10	5%	102	50%	83	41%	185	92%
Students with Disabilities	11	1	9%	4	36%	5	45%	1	9%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	61	3	5%	4	7%	22	36%	32	52%	54	89%
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	–	–	–	–	–	–	–	–	–	–
White	136	3	2%	8	6%	76	56%	49	36%	125	92%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	2	13%	2	13%	9	56%	3	19%	12	75%
Economically Disadvantaged	22	1	5%	5	23%	10	45%	6	27%	16	73%
Not Economically Disadvantaged	191	7	4%	9	5%	97	51%	78	41%	175	92%
Non-English Language Learner	213	8	4%	14	7%	107	50%	84	39%	191	90%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	212	–	–	–	–	–	–	–	–	–	–
Not Homeless	213	8	4%	14	7%	107	50%	84	39%	191	90%
Not Migrant	213	8	4%	14	7%	107	50%	84	39%	191	90%
Parent Not in Armed Forces	213	8	4%	14	7%	107	50%	84	39%	191	90%

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	43	16	37%	3	7%	18	42%	6	14%	24	56%
Female	21	9	43%	1	5%	9	43%	2	10%	11	52%
Male	22	7	32%	2	9%	9	41%	4	18%	13	59%
General Education Students	41	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	0	0%	3	50%	0	0%	3	50%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	29	8	28%	3	10%	13	45%	5	17%	18	62%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	5	63%	0	0%	2	25%	1	13%	3	38%
Economically Disadvantaged	11	7	64%	0	0%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	32	9	28%	3	9%	14	44%	6	19%	20	63%
Non-English Language Learner	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not in Foster Care	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not Homeless	43	16	37%	3	7%	18	42%	6	14%	24	56%
Not Migrant	43	16	37%	3	7%	18	42%	6	14%	24	56%
Parent Not in Armed Forces	43	16	37%	3	7%	18	42%	6	14%	24	56%

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	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Female	128	2	2%	1	1%	17	13%	19	15%	89	70%	125	98%
Male	124	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	125	4	3%	6	5%	25	20%	20	16%	70	56%	115	92%
General Education Students	229	1	0%	5	2%	33	14%	34	15%	156	68%	223	97%
Students with Disabilities	24	5	21%	2	8%	9	38%	5	21%	3	13%	17	71%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	67	0	0%	1	1%	6	9%	12	18%	48	72%	66	99%
Black or African American	11	3	27%	4	36%	2	18%	1	9%	1	9%	4	36%
Hispanic or Latino	17	1	6%	1	6%	6	35%	2	12%	7	41%	15	88%
White	153	2	1%	0	0%	26	17%	24	16%	101	66%	151	99%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Economically Disadvantaged	41	3	7%	5	12%	11	27%	8	20%	14	34%	33	80%
Not Economically Disadvantaged	212	3	1%	2	1%	31	15%	31	15%	145	68%	207	98%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	250	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	252	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%
Parent Not in Armed Forces	253	6	2%	7	3%	42	17%	39	15%	159	63%	240	95%

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	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%
Female	112	0	0%	3	3%	16	14%	27	24%	66	59%	109	97%
Male	129	0	0%	2	2%	11	9%	34	26%	82	64%	127	98%
General Education Students	221	0	0%	3	1%	19	9%	55	25%	144	65%	218	99%
Students with Disabilities	20	0	0%	2	10%	8	40%	6	30%	4	20%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	44	0	0%	0	0%	5	11%	10	23%	29	66%	44	100%
Black or African American	11	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	1	7%	6	43%	5	36%	2	14%	13	93%
White	168	0	0%	1	1%	12	7%	42	25%	113	67%	167	99%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	3	20%	4	27%	4	27%	4	27%	12	80%
Economically Disadvantaged	41	0	0%	4	10%	14	34%	10	24%	13	32%	37	90%
Not Economically Disadvantaged	200	0	0%	1	1%	13	7%	51	26%	135	68%	199	100%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	238	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	240	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	240	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%
Parent Not in Armed Forces	241	0	0%	5	2%	27	11%	61	25%	148	61%	236	98%

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

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

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

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	4	1%	266	99%	5	2%	8	3%	26	10%	227	84%	253	94%
Female	129	1	1%	128	99%	2	2%	5	4%	9	7%	112	87%	121	94%
Male	141	3	2%	138	98%	3	2%	3	2%	17	12%	115	82%	132	94%
General Education Students	239	1	0%	238	100%	1	0%	5	2%	14	6%	218	91%	232	97%
Students with Disabilities	31	3	10%	28	90%	4	13%	3	10%	12	39%	9	29%	21	68%
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	56	100%	0	0%	1	2%	4	7%	51	91%	55	98%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	27	96%	2	7%	5	18%	1	4%	19	68%	20	71%
White	179	3	2%	176	98%	3	2%	2	1%	19	11%	152	85%	171	96%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	47	2	4%	45	96%	1	2%	4	9%	7	15%	33	70%	40	85%
Not Economically Disadvantaged	223	2	1%	221	99%	4	2%	4	2%	19	9%	194	87%	213	96%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	3	—	264	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	4	1%	266	99%	5	2%	8	3%	26	10%	227	84%	253	94%
Not Homeless	270	4	1%	266	99%	5	2%	8	3%	26	10%	227	84%	253	94%
Not Migrant	270	4	1%	266	99%	5	2%	8	3%	26	10%	227	84%	253	94%
Parent Not in Armed Forces	270	4	1%	266	99%	5	2%	8	3%	26	10%	227	84%	253	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	3	2	67	1	33
Male	3	2	67	1	33
General Education Students	2	1	50	1	50
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Hispanic or Latino	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	2	1	50	1	50
Not in Foster Care	3	2	67	1	33
Not Homeless	3	2	67	1	33
Not Migrant	3	2	67	1	33
Parent Not in Armed Forces	3	2	67	1	33

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	270	8	3%	262	97%	8	3%	11	4%	28	10%	215	80%	243	90%
Female	129	3	2%	126	98%	4	3%	4	3%	14	11%	104	81%	118	91%
Male	141	5	4%	136	96%	4	3%	7	5%	14	10%	111	79%	125	89%
General Education Students	239	1	0%	238	100%	5	2%	8	3%	19	8%	206	86%	225	94%
Students with Disabilities	31	7	23%	24	77%	3	10%	3	10%	9	29%	9	29%	18	58%
Asian or Native Hawaiian/Other Pacific Islander	56	0	0%	56	100%	1	2%	1	2%	1	2%	53	95%	54	96%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	3	11%	25	89%	2	7%	2	7%	9	32%	12	43%	21	75%
White	179	5	3%	174	97%	3	2%	6	3%	17	9%	148	83%	165	92%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	2	29%	1	14%	2	29%	3	43%
Economically Disadvantaged	47	3	6%	44	94%	2	4%	4	9%	10	21%	28	60%	38	81%
Not Economically Disadvantaged	223	5	2%	218	98%	6	3%	7	3%	18	8%	187	84%	205	92%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	7	—	260	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	8	3%	262	97%	8	3%	11	4%	28	10%	215	80%	243	90%
Not Homeless	270	8	3%	262	97%	8	3%	11	4%	28	10%	215	80%	243	90%
Not Migrant	270	8	3%	262	97%	8	3%	11	4%	28	10%	215	80%	243	90%
Parent Not in Armed Forces	270	8	3%	262	97%	8	3%	11	4%	28	10%	215	80%	243	90%

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	260	4	2	256	98
Female	124	2	2	122	98
Male	136	2	1	134	99
General Education Students	235	0	0	235	100
Students with Disabilities	25	4	16	21	84
Asian or Native Hawaiian/Other Pacific Islander	56	0	0	56	100
Black or African American	6	0	0	6	100
Hispanic or Latino	24	2	8	22	92
White	173	2	1	171	99
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	2	5	41	95
Not Economically Disadvantaged	217	2	1	215	99
Non-English Language Learner	260	4	2	256	98
Not in Foster Care	260	4	2	256	98
Not Homeless	260	4	2	256	98
Not Migrant	260	4	2	256	98
Parent Not in Armed Forces	260	4	2	256	98

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	270	27	10%	243	90%	15	6%	29	11%	52	19%	147	54%	199	74%
Female	129	8	6%	121	94%	9	7%	15	12%	27	21%	70	54%	97	75%
Male	141	19	13%	122	87%	6	4%	14	10%	25	18%	77	55%	102	72%
General Education Students	239	10	4%	229	96%	12	5%	27	11%	46	19%	144	60%	190	79%
Students with Disabilities	31	17	55%	14	45%	3	10%	2	6%	6	19%	3	10%	9	29%
Asian or Native Hawaiian/Other Pacific Islander	56	3	5%	53	95%	1	2%	2	4%	8	14%	42	75%	50	89%
Black or African American	6	3	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	6	21%	22	79%	1	4%	10	36%	5	18%	6	21%	11	39%
White	179	15	8%	164	92%	12	7%	17	9%	37	21%	98	55%	135	75%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	1	14%	0	0%	2	29%	1	14%	3	43%
Economically Disadvantaged	47	9	19%	38	81%	2	4%	10	21%	12	26%	14	30%	26	55%
Not Economically Disadvantaged	223	18	8%	205	92%	13	6%	19	9%	40	18%	133	60%	173	78%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	26	—	241	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	27	10%	243	90%	15	6%	29	11%	52	19%	147	54%	199	74%
Not Homeless	270	27	10%	243	90%	15	6%	29	11%	52	19%	147	54%	199	74%
Not Migrant	270	27	10%	243	90%	15	6%	29	11%	52	19%	147	54%	199	74%
Parent Not in Armed Forces	270	27	10%	243	90%	15	6%	29	11%	52	19%	147	54%	199	74%

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	262	23	9	239	91
Female	125	7	6	118	94
Male	137	16	12	121	88
General Education Students	235	9	4	226	96
Students with Disabilities	27	14	52	13	48
Asian or Native Hawaiian/Other Pacific Islander	56	3	5	53	95
Black or African American	6	3	50	3	50
Hispanic or Latino	24	5	21	19	79
White	175	12	7	163	93
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	8	19	35	81
Not Economically Disadvantaged	219	15	7	204	93
Non-English Language Learner	262	23	9	239	91
Not in Foster Care	262	23	9	239	91
Not Homeless	262	23	9	239	91
Not Migrant	262	23	9	239	91
Parent Not in Armed Forces	262	23	9	239	91

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	270	266	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Female	129	128	99%	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%
Male	141	138	98%	3	2%	0	0%	0	0%	3	2%	0	0%	3	2%
General Education Students	239	236	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Students with Disabilities	31	30	97%	1	3%	1	3%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	56	54	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
Black or African American	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	26	93%	2	7%	1	4%	0	0%	1	4%	0	0%	1	4%
White	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	47	45	96%	2	4%	1	2%	0	0%	1	2%	0	0%	1	2%
Not Economically Disadvantaged	223	221	99%	2	1%	0	0%	0	0%	2	1%	0	0%	2	1%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	263	—	4	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	266	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Not Homeless	270	266	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Not Migrant	270	266	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%
Parent Not in Armed Forces	270	266	99%	4	1%	1	0%	0	0%	3	1%	0	0%	3	1%

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	262	260	99	2	1
Female	125	125	100	0	0
Male	137	135	99	2	1
General Education Students	234	232	99	2	1
Students with Disabilities	28	28	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	56	54	96	2	4
Black or African American	6	6	100	0	0
Hispanic or Latino	23	23	100	0	0
White	176	176	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	44	43	98	1	2
Not Economically Disadvantaged	218	217	100	1	0
Non-English Language Learner	262	260	99	2	1
Not in Foster Care	262	260	99	2	1
Not Homeless	262	260	99	2	1
Not Migrant	262	260	99	2	1
Parent Not in Armed Forces	262	260	99	2	1

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	270	171	63%	99	37%	0	0%	0	0%	97	36%	2	1%	99	37%
Female	129	84	65%	45	35%	0	0%	0	0%	44	34%	1	1%	45	35%
Male	141	87	62%	54	38%	0	0%	0	0%	53	38%	1	1%	54	38%
General Education Students	239	140	59%	99	41%	0	0%	0	0%	97	41%	2	1%	99	41%
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	56	25	45%	31	55%	0	0%	0	0%	29	52%	2	4%	31	55%
Black or African American	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	0	0%	0	0%	5	18%	0	0%	5	18%
White	179	118	66%	61	34%	0	0%	0	0%	61	34%	0	0%	61	34%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Economically Disadvantaged	47	39	83%	8	17%	0	0%	0	0%	7	15%	1	2%	8	17%
Not Economically Disadvantaged	223	132	59%	91	41%	0	0%	0	0%	90	40%	1	0%	91	41%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	168	—	99	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	171	63%	99	37%	0	0%	0	0%	97	36%	2	1%	99	37%
Not Homeless	270	171	63%	99	37%	0	0%	0	0%	97	36%	2	1%	99	37%
Not Migrant	270	171	63%	99	37%	0	0%	0	0%	97	36%	2	1%	99	37%
Parent Not in Armed Forces	270	171	63%	99	37%	0	0%	0	0%	97	36%	2	1%	99	37%

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	260	162	62	98	38
Female	126	81	64	45	36
Male	134	81	60	53	40
General Education Students	233	135	58	98	42
Students with Disabilities	27	27	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	54	24	44	30	56
Black or African American	5	4	80	1	20
Hispanic or Latino	24	19	79	5	21
White	176	115	65	61	35
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	36	84	7	16
Not Economically Disadvantaged	217	126	58	91	42
English Language Learner	2	2	100	0	0
Non-English Language Learner	258	160	62	98	38
Not in Foster Care	260	162	62	98	38
Not Homeless	260	162	62	98	38
Not Migrant	260	162	62	98	38
Parent Not in Armed Forces	260	162	62	98	38

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	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	3	0	0%	3	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	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Secondary-Level Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Secondary-Level Science	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	107	8	7%	1	0	0%
THIS DISTRICT	291	19	7%	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	104	0	0%
THIS DISTRICT	281	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		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	263	97%	240	89%	21	8%	2	1%	0	0%	5	2%	0	0%	2	1%
Female	129	127	98%	117	91%	9	7%	1	1%	0	0%	2	2%	0	0%	0	0%
Male	141	136	96%	123	87%	12	9%	1	1%	0	0%	3	2%	0	0%	2	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	239	236	99%	225	94%	11	5%	0	0%	0	0%	1	0%	0	0%	2	1%
Students with Disabilities	31	27	87%	15	48%	10	32%	2	6%	0	0%	4	13%	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	56	56	100%	53	95%	3	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	24	86%	18	64%	6	21%	0	0%	0	0%	2	7%	0	0%	2	7%
White	179	176	98%	166	93%	8	4%	2	1%	0	0%	3	2%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	47	44	94%	32	68%	12	26%	0	0%	0	0%	2	4%	0	0%	1	2%
Not Economically Disadvantaged	223	219	98%	208	93%	9	4%	2	1%	0	0%	3	1%	0	0%	1	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	267	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	270	263	97%	240	89%	21	8%	2	1%	0	0%	5	2%	0	0%	2	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	270	263	97%	240	89%	21	8%	2	1%	0	0%	5	2%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	270	263	97%	240	89%	21	8%	2	1%	0	0%	5	2%	0	0%	2	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	270	263	97%	240	89%	21	8%	2	1%	0	0%	5	2%	0	0%	2	1%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:32 AM EST

ROSLYN MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	536	194.8	4
	Math	634	216	
	Combined	1,170	206.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	164	210.1	4
	Math	179	228.8	
	Combined	343	219.8	
Black or African American	ELA	7	107.1	—
	Math	9	155.6	
	Combined	16	—	
Hispanic or Latino	ELA	45	135.6	3
	Math	51	162.7	
	Combined	96	150	
Multiracial	ELA	7	192.9	—
	Math	10	200	
	Combined	17	—	
White	ELA	312	197.3	4
	Math	384	218.9	
	Combined	696	209.2	
English Language Learner	ELA	8	12.5	—
	Math	8	68.8	
	Combined	16	—	
Students with Disabilities	ELA	29	113.8	4
	Math	46	163	
	Combined	75	144	
Economically Disadvantaged	ELA	84	154.8	4
	Math	92	184.2	
	Combined	176	170.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	719	145.2	4
	Math	718	190.7	
	Combined	1,437	168	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	176	195.7	4
	Math	179	228.8	
	Combined	355	212.4	
Black or African American	ELA	23	32.6	1
	Math	23	60.9	
	Combined	46	46.7	
Hispanic or Latino	ELA	66	92.4	2
	Math	67	123.9	
	Combined	133	108.3	
Multiracial	ELA	10	135	—
	Math	10	200	
	Combined	20	—	
White	ELA	445	138.3	4
	Math	443	189.7	
	Combined	888	164	
English Language Learner	ELA	10	10	—
	Math	11	50	
	Combined	21	—	
Students with Disabilities	ELA	79	57	3
	Math	79	94.9	
	Combined	158	75.9	
Economically Disadvantaged	ELA	121	107.4	3
	Math	122	138.9	
	Combined	243	123.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	7	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	10	–	–	–	–
Students with Disabilities	4	–	–	–	–
Economically Disadvantaged	8	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	776	120	15.5%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	194	11	5.7%	4
Black or African American	25	–	–	–
Hispanic or Latino	74	16	21.6%	3
Multiracial	11	–	–	–
White	471	82	17.4%	3
English Language Learner	15	–	–	–
Students with Disabilities	85	21	24.7%	3
Economically Disadvantaged	134	29	21.6%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	769	71%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	190	88.4%
Black or African American	—	25	—
Hispanic or Latino	X	72	66.7%
Multiracial	—	11	—
White	X	470	66.8%
English Language Learner	—	15	—
Students with Disabilities	X	72	43.1%
Economically Disadvantaged	X	133	66.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	768	83.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	191	96.3%
Black or African American	—	25	—
Hispanic or Latino	X	72	73.6%
Multiracial	—	11	—
White	X	468	82.5%
English Language Learner	—	15	—
Students with Disabilities	X	72	55.6%
Economically Disadvantaged	X	133	71.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 8	—

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 6	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%
Grade 7	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Grade 8	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Grades 3-8	770	231	30%	539	70%	36	7%	69	13%	209	39%	225	42%	434	81%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%
Female	113	26	23%	87	77%	7	8%	14	16%	28	32%	38	44%	66	76%
Male	134	34	25%	100	75%	8	8%	12	12%	46	46%	34	34%	80	80%
General Education Students	225	44	20%	181	80%	12	7%	24	13%	73	40%	72	40%	145	80%
Students with Disabilities	22	16	73%	6	27%	3	50%	2	33%	1	17%	0	0%	1	17%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	62	5	8%	57	92%	2	4%	6	11%	19	33%	30	53%	49	86%
Black or African American	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	8	35%	15	65%	5	33%	1	7%	6	40%	3	20%	9	60%
White	147	39	27%	108	73%	6	6%	19	18%	44	41%	39	36%	83	77%
Multiracial	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	8	53%	7	47%	2	29%	0	0%	5	71%	0	0%	5	71%
Economically Disadvantaged	50	16	32%	34	68%	8	24%	5	15%	14	41%	7	21%	21	62%
Not Economically Disadvantaged	197	44	22%	153	78%	7	5%	21	14%	60	39%	65	42%	125	82%
English Language Learner	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	243	58	24%	185	76%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%
Not Homeless	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%
Not Migrant	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%
Parent Not in Armed Forces	247	60	24%	187	76%	15	8%	26	14%	74	40%	72	39%	146	78%

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	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Female	131	33	25%	98	75%	7	7%	7	7%	39	40%	45	46%	84	86%
Male	116	24	21%	92	79%	7	8%	20	22%	45	49%	20	22%	65	71%
General Education Students	227	44	19%	183	81%	10	5%	25	14%	83	45%	65	36%	148	81%
Students with Disabilities	20	13	65%	7	35%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	66	6	9%	60	91%	4	7%	6	10%	26	43%	24	40%	50	83%
Black or African American	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	8	35%	15	65%	4	27%	5	33%	3	20%	3	20%	6	40%
White	147	37	25%	110	75%	4	4%	15	14%	55	50%	36	33%	91	83%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	6	55%	5	45%	2	40%	1	20%	0	0%	2	40%	2	40%
Economically Disadvantaged	37	12	32%	25	68%	5	20%	6	24%	10	40%	4	16%	14	56%
Not Economically Disadvantaged	210	45	21%	165	79%	9	5%	21	13%	74	45%	61	37%	135	82%
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	55	23%	187	77%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Not Homeless	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Not Migrant	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%
Parent Not in Armed Forces	247	57	23%	190	77%	14	7%	27	14%	84	44%	65	34%	149	78%

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	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Female	146	71	49%	75	51%	1	1%	6	8%	23	31%	45	60%	68	91%
Male	130	43	33%	87	67%	6	7%	10	11%	28	32%	43	49%	71	82%
General Education Students	246	98	40%	148	60%	4	3%	13	9%	45	30%	86	58%	131	89%
Students with Disabilities	30	16	53%	14	47%	3	21%	3	21%	6	43%	2	14%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	63	12	19%	51	81%	1	2%	2	4%	12	24%	36	71%	48	94%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	9	35%	17	65%	–	–	–	–	–	–	–	–	–	–
White	176	84	48%	92	52%	3	3%	9	10%	32	35%	48	52%	80	87%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	29	10	34%	19	66%	3	16%	5	26%	7	37%	4	21%	11	58%
Economically Disadvantaged	46	20	43%	26	57%	3	12%	6	23%	10	38%	7	27%	17	65%
Not Economically Disadvantaged	230	94	41%	136	59%	4	3%	10	7%	41	30%	81	60%	122	90%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	270	112	41%	158	59%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Not Homeless	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Not Migrant	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%
Parent Not in Armed Forces	276	114	41%	162	59%	7	4%	16	10%	51	31%	88	54%	139	86%

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 6	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Combined 6	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Grade 7	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Regents 7	—	—	—	11	4%	0	0%	0	0%	0	0%	11	100%	11	100%
Combined 7	247	48	19%	199	81%	4	2%	15	8%	59	30%	121	61%	180	90%
Grade 8	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Regents 8	—	—	—	234	85%	0	0%	0	0%	13	6%	221	94%	234	100%
Combined 8	276	30	11%	246	89%	7	3%	4	2%	14	6%	221	90%	235	96%
Grades 3-8	770	130	17%	640	83%	15	2%	38	6%	164	26%	423	66%	587	92%

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

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Female	113	23	20%	90	80%	2	2%	10	11%	40	44%	38	42%	78	87%
Male	134	29	22%	105	78%	2	2%	9	9%	51	49%	43	41%	94	90%
General Education Students	225	39	17%	186	83%	3	2%	15	8%	87	47%	81	44%	168	90%
Students with Disabilities	22	13	59%	9	41%	1	11%	4	44%	4	44%	0	0%	4	44%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	62	3	5%	59	95%	0	0%	5	8%	20	34%	34	58%	54	92%
Black or African American	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	9	39%	14	61%	2	14%	2	14%	5	36%	5	36%	10	71%
White	147	34	23%	113	77%	1	1%	11	10%	61	54%	40	35%	101	89%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	6	40%	9	60%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	50	16	32%	34	68%	3	9%	5	15%	17	50%	9	26%	26	76%
Not Economically Disadvantaged	197	36	18%	161	82%	1	1%	14	9%	74	46%	72	45%	146	91%
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	243	51	21%	192	79%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Not Homeless	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Not Migrant	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%
Parent Not in Armed Forces	247	52	21%	195	79%	4	2%	19	10%	91	47%	81	42%	172	88%

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	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Female	131	33	25%	98	75%	3	3%	9	9%	30	31%	56	57%	86	88%
Male	116	26	22%	90	78%	1	1%	6	7%	29	32%	54	60%	83	92%
General Education Students	227	49	22%	178	78%	3	2%	11	6%	56	31%	108	61%	164	92%
Students with Disabilities	20	10	50%	10	50%	1	10%	4	40%	3	30%	2	20%	5	50%
Asian or Native Hawaiian/Other Pacific Islander	66	9	14%	57	86%	0	0%	4	7%	14	25%	39	68%	53	93%
Black or African American	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	7	30%	16	70%	3	19%	1	6%	10	63%	2	13%	12	75%
White	147	38	26%	109	74%	0	0%	8	7%	34	31%	67	61%	101	93%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	37	12	32%	25	68%	3	12%	2	8%	9	36%	11	44%	20	80%
Not Economically Disadvantaged	210	47	22%	163	78%	1	1%	13	8%	50	31%	99	61%	149	91%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	242	58	24%	184	76%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Not Homeless	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Not Migrant	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%
Parent Not in Armed Forces	247	59	24%	188	76%	4	2%	15	8%	59	31%	110	59%	169	90%

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	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Female	146	143	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Male	130	121	93%	9	7%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
General Education Students	246	239	97%	7	3%	4	57%	2	29%	1	14%	0	0%	1	14%
Students with Disabilities	30	25	83%	5	17%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	63	62	98%	1	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	21	81%	5	19%	—	—	—	—	—	—	—	—	—	—
White	176	170	97%	6	3%	3	50%	2	33%	1	17%	0	0%	1	17%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	89	83	93%	6	7%	4	67%	2	33%	0	0%	0	0%	0	0%
Economically Disadvantaged	46	39	85%	7	15%	5	71%	1	14%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	230	225	98%	5	2%	2	40%	3	60%	0	0%	0	0%	0	0%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	262	97%	8	3%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Not Homeless	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Not Migrant	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%
Parent Not in Armed Forces	276	264	96%	12	4%	7	58%	4	33%	1	8%	0	0%	1	8%

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	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Regents 8	—	—	—	160	58%	0	0%	0	0%	5	3%	155	97%	160	100%
Combined 8	274	74	27%	200	73%	5	3%	7	4%	27	14%	161	81%	188	94%

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	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Female	146	131	90%	15	10%	1	7%	1	7%	12	80%	1	7%	13	87%
Male	128	103	80%	25	20%	4	16%	6	24%	10	40%	5	20%	15	60%
General Education Students	244	216	89%	28	11%	2	7%	4	14%	17	61%	5	18%	22	79%
Students with Disabilities	30	18	60%	12	40%	3	25%	3	25%	5	42%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	63	52	83%	11	17%	–	–	–	–	–	–	–	–	–	–
Black or African American	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	15	58%	11	42%	3	27%	1	9%	7	64%	0	0%	7	64%
White	174	157	90%	17	10%	2	12%	3	18%	8	47%	4	24%	12	71%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	71	59	83%	12	17%	0	0%	3	25%	7	58%	2	17%	9	75%
Economically Disadvantaged	46	33	72%	13	28%	3	23%	2	15%	6	46%	2	15%	8	62%
Not Economically Disadvantaged	228	201	88%	27	12%	2	7%	5	19%	16	59%	4	15%	20	74%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	268	232	87%	36	13%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Not Homeless	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Not Migrant	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%
Parent Not in Armed Forces	274	234	85%	40	15%	5	13%	7	18%	22	55%	6	15%	28	70%

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 ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%
Female	124	0	0%	0	0%	4	3%	31	25%	89	72%	124	100%
Male	104	0	0%	0	0%	8	8%	19	18%	77	74%	104	100%
General Education Students	216	0	0%	0	0%	10	5%	46	21%	160	74%	216	100%
Students with Disabilities	12	0	0%	0	0%	2	17%	4	33%	6	50%	12	100%
Asian or Native Hawaiian/Other Pacific Islander	59	0	0%	0	0%	2	3%	9	15%	48	81%	59	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	0	0%	0	0%	4	24%	6	35%	7	41%	17	100%
White	147	0	0%	0	0%	6	4%	34	23%	107	73%	147	100%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	28	0	0%	0	0%	3	11%	7	25%	18	64%	28	100%
Not Economically Disadvantaged	200	0	0%	0	0%	9	5%	43	22%	148	74%	200	100%
Non-English Language Learner	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%
Not in Foster Care	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%
Not Homeless	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%
Not Migrant	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%
Parent Not in Armed Forces	228	0	0%	0	0%	12	5%	50	22%	166	73%	228	100%

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	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Female	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Male	11	0	0%	0	0%	0	0%	0	0%	11	100%	11	100%
General Education Students	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Not Economically Disadvantaged	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Non-English Language Learner	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Not in Foster Care	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Not Homeless	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Not Migrant	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%
Parent Not in Armed Forces	17	0	0%	0	0%	1	6%	0	0%	16	94%	17	100%

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	160	0	0%	0	0%	5	3%	155	97%	160	100%
Female	84	0	0%	0	0%	4	5%	80	95%	84	100%
Male	76	0	0%	0	0%	1	1%	75	99%	76	100%
General Education Students	158	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	46	0	0%	0	0%	0	0%	46	100%	46	100%
Hispanic or Latino	8	–	–	–	–	–	–	–	–	–	–
White	103	0	0%	0	0%	5	5%	98	95%	103	100%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	0	0%	11	100%	11	100%
Economically Disadvantaged	12	0	0%	0	0%	0	0%	12	100%	12	100%
Not Economically Disadvantaged	148	0	0%	0	0%	5	3%	143	97%	148	100%
Non-English Language Learner	160	0	0%	0	0%	5	3%	155	97%	160	100%
Not in Foster Care	160	0	0%	0	0%	5	3%	155	97%	160	100%
Not Homeless	160	0	0%	0	0%	5	3%	155	97%	160	100%
Not Migrant	160	0	0%	0	0%	5	3%	155	97%	160	100%
Parent Not in Armed Forces	160	0	0%	0	0%	5	3%	155	97%	160	100%

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 6	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 8	6	0	0%	6	100%	0	0%	1	17%	0	0%	3	50%	2	33%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—

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	7	9%	1	0	0%
THIS DISTRICT	291	19	7%	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	74	0	0%
THIS DISTRICT	281	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		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:35 AM EST

EAST HILLS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	366	185.4	4
	Math	377	201.5	
	Combined	743	193.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	110	206.4	4
	Math	111	223	
	Combined	221	214.7	
Black or African American	ELA	9	72.2	–
	Math	9	127.8	
	Combined	18	–	
Hispanic or Latino	ELA	39	148.7	3
	Math	41	164.6	
	Combined	80	156.9	
Multiracial	ELA	16	196.9	4
	Math	16	225	
	Combined	32	210.9	
White	ELA	192	185.2	4
	Math	200	198.5	
	Combined	392	192	
English Language Learner	ELA	10	50	–
	Math	10	90	
	Combined	20	–	
Students with Disabilities	ELA	17	111.8	4
	Math	19	142.1	
	Combined	36	127.8	
Economically Disadvantaged	ELA	68	160.3	4
	Math	67	177.6	
	Combined	135	168.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	408	166.3	4
	Math	408	186.2	
	Combined	816	176.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	110	206.4	4
	Math	111	223	
	Combined	221	214.7	
Black or African American	ELA	14	46.4	–
	Math	14	82.1	
	Combined	28	–	
Hispanic or Latino	ELA	46	126.1	3
	Math	46	146.7	
	Combined	92	136.4	
Multiracial	ELA	16	196.9	4
	Math	16	225	
	Combined	32	210.9	
White	ELA	223	159.4	4
	Math	223	178	
	Combined	446	168.7	
English Language Learner	ELA	11	45.5	–
	Math	11	81.8	
	Combined	22	–	
Students with Disabilities	ELA	43	62.8	3
	Math	43	89.5	
	Combined	86	76.2	
Economically Disadvantaged	ELA	78	139.7	4
	Math	78	152.6	
	Combined	156	146.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	14	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	19	–	–	–	–
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	16	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	570	54	9.5%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	156	13	8.3%	4
Black or African American	21	–	–	–
Hispanic or Latino	64	6	9.4%	4
Multiracial	23	–	–	–
White	306	31	10.1%	4
English Language Learner	21	–	–	–
Students with Disabilities	60	12	20%	4
Economically Disadvantaged	112	12	10.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	436	85.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	120	95.8%
Black or African American	—	15	—
Hispanic or Latino	X	50	80%
Multiracial	—	16	—
White	X	235	81.7%
English Language Learner	—	14	—
Students with Disabilities	X	40	45%
Economically Disadvantaged	X	86	82.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	438	87.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	121	96.7%
Black or African American	—	15	—
Hispanic or Latino	X	51	84.3%
Multiracial	—	16	—
White	X	235	85.1%
English Language Learner	—	15	—
Students with Disabilities	X	40	50%
Economically Disadvantaged	X	88	81.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—

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 3	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%
Grade 4	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%
Grade 5	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%
Grade 6	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	437	70	16%	367	84%	24	7%	65	18%	154	42%	124	34%	278	76%

GRADE 3 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	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%
Female	67	8	12%	59	88%	3	5%	8	14%	27	46%	21	36%	48	81%
Male	78	12	15%	66	85%	6	9%	14	21%	30	45%	16	24%	46	70%
General Education Students	133	12	9%	121	91%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	12	8	67%	4	33%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	43	3	7%	40	93%	0	0%	6	15%	19	48%	15	38%	34	85%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	2	12%	15	88%	4	27%	3	20%	7	47%	1	7%	8	53%
White	74	14	19%	60	81%	3	5%	10	17%	29	48%	18	30%	47	78%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	2	20%	3	30%	2	20%	3	30%	5	50%
Economically Disadvantaged	25	3	12%	22	88%	5	23%	4	18%	9	41%	4	18%	13	59%
Not Economically Disadvantaged	120	17	14%	103	86%	4	4%	18	17%	48	47%	33	32%	81	79%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	141	20	14%	121	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%
Not Homeless	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%
Not Migrant	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%
Parent Not in Armed Forces	145	20	14%	125	86%	9	7%	22	18%	57	46%	37	30%	94	75%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%
Female	68	8	12%	60	88%	1	2%	12	20%	21	35%	26	43%	47	78%
Male	61	10	16%	51	84%	1	2%	8	16%	24	47%	18	35%	42	82%
General Education Students	116	12	10%	104	90%	0	0%	18	17%	43	41%	43	41%	86	83%
Students with Disabilities	13	6	46%	7	54%	2	29%	2	29%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	37	1	3%	36	97%	1	3%	5	14%	13	36%	17	47%	30	83%
Black or African American	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16	4	25%	12	75%	0	0%	2	17%	6	50%	4	33%	10	83%
White	65	9	14%	56	86%	0	0%	12	21%	25	45%	19	34%	44	79%
Multiracial	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	1	14%	1	14%	1	14%	4	57%	5	71%
Economically Disadvantaged	32	8	25%	24	75%	0	0%	8	33%	11	46%	5	21%	16	67%
Not Economically Disadvantaged	97	10	10%	87	90%	2	2%	12	14%	34	39%	39	45%	73	84%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	126	18	14%	108	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%
Not Homeless	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%
Not Migrant	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%
Parent Not in Armed Forces	129	18	14%	111	86%	2	2%	20	18%	45	41%	44	40%	89	80%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%
Female	87	19	22%	68	78%	5	7%	13	19%	25	37%	25	37%	50	74%
Male	75	12	16%	63	84%	8	13%	10	16%	27	43%	18	29%	45	71%
General Education Students	148	20	14%	128	86%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	14	11	79%	3	21%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	40	2	5%	38	95%	0	0%	3	8%	20	53%	15	39%	35	92%
Black or African American	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	5	28%	13	72%	5	38%	1	8%	4	31%	3	23%	7	54%
White	95	22	23%	73	77%	6	8%	17	23%	26	36%	24	33%	50	68%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	29%	2	29%	2	29%	1	14%	3	43%
Economically Disadvantaged	30	8	27%	22	73%	4	18%	4	18%	9	41%	5	23%	14	64%
Not Economically Disadvantaged	132	23	17%	109	83%	9	8%	19	17%	43	39%	38	35%	81	74%
English Language Learner	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	155	28	18%	127	82%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%
Not Homeless	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%
Not Migrant	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%
Parent Not in Armed Forces	162	31	19%	131	81%	13	10%	23	18%	52	40%	43	33%	95	73%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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 3	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%
Grade 4	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%
Grade 5	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%
Grade 6	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 6	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	438	57	13%	381	87%	10	3%	52	14%	163	43%	156	41%	319	84%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%
Female	67	9	13%	58	87%	2	3%	6	10%	31	53%	19	33%	50	86%
Male	78	7	9%	71	91%	1	1%	11	15%	28	39%	31	44%	59	83%
General Education Students	133	9	7%	124	93%	2	2%	16	13%	59	48%	47	38%	106	85%
Students with Disabilities	12	7	58%	5	42%	1	20%	1	20%	0	0%	3	60%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	43	3	7%	40	93%	0	0%	4	10%	14	35%	22	55%	36	90%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	2	12%	15	88%	1	7%	4	27%	8	53%	2	13%	10	67%
White	74	10	14%	64	86%	1	2%	8	13%	33	52%	22	34%	55	86%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	1	10%	1	10%	4	40%	4	40%	8	80%
Economically Disadvantaged	25	3	12%	22	88%	2	9%	5	23%	9	41%	6	27%	15	68%
Not Economically Disadvantaged	120	13	11%	107	89%	1	1%	12	11%	50	47%	44	41%	94	88%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	141	16	11%	125	89%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%
Not Homeless	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%
Not Migrant	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%
Parent Not in Armed Forces	145	16	11%	129	89%	3	2%	17	13%	59	46%	50	39%	109	84%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%
Female	68	5	7%	63	93%	2	3%	9	14%	27	43%	25	40%	52	83%
Male	62	7	11%	55	89%	0	0%	5	9%	23	42%	27	49%	50	91%
General Education Students	117	7	6%	110	94%	2	2%	10	9%	46	42%	52	47%	98	89%
Students with Disabilities	13	5	38%	8	62%	0	0%	4	50%	4	50%	0	0%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	38	0	0%	38	100%	0	0%	4	11%	14	37%	20	53%	34	89%
Black or African American	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	16	2	13%	14	88%	1	7%	1	7%	6	43%	6	43%	12	86%
White	65	6	9%	59	91%	1	2%	8	14%	28	47%	22	37%	50	85%
Multiracial	6	1	17%	5	83%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	33	6	18%	27	82%	2	7%	4	15%	15	56%	6	22%	21	78%
Not Economically Disadvantaged	97	6	6%	91	94%	0	0%	10	11%	35	38%	46	51%	81	89%
English Language Learner	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	126	12	10%	114	90%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%
Not Homeless	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%
Not Migrant	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%
Parent Not in Armed Forces	130	12	9%	118	91%	2	2%	14	12%	50	42%	52	44%	102	86%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%
Female	87	19	22%	68	78%	3	4%	10	15%	29	43%	26	38%	55	81%
Male	75	9	12%	66	88%	2	3%	11	17%	25	38%	28	42%	53	80%
General Education Students	148	17	11%	131	89%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	14	11	79%	3	21%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	40	1	3%	39	98%	0	0%	1	3%	13	33%	25	64%	38	97%
Black or African American	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	4	22%	14	78%	3	21%	4	29%	6	43%	1	7%	7	50%
White	95	21	22%	74	78%	1	1%	14	19%	33	45%	26	35%	59	80%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	2	29%	2	29%	2	29%	4	57%
Economically Disadvantaged	30	9	30%	21	70%	3	14%	3	14%	8	38%	7	33%	15	71%
Not Economically Disadvantaged	132	19	14%	113	86%	2	2%	18	16%	46	41%	47	42%	93	82%
English Language Learner	7	2	29%	5	71%	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learner	155	26	17%	129	83%	3	2%	19	15%	53	41%	54	42%	107	83%
Not in Foster Care	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%
Not Homeless	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%
Not Migrant	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%
Parent Not in Armed Forces	162	28	17%	134	83%	5	4%	21	16%	54	40%	54	40%	108	81%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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 2	6	0	0%	6	100%	0	0%	0	0%	2	33%	2	33%	2	33%
Grade 3	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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	48	3	6%	1	0	0%
THIS DISTRICT	291	19	7%	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	45	0	0%
THIS DISTRICT	281	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		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:36 AM EST

HARBOR HILL SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	302	183.3	4
	Math	300	201.5	
	Combined	602	192.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	71	197.9	4
	Math	74	225	
	Combined	145	211.7	
Black or African American	ELA	5	180	–
	Math	5	170	
	Combined	10	–	
Hispanic or Latino	ELA	17	138.2	3
	Math	17	147.1	
	Combined	34	142.6	
Multiracial	ELA	10	210	–
	Math	10	220	
	Combined	20	–	
White	ELA	199	180.7	4
	Math	194	197.2	
	Combined	393	188.8	
English Language Learner	ELA	5	20	–
	Math	8	93.8	
	Combined	13	–	
Students with Disabilities	ELA	12	141.7	–
	Math	12	200	
	Combined	24	–	
Economically Disadvantaged	ELA	27	140.7	4
	Math	29	163.8	
	Combined	56	152.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	323	171.4	4
	Math	326	185.4	
	Combined	649	178.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	71	197.9	4
	Math	74	225	
	Combined	145	211.7	
Black or African American	ELA	6	150	–
	Math	6	141.7	
	Combined	12	–	
Hispanic or Latino	ELA	18	130.6	3
	Math	18	138.9	
	Combined	36	134.7	
Multiracial	ELA	10	210	–
	Math	10	220	
	Combined	20	–	
White	ELA	222	161.9	4
	Math	222	172.3	
	Combined	444	167.1	
English Language Learner	ELA	6	16.7	–
	Math	9	83.3	
	Combined	15	–	
Students with Disabilities	ELA	29	58.6	3
	Math	29	82.8	
	Combined	58	70.7	
Economically Disadvantaged	ELA	30	126.7	4
	Math	31	153.2	
	Combined	61	140.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	14	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	19	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	14	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	591	79	13.4%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	129	9	7%	4
Black or African American	10	–	–	–
Hispanic or Latino	45	7	15.6%	4
Multiracial	22	–	–	–
White	385	60	15.6%	4
English Language Learner	42	5	11.9%	4
Students with Disabilities	69	19	27.5%	3
Economically Disadvantaged	69	7	10.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	346	89%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	76	100%
Black or African American	—	6	—
Hispanic or Latino	—	20	—
Multiracial	—	10	—
White	X	234	85%
English Language Learner	—	9	—
Students with Disabilities	—	30	—
Economically Disadvantaged	—	35	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	346	87.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	76	100%
Black or African American	—	6	—
Hispanic or Latino	—	20	—
Multiracial	—	10	—
White	X	234	82.9%
English Language Learner	—	9	—
Students with Disabilities	—	30	—
Economically Disadvantaged	—	35	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—

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 3	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%
Grade 4	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%
Grade 5	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%
Grades 3-8	346	41	12%	305	88%	18	6%	65	21%	118	39%	104	34%	222	73%

GRADE 3 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	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%
Female	51	2	4%	49	96%	2	4%	7	14%	18	37%	22	45%	40	82%
Male	66	11	17%	55	83%	6	11%	10	18%	19	35%	20	36%	39	71%
General Education Students	103	4	4%	99	96%	7	7%	15	15%	36	36%	41	41%	77	78%
Students with Disabilities	14	9	64%	5	36%	1	20%	2	40%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	31	2	6%	29	94%	2	7%	6	21%	7	24%	14	48%	21	72%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	1	20%	1	20%	1	20%	2	40%	3	60%
White	75	10	13%	65	87%	5	8%	9	14%	28	43%	23	35%	51	78%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	11	2	18%	9	82%	1	11%	4	44%	2	22%	2	22%	4	44%
Not Economically Disadvantaged	106	11	10%	95	90%	7	7%	13	14%	35	37%	40	42%	75	79%
English Language Learner	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	112	10	9%	102	91%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%
Not Homeless	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%
Not Migrant	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%
Parent Not in Armed Forces	117	13	11%	104	89%	8	8%	17	16%	37	36%	42	40%	79	76%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%
Female	52	8	15%	44	85%	1	2%	8	18%	17	39%	18	41%	35	80%
Male	58	6	10%	52	90%	4	8%	13	25%	17	33%	18	35%	35	67%
General Education Students	102	9	9%	93	91%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	2	11%	6	32%	11	58%	17	89%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	1	11%	8	89%	2	25%	1	13%	4	50%	1	13%	5	63%
White	76	12	16%	64	84%	3	5%	18	28%	21	33%	22	34%	43	67%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	15	4	27%	11	73%	2	18%	2	18%	4	36%	3	27%	7	64%
Not Economically Disadvantaged	95	10	11%	85	89%	3	4%	19	22%	30	35%	33	39%	63	74%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	109	14	13%	95	87%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%
Not Homeless	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%
Not Migrant	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%
Parent Not in Armed Forces	110	14	13%	96	87%	5	5%	21	22%	34	35%	36	38%	70	73%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%
Female	59	10	17%	49	83%	3	6%	15	31%	20	41%	11	22%	31	63%
Male	60	4	7%	56	93%	2	4%	12	21%	27	48%	15	27%	42	75%
General Education Students	111	10	9%	101	91%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8	4	50%	4	50%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	26	1	4%	25	96%	0	0%	6	24%	9	36%	10	40%	19	76%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
White	83	13	16%	70	84%	4	6%	17	24%	35	50%	14	20%	49	70%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	9	0	0%	9	100%	1	11%	5	56%	0	0%	3	33%	3	33%
Not Economically Disadvantaged	110	14	13%	96	87%	4	4%	22	23%	47	49%	23	24%	70	73%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	13	11%	103	89%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%
Not Homeless	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%
Not Migrant	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%
Parent Not in Armed Forces	119	14	12%	105	88%	5	5%	27	26%	47	45%	26	25%	73	70%

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 3	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%
Grade 4	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%
Grade 5	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%
Grades 3-8	346	43	12%	303	88%	7	2%	39	13%	139	46%	118	39%	257	85%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%
Female	51	2	4%	49	96%	1	2%	4	8%	26	53%	18	37%	44	90%
Male	66	12	18%	54	82%	2	4%	6	11%	19	35%	27	50%	46	85%
General Education Students	103	6	6%	97	94%	3	3%	10	10%	40	41%	44	45%	84	87%
Students with Disabilities	14	8	57%	6	43%	0	0%	0	0%	5	83%	1	17%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	31	100%	0	0%	1	3%	13	42%	17	55%	30	97%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	1	20%	0	0%	3	60%	1	20%	4	80%
White	75	13	17%	62	83%	2	3%	7	11%	28	45%	25	40%	53	85%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	11	1	9%	10	91%	1	10%	0	0%	6	60%	3	30%	9	90%
Not Economically Disadvantaged	106	13	12%	93	88%	2	2%	10	11%	39	42%	42	45%	81	87%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	112	13	12%	99	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%
Not Homeless	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%
Not Migrant	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%
Parent Not in Armed Forces	117	14	12%	103	88%	3	3%	10	10%	45	44%	45	44%	90	87%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%
Female	52	8	15%	44	85%	0	0%	3	7%	27	61%	14	32%	41	93%
Male	58	3	5%	55	95%	1	2%	8	15%	23	42%	23	42%	46	84%
General Education Students	102	6	6%	96	94%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	0	0%	5	26%	14	74%	19	100%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	1	11%	8	89%	1	13%	0	0%	7	88%	0	0%	7	88%
White	76	9	12%	67	88%	0	0%	11	16%	38	57%	18	27%	56	84%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	15	3	20%	12	80%	1	8%	1	8%	8	67%	2	17%	10	83%
Not Economically Disadvantaged	95	8	8%	87	92%	0	0%	10	11%	42	48%	35	40%	77	89%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	109	11	10%	98	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%
Not Homeless	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%
Not Migrant	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%
Parent Not in Armed Forces	110	11	10%	99	90%	1	1%	11	11%	50	51%	37	37%	87	88%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%
Female	59	15	25%	44	75%	0	0%	11	25%	19	43%	14	32%	33	75%
Male	60	3	5%	57	95%	3	5%	7	12%	25	44%	22	39%	47	82%
General Education Students	111	13	12%	98	88%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	0	0%	3	12%	7	27%	16	62%	23	88%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
White	83	18	22%	65	78%	1	2%	12	18%	34	52%	18	28%	52	80%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	9	0	0%	9	100%	2	22%	4	44%	1	11%	2	22%	3	33%
Not Economically Disadvantaged	110	18	16%	92	84%	1	1%	14	15%	43	47%	34	37%	77	84%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	18	16%	98	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%
Not Homeless	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%
Not Migrant	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%
Parent Not in Armed Forces	119	18	15%	101	85%	3	3%	18	18%	44	44%	36	36%	80	79%

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 1	10	0	0%	10	100%	0	0%	1	10%	0	0%	5	50%	4	40%
Grade 2	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	5	0	0%	5	100%	0	0%	1	20%	1	20%	2	40%	1	20%
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	0	0%	3	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	49	2	4%	1	1	100%
THIS DISTRICT	291	19	7%	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	47	0	0%
THIS DISTRICT	281	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		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:36 AM EST

ROSLYN HTS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	107	184.6	4
	Math	110	205	
	Combined	217	194.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	32	203.1	4
	Math	32	217.2	
	Combined	64	210.2	
Black or African American	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Hispanic or Latino	ELA	11	150	–
	Math	11	181.8	
	Combined	22	–	
Multiracial	ELA	5	180	–
	Math	5	240	
	Combined	10	–	
White	ELA	57	187.7	4
	Math	60	205	
	Combined	117	196.6	
English Language Learner	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Students with Disabilities	ELA	4	–	–
	Math	5	170	
	Combined	9	–	
Economically Disadvantaged	ELA	17	150	4
	Math	17	182.4	
	Combined	34	166.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	121	163.2	4
	Math	121	186.4	
	Combined	242	174.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	197	4
	Math	33	210.6	
	Combined	66	203.8	
Black or African American	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Hispanic or Latino	ELA	12	137.5	–
	Math	12	166.7	
	Combined	24	–	
Multiracial	ELA	5	180	–
	Math	5	240	
	Combined	10	–	
White	ELA	67	159.7	4
	Math	67	183.6	
	Combined	134	171.6	
English Language Learner	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Students with Disabilities	ELA	12	45.8	–
	Math	12	70.8	
	Combined	24	–	
Economically Disadvantaged	ELA	20	127.5	4
	Math	20	155	
	Combined	40	141.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	5	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	11	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	9	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	128	18	14.1%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	42	2	4.8%	4
Black or African American	4	–	–	–
Hispanic or Latino	15	–	–	–
Multiracial	6	–	–	–
White	61	10	16.4%	3
English Language Learner	15	–	–	–
Students with Disabilities	8	–	–	–
Economically Disadvantaged	29	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	127	84.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	5	—
White	X	71	80.3%
English Language Learner	—	3	—
Students with Disabilities	—	13	—
Economically Disadvantaged	—	21	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	127	86.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	5	—
White	X	71	84.5%
English Language Learner	—	3	—
Students with Disabilities	—	13	—
Economically Disadvantaged	—	21	—

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	11	1	9%	10	91%	0	0%	2	20%	1	10%	6	60%	1	10%
Grade 1	10	0	0%	10	100%	0	0%	1	10%	2	20%	5	50%	2	20%

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	38	3	8%	1	0	0%
THIS DISTRICT	291	19	7%	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	34	0	0%
THIS DISTRICT	281	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)

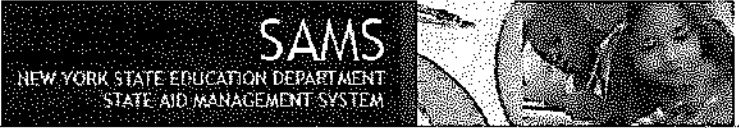
Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 11:34 AM EST

Entity Name ROSLYN UFSD	 <p>SAMS NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM</p>
BEBS Code 280403	
Claim Year 2023-2024 <input type="button" value="SET VALUES"/>	

Welcome Susan Warren (School Entity User) CORE 04/11/2024 03:57 PM Home | Issue Reporting | Help | Logout

Entity Info | Forms | Claim Verifications | Activity Log | Reports

You Have Selected the 'Official' Data Area.

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: ROSLYN UFSD
Contact Person: SUSAN WARREN

District Code: 280403
Telephone: (516) 801-5036
Tel Extension:

Form Saved Successfully on 04/11/2024 03:57:45 PM

Property Tax Report Card

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website: <http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 29, 2024

Form Preparer Name: SUSAN WARREN
Preparer's Telephone Number: 516-801-5030

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	127,474,805	132,567,170	3.99 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	103,744,831	106,644,040	
B. Tax Levy to Support Library Debt, if Applicable	0		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0		
E. Total Proposed School Year Tax Levy (A+B+C+D)	103,744,831	106,644,040	2.79 %
F. Permissible Exclusions to the School Tax Levy Limit	4,008,100	3,924,277	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	100,183,175	103,007,811	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	99,736,731	102,719,763	
I. Difference: (G-H), (negative value requires 60.0% voter approval) ²	446,444	288,048	
Public School Enrollment	3,250	3,305	1.69 %
Consumer Price Index			4.12 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	24,915,378	25,000,000
Assigned Appropriated Fund Balance	700,000	700,000
Adjusted Unrestricted Fund Balance	4,053,398	5,276,173
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.18 %	3.98 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital + (add) - (delete)	2020 RESERVE	For the cost of any object or purpose for which bonds may be issued.	12,188,949	12,341,300	0
Capital + (add) - (delete)	2017 RESERVE	For the cost of any object or purpose for which bonds may be issued.	1,164,103	1,178,700	0
Capital + (add) - (delete)	2015 RESERVE	For the cost of any object or purpose for which bonds may be issued.	77	78	0
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	917,278	928,700	0
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	58,714	59,500	0
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	550,718	557,800	0
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	RESERVE FOR	For liability, casualty, and other types of uninsured losses.	138,399	140,100	0
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBLAR RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	83,689	84,700	0
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	7,800,547	7,898,100	1,800,000 to reduce tax levy
Reserve for Uncollected Taxes	NYS TRS TO	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	2,012,982	2,038,100	1,482,000 to reduce tax levy
Single Other Reserve + (add)					

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

* NYSED Reserve Guidance: http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

ROSLYN UFSD

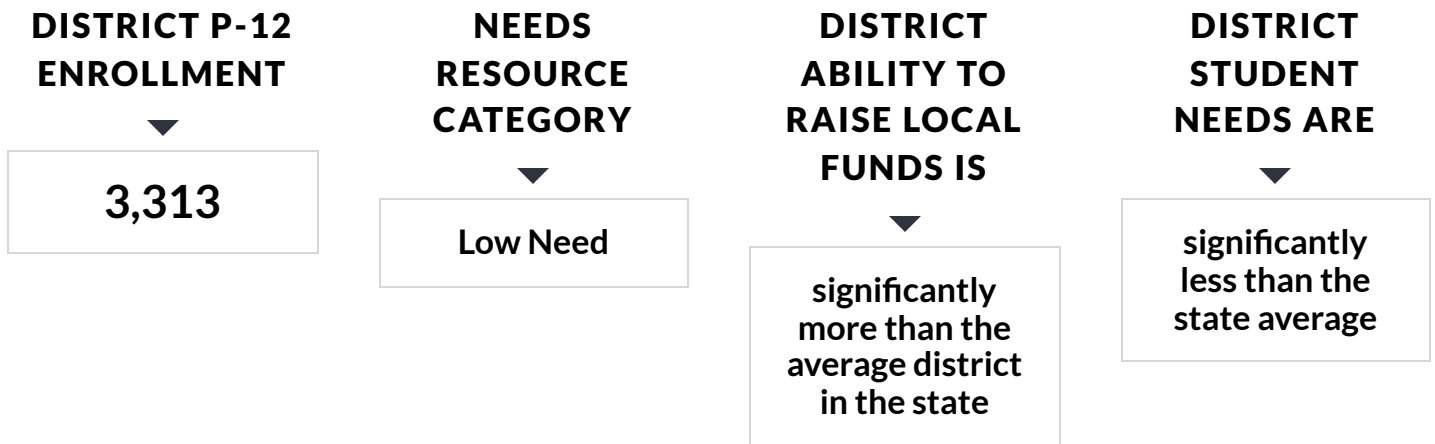
2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics

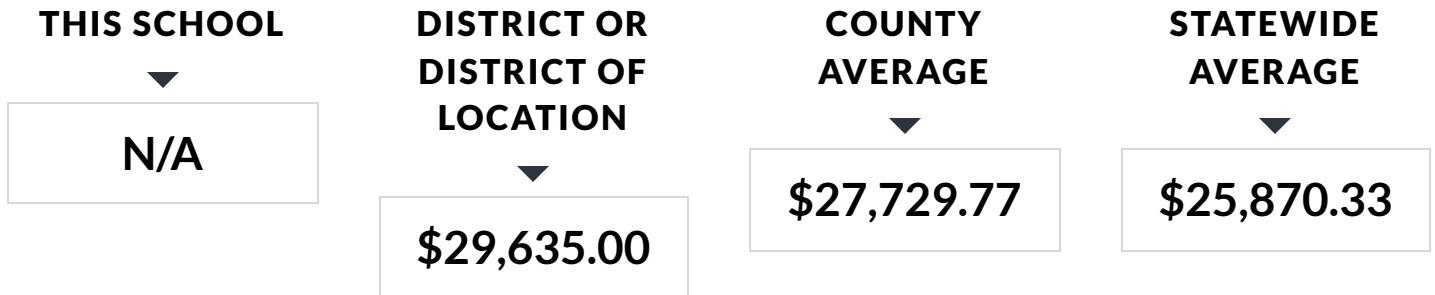


Student Demographics

Enrollment	ROSLYN UFSD
All Students	3,295
Economically Disadvantaged	15%
Students with Disabilities	10%
English Language Learners	3%
» Race/Ethnicity	

Staffing Profile	ROSLYN UFSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	5%
Teachers with 4-20 Years of Experience %	47%
Teachers with 21+ Years of Experience %	47%

Comparison: How do per pupil expenditures compare?



Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	ROSLYN UFSD
>> A. Instruction (A1 + A2 + A3 + A4)	\$17,279.79

Report View One Per Pupil Expenditure Categories	ROSLYN UFSD
» B. Administration (B1 + B2 + B3)	\$1,921.14
» C. All Other Spending (C1 + C2 + C3)	\$1,591.87
D. Total School Level (A + B + C)	\$20,792.81
» E. Central Instruction (E1 + E2 + E3 + E4)	\$705.68
» F. Central Administration (F1 + F2 + F3)	\$3,490.25
» G. All Other Central Spending (G1 + G2 + G3)	\$4,646.17
H. Total Central Costs	\$8,842.09
I. Total Spending (D + H)	\$29,634.90

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J–K)

Central Cost(Pre-L–M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	ROSLYN UFSD
J. Total School Level Local/State Spending	\$20,533.13
» K. Total School Level Federal Spending	\$259.68
L. Total Central Level Local/State Spending	\$8,842.09
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$29,634.90

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	ROSLYN UFSD
1. Transportation	\$5,730,011.67
2. Charter School Tuition	\$22,032.00
3. Other Tuition	\$1,656,865.40

Excluded Expenditures	ROSLYN UFSD
4. Debt Service	\$4,902,565.37
5. Other	\$7,815,564.11
Percent Excluded from Total	17%
Total Expenditures	\$118,307,459.00

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 2:08 PM EST