

NEWARK VALLEY CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	417	103	2
	Math	403	104.6	
	Combined	820	103.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	8	106.3	—
	Math	8	112.5	
	Combined	16	—	
Multiracial	ELA	9	88.9	—
	Math	9	77.8	
	Combined	18	—	
White	ELA	397	103	2
	Math	383	105.1	
	Combined	780	104	
Students with Disabilities	ELA	48	64.6	2
	Math	45	60	
	Combined	93	62.4	
Economically Disadvantaged	ELA	231	91.6	2
	Math	219	92.5	
	Combined	450	92	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	417	103	2
	Math	417	101.1	
	Combined	834	102	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	8	106.3	—
	Math	8	112.5	
	Combined	16	—	
Multiracial	ELA	9	88.9	—
	Math	9	77.8	
	Combined	18	—	
White	ELA	398	102.8	2
	Math	398	101.1	
	Combined	796	101.9	
Students with Disabilities	ELA	52	59.6	3
	Math	52	51.9	
	Combined	104	55.8	
Economically Disadvantaged	ELA	234	90.4	2
	Math	234	86.5	
	Combined	468	88.5	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	599	119	19.9%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	13	—	—	—
Multiracial	14	—	—	—
White	567	111	19.6%	3
English Language Learner	—	—	—	—
Students with Disabilities	74	15	20.3%	3
Economically Disadvantaged	356	95	26.7%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	445	95.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	8	—
Multiracial	—	9	—
White	✓	425	94.8%
English Language Learner	—	0	—
Students with Disabilities	✗	52	86.5%
Economically Disadvantaged	✗	251	94%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	445	91.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	8	—
Multiracial	—	9	—
White	X	425	91.3%
English Language Learner	—	0	—
Students with Disabilities	X	52	80.8%
Economically Disadvantaged	X	251	88.8%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
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	2	3	2	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	2	3	2	—	3
English Language Learner	—	—	—	—	—
Students with Disabilities	2	3	2	—	4
Economically Disadvantaged	2	3	2	—	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	91	173.1	134.6	2
	Math	35	52.9		
	Science	74	199.3		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	90	173.9	135.4	2
	Math	34	54.4		
	Science	73	199.3		
Students with Disabilities	ELA	11	63.6	88.4	2
	Math	4	—		
	Science	6	183.3		
Economically Disadvantaged	ELA	44	158	122.1	2
	Math	15	33.3		
	Science	32	201.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	92	171.2	112.9	3
	Math	90	20.6		
	Science	90	163.9		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	91	172	113.2	3
	Math	89	20.8		
	Science	89	163.5		
Students with Disabilities	ELA	11	63.6	56.4	3
	Math	10	20		
	Science	11	100		
Economically Disadvantaged	ELA	45	154.4	99.6	3
	Math	45	11.1		
	Science	43	150		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	83	71	85.5%	88.9%	2
	5-year	99	91	91.9%		
	6-year	94	84	89.4%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	78	69	88.5%	90.1%	2
	5-year	95	87	91.6%		
	6-year	91	82	90.1%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	18	13	72.2%	70.7%	2
	5-year	15	10	66.7%		
	6-year	15	11	73.3%		
Economically Disadvantaged	4-year	26	—	—	85.7%	2
	5-year	39	34	87.2%		
	6-year	38	32	84.2%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	339	87	25.7%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	3	—	—	—
White	328	85	25.9%	3
English Language Learner	—	—	—	—
Students with Disabilities	53	13	24.5%	4
Economically Disadvantaged	174	61	35.1%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	93	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	✓	92	100%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	✓	46	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	91	37.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	X	90	36.7%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	X	46	32.6%

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	72	4	6%	68	94%	18	26%	24	35%	21	31%	5	7%	26	38%
Grade 4	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Grade 5	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Grade 6	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Grade 7	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Grade 8	83	7	8%	76	92%	19	25%	32	42%	19	25%	6	8%	25	33%
Grades 3-8	445	29	7%	416	93%	145	35%	137	33%	102	25%	32	8%	134	32%

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.



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	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Female	28	1	4%	27	96%	11	41%	10	37%	5	19%	1	4%	6	22%
Male	38	0	0%	38	100%	24	63%	13	34%	1	3%	0	0%	1	3%
General Education Students	62	0	0%	62	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	62	1	2%	61	98%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Economically Disadvantaged	46	1	2%	45	98%	23	51%	18	40%	3	7%	1	2%	4	9%
Not Economically Disadvantaged	20	0	0%	20	100%	12	60%	5	25%	3	15%	0	0%	3	15%
Non-English Language Learner	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not in Foster Care	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not Homeless	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not Migrant	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Parent Not in Armed Forces	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%

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	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Female	41	1	2%	40	98%	15	38%	18	45%	7	18%	0	0%	7	18%
Male	32	2	6%	30	94%	12	40%	11	37%	6	20%	1	3%	7	23%
General Education Students	66	0	0%	66	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	71	3	4%	68	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Economically Disadvantaged	37	0	0%	37	100%	16	43%	12	32%	8	22%	1	3%	9	24%
Not Economically Disadvantaged	36	3	8%	33	92%	11	33%	17	52%	5	15%	0	0%	5	15%
Non-English Language Learner	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Not in Foster Care	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Not Homeless	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Not Migrant	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%
Parent Not in Armed Forces	73	3	4%	70	96%	27	39%	29	41%	13	19%	1	1%	14	20%

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	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Female	23	0	0%	23	100%	6	26%	4	17%	7	30%	6	26%	13	57%
Male	42	6	14%	36	86%	13	36%	9	25%	12	33%	2	6%	14	39%
General Education Students	55	3	5%	52	95%	16	31%	10	19%	18	35%	8	15%	26	50%
Students with Disabilities	10	3	30%	7	70%	3	43%	3	43%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	61	6	10%	55	90%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Economically Disadvantaged	41	4	10%	37	90%	13	35%	9	24%	11	30%	4	11%	15	41%
Not Economically Disadvantaged	24	2	8%	22	92%	6	27%	4	18%	8	36%	4	18%	12	55%
Non-English Language Learner	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Not in Foster Care	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Not Homeless	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Not Migrant	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%
Parent Not in Armed Forces	65	6	9%	59	91%	19	32%	13	22%	19	32%	8	14%	27	46%

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	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Female	45	6	13%	39	87%	10	26%	5	13%	16	41%	8	21%	24	62%
Male	41	2	5%	39	95%	17	44%	11	28%	8	21%	3	8%	11	28%
General Education Students	71	5	7%	66	93%	17	26%	15	23%	24	36%	10	15%	34	52%
Students with Disabilities	15	3	20%	12	80%	10	83%	1	8%	0	0%	1	8%	1	8%
White	85	8	9%	77	91%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Economically Disadvantaged	53	8	15%	45	85%	21	47%	11	24%	9	20%	4	9%	13	29%
Not Economically Disadvantaged	33	0	0%	33	100%	6	18%	5	15%	15	45%	7	21%	22	67%
Non-English Language Learner	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Not in Foster Care	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Not Homeless	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Not Migrant	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%
Parent Not in Armed Forces	86	8	9%	78	91%	27	35%	16	21%	24	31%	11	14%	35	45%

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.



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	72	3	4%	69	96%	11	16%	29	42%	27	39%	2	3%	29	42%
Grade 4	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Grade 5	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Grade 6	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Combined 6	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Grade 7	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Combined 7	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Grade 8	83	23	28%	60	72%	41	68%	15	25%	3	5%	1	2%	4	7%
Regents 8	—	—	—	15	18%	0	0%	0	0%	2	13%	13	87%	15	100%
Combined 8	83	8	10%	75	90%	41	55%	15	20%	5	7%	14	19%	19	25%
Grades 3-8	445	44	10%	401	90%	132	33%	133	33%	103	26%	33	8%	136	34%

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.



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	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Female	28	2	7%	26	93%	10	38%	7	27%	7	27%	2	8%	9	35%
Male	38	2	5%	36	95%	16	44%	14	39%	6	17%	0	0%	6	17%
General Education Students	62	3	5%	59	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	62	4	6%	58	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Economically Disadvantaged	46	4	9%	42	91%	20	48%	9	21%	11	26%	2	5%	13	31%
Not Economically Disadvantaged	20	0	0%	20	100%	6	30%	12	60%	2	10%	0	0%	2	10%
Non-English Language Learner	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not in Foster Care	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not Homeless	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not Migrant	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Parent Not in Armed Forces	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%

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	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Female	41	2	5%	39	95%	14	36%	12	31%	11	28%	2	5%	13	33%
Male	32	3	9%	29	91%	9	31%	13	45%	4	14%	3	10%	7	24%
General Education Students	66	2	3%	64	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	71	5	7%	66	93%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Economically Disadvantaged	37	2	5%	35	95%	12	34%	11	31%	7	20%	5	14%	12	34%
Not Economically Disadvantaged	36	3	8%	33	92%	11	33%	14	42%	8	24%	0	0%	8	24%
Non-English Language Learner	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Not in Foster Care	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Not Homeless	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Not Migrant	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%
Parent Not in Armed Forces	73	5	7%	68	93%	23	34%	25	37%	15	22%	5	7%	20	29%

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	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Female	23	1	4%	22	96%	4	18%	10	45%	6	27%	2	9%	8	36%
Male	42	6	14%	36	86%	10	28%	14	39%	12	33%	0	0%	12	33%
General Education Students	55	4	7%	51	93%	10	20%	23	45%	16	31%	2	4%	18	35%
Students with Disabilities	10	3	30%	7	70%	4	57%	1	14%	2	29%	0	0%	2	29%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	61	7	11%	54	89%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Economically Disadvantaged	41	5	12%	36	88%	11	31%	16	44%	9	25%	0	0%	9	25%
Not Economically Disadvantaged	24	2	8%	22	92%	3	14%	8	36%	9	41%	2	9%	11	50%
Non-English Language Learner	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Not in Foster Care	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Not Homeless	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Not Migrant	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%
Parent Not in Armed Forces	65	7	11%	58	89%	14	24%	24	41%	18	31%	2	3%	20	34%

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	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Female	45	12	27%	33	73%	5	15%	10	30%	13	39%	5	15%	18	55%
Male	41	5	12%	36	88%	12	33%	9	25%	12	33%	3	8%	15	42%
General Education Students	71	12	17%	59	83%	10	17%	16	27%	25	42%	8	14%	33	56%
Students with Disabilities	15	5	33%	10	67%	7	70%	3	30%	0	0%	0	0%	0	0%
White	85	17	20%	68	80%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Economically Disadvantaged	53	16	30%	37	70%	12	32%	10	27%	11	30%	4	11%	15	41%
Not Economically Disadvantaged	33	1	3%	32	97%	5	16%	9	28%	14	44%	4	13%	18	56%
Non-English Language Learner	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Not in Foster Care	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Not Homeless	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Not Migrant	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%
Parent Not in Armed Forces	86	17	20%	69	80%	17	25%	19	28%	25	36%	8	12%	33	48%

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.



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	84	19	23%	65	77%	3	5%	15	23%	41	63%	6	9%	47	72%
Regents 8	—	—	—	13	15%	0	0%	0	0%	3	23%	10	77%	13	100%
Combined 8	84	6	7%	78	93%	3	4%	15	19%	44	56%	16	21%	60	77%

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

GRADE 8 SCIENCE RESULTS



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	86	3	3%	9	10%	19	22%	18	21%	37	43%	74	86%
Female	41	0	0%	3	7%	8	20%	7	17%	23	56%	38	93%
Male	45	3	7%	6	13%	11	24%	11	24%	14	31%	36	80%
General Education Students	76	0	0%	6	8%	17	22%	16	21%	37	49%	70	92%
Students with Disabilities	10	3	30%	3	30%	2	20%	2	20%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	80	3	4%	9	11%	18	23%	17	21%	33	41%	68	85%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	1	17%	4	67%	6	100%
Economically Disadvantaged	34	2	6%	5	15%	10	29%	12	35%	5	15%	27	79%
Not Economically Disadvantaged	52	1	2%	4	8%	9	17%	6	12%	32	62%	47	90%
Non-English Language Learner	86	3	3%	9	10%	19	22%	18	21%	37	43%	74	86%
Not in Foster Care	86	3	3%	9	10%	19	22%	18	21%	37	43%	74	86%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	85	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	86	3	3%	9	10%	19	22%	18	21%	37	43%	74	86%
Parent Not in Armed Forces	86	3	3%	9	10%	19	22%	18	21%	37	43%	74	86%

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	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Female	40	4	10%	5	13%	15	38%	13	33%	3	8%	31	78%
Male	38	15	39%	2	5%	9	24%	8	21%	4	11%	21	55%
General Education Students	60	9	15%	4	7%	22	37%	19	32%	6	10%	47	78%
Students with Disabilities	18	10	56%	3	17%	2	11%	2	11%	1	6%	5	28%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	76	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Economically Disadvantaged	41	7	17%	7	17%	12	29%	13	32%	2	5%	27	66%
Not Economically Disadvantaged	37	12	32%	0	0%	12	32%	8	22%	5	14%	25	68%
Non-English Language Learner	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Not in Foster Care	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Not Homeless	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Not Migrant	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%
Parent Not in Armed Forces	78	19	24%	7	9%	24	31%	21	27%	7	9%	52	67%

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	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Female	22	9	41%	3	14%	8	36%	0	0%	2	9%	10	45%
Male	18	2	11%	3	17%	13	72%	0	0%	0	0%	13	72%
General Education Students	38	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
White	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Economically Disadvantaged	15	9	60%	1	7%	5	33%	0	0%	0	0%	5	33%
Not Economically Disadvantaged	25	2	8%	5	20%	16	64%	0	0%	2	8%	18	72%
Non-English Language Learner	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Not in Foster Care	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Not Homeless	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Not Migrant	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%
Parent Not in Armed Forces	40	11	28%	6	15%	21	53%	0	0%	2	5%	23	58%

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	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Female	19	3	16%	4	21%	11	58%	1	5%	0	0%	12	63%
Male	9	0	0%	4	44%	5	56%	0	0%	0	0%	5	56%
General Education Students	27	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
White	26	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Economically Disadvantaged	5	1	20%	1	20%	2	40%	1	20%	0	0%	3	60%
Not Economically Disadvantaged	23	2	9%	7	30%	14	61%	0	0%	0	0%	14	61%
Non-English Language Learner	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not in Foster Care	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not Homeless	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not Migrant	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Parent Not in Armed Forces	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	69	4	6%	6	9%	37	54%	22	32%	59	86%
Female	34	0	0%	3	9%	19	56%	12	35%	31	91%
Male	35	4	11%	3	9%	18	51%	10	29%	28	80%
General Education Students	57	1	2%	2	4%	33	58%	21	37%	54	95%
Students with Disabilities	12	3	25%	4	33%	4	33%	1	8%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	69	4	6%	6	9%	37	54%	22	32%	59	86%
Economically Disadvantaged	35	2	6%	4	11%	21	60%	8	23%	29	83%
Not Economically Disadvantaged	34	2	6%	2	6%	16	47%	14	41%	30	88%
Non-English Language Learner	69	4	6%	6	9%	37	54%	22	32%	59	86%
Not in Foster Care	69	4	6%	6	9%	37	54%	22	32%	59	86%
Not Homeless	69	4	6%	6	9%	37	54%	22	32%	59	86%
Not Migrant	69	4	6%	6	9%	37	54%	22	32%	59	86%
Parent Not in Armed Forces	69	4	6%	6	9%	37	54%	22	32%	59	86%

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	55	2	4%	6	11%	23	42%	24	44%	47	85%
Female	29	1	3%	3	10%	15	52%	10	34%	25	86%
Male	26	1	4%	3	12%	8	31%	14	54%	22	85%
General Education Students	52	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	53	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	55	2	4%	6	11%	23	42%	24	44%	47	85%
Economically Disadvantaged	25	1	4%	3	12%	9	36%	12	48%	21	84%
Not Economically Disadvantaged	30	1	3%	3	10%	14	47%	12	40%	26	87%
Non-English Language Learner	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not in Foster Care	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not Homeless	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not Migrant	55	2	4%	6	11%	23	42%	24	44%	47	85%
Parent Not in Armed Forces	55	2	4%	6	11%	23	42%	24	44%	47	85%

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	31	0	0%	15	48%	16	52%	0	0%	16	52%
Female	20	0	0%	9	45%	11	55%	0	0%	11	55%
Male	11	0	0%	6	55%	5	45%	0	0%	5	45%
General Education Students	31	0	0%	15	48%	16	52%	0	0%	16	52%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	29	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	0	0%	15	48%	16	52%	0	0%	16	52%
Economically Disadvantaged	5	0	0%	3	60%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	26	0	0%	12	46%	14	54%	0	0%	14	54%
Non-English Language Learner	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not in Foster Care	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not Homeless	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not Migrant	31	0	0%	15	48%	16	52%	0	0%	16	52%
Parent Not in Armed Forces	31	0	0%	15	48%	16	52%	0	0%	16	52%

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	9	1	11%	4	44%	3	33%	1	11%	4	44%
Female	6	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	9	1	11%	4	44%	3	33%	1	11%	4	44%
General Education Students	9	1	11%	4	44%	3	33%	1	11%	4	44%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	8	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	4	44%	3	33%	1	11%	4	44%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not in Foster Care	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not Homeless	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not Migrant	9	1	11%	4	44%	3	33%	1	11%	4	44%
Parent Not in Armed Forces	9	1	11%	4	44%	3	33%	1	11%	4	44%

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	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Female	37	4	11%	5	14%	15	41%	5	14%	8	22%	28	76%
Male	34	5	15%	2	6%	15	44%	5	15%	7	21%	27	79%
General Education Students	61	4	7%	5	8%	28	46%	9	15%	15	25%	52	85%
Students with Disabilities	10	5	50%	2	20%	2	20%	1	10%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	70	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Economically Disadvantaged	35	6	17%	6	17%	17	49%	3	9%	3	9%	23	66%
Not Economically Disadvantaged	36	3	8%	1	3%	13	36%	7	19%	12	33%	32	89%
Non-English Language Learner	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Not in Foster Care	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Not Homeless	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Not Migrant	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%
Parent Not in Armed Forces	71	9	13%	7	10%	30	42%	10	14%	15	21%	55	77%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
Female	38	0	0%	2	5%	13	34%	10	26%	13	34%	36	95%
Male	38	2	5%	1	3%	10	26%	14	37%	11	29%	35	92%
General Education Students	72	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	70	2	3%	3	4%	23	33%	22	31%	20	29%	65	93%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	30	1	3%	2	7%	14	47%	10	33%	3	10%	27	90%
Not Economically Disadvantaged	46	1	2%	1	2%	9	20%	14	30%	21	46%	44	96%
Non-English Language Learner	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	75	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	75	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
Parent Not in Armed Forces	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%

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	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Female	49	1	2%	48	98%	0	0%	2	4%	11	22%	35	71%	46	94%
Male	52	7	13%	45	87%	5	10%	4	8%	15	29%	21	40%	36	69%
General Education Students	89	6	7%	83	93%	1	1%	5	6%	22	25%	55	62%	77	87%
Students with Disabilities	12	2	17%	10	83%	4	33%	1	8%	4	33%	1	8%	5	42%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	99	7	—	92	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Economically Disadvantaged	48	3	6%	45	94%	3	6%	2	4%	18	38%	22	46%	40	83%
Not Economically Disadvantaged	53	5	9%	48	91%	2	4%	4	8%	8	15%	34	64%	42	79%
Non-English Language Learner	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Not in Foster Care	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Not Homeless	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Not Migrant	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%
Parent Not in Armed Forces	101	8	8%	93	92%	5	5%	6	6%	26	26%	56	55%	82	81%

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	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Female	49	20	41%	29	59%	8	16%	8	16%	2	4%	11	22%	13	27%
Male	52	33	63%	19	37%	1	2%	4	8%	6	12%	8	15%	14	27%
General Education Students	89	44	49%	45	51%	8	9%	12	13%	6	7%	19	21%	25	28%
Students with Disabilities	12	9	75%	3	25%	1	8%	0	0%	2	17%	0	0%	2	17%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	99	52	—	47	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Economically Disadvantaged	48	29	60%	19	40%	5	10%	6	13%	4	8%	4	8%	8	17%
Not Economically Disadvantaged	53	24	45%	29	55%	4	8%	6	11%	4	8%	15	28%	19	36%
Non-English Language Learner	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Not in Foster Care	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Not Homeless	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Not Migrant	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%
Parent Not in Armed Forces	101	53	52%	48	48%	9	9%	12	12%	8	8%	19	19%	27	27%

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	76	30	39	46	61
Female	42	13	31	29	69
Male	34	17	50	17	50
General Education Students	67	24	36	43	64
Students with Disabilities	9	6	67	3	33
Hispanic or Latino	1	0	0	1	100
White	74	29	39	45	61
Multiracial	1	1	100	0	0
Economically Disadvantaged	37	18	49	19	51
Not Economically Disadvantaged	39	12	31	27	69
Non-English Language Learner	76	30	39	46	61
Not in Foster Care	76	30	39	46	61
Not Homeless	76	30	39	46	61
Not Migrant	76	30	39	46	61
Parent Not in Armed Forces	76	30	39	46	61

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	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Female	49	10	20%	39	80%	0	0%	1	2%	31	63%	7	14%	38	78%
Male	52	14	27%	38	73%	2	4%	2	4%	25	48%	9	17%	34	65%
General Education Students	89	17	19%	72	81%	2	2%	2	2%	52	58%	16	18%	68	76%
Students with Disabilities	12	7	58%	5	42%	0	0%	1	8%	4	33%	0	0%	4	33%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	99	23	—	76	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Economically Disadvantaged	48	15	31%	33	69%	0	0%	2	4%	26	54%	5	10%	31	65%
Not Economically Disadvantaged	53	9	17%	44	83%	2	4%	1	2%	30	57%	11	21%	41	77%
Non-English Language Learner	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Not in Foster Care	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Not Homeless	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Not Migrant	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%
Parent Not in Armed Forces	101	24	24%	77	76%	2	2%	3	3%	56	55%	16	16%	72	71%

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	93	18	19	75	81
Female	46	8	17	38	83
Male	47	10	21	37	79
General Education Students	83	13	16	70	84
Students with Disabilities	10	5	50	5	50
Hispanic or Latino	1	0	0	1	100
White	92	18	20	74	80
Economically Disadvantaged	45	13	29	32	71
Not Economically Disadvantaged	48	5	10	43	90
Non-English Language Learner	93	18	19	75	81
Not in Foster Care	93	18	19	75	81
Not Homeless	93	18	19	75	81
Not Migrant	93	18	19	75	81
Parent Not in Armed Forces	93	18	19	75	81

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	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Female	49	48	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	52	51	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
General Education Students	89	87	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Students with Disabilities	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	99	97	—	2	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Economically Disadvantaged	48	47	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Economically Disadvantaged	53	52	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Non-English Language Learner	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not in Foster Care	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not Homeless	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not Migrant	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Parent Not in Armed Forces	101	99	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%

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	90	90	100	0	0
Female	47	47	100	0	0
Male	43	43	100	0	0
General Education Students	83	83	100	0	0
Students with Disabilities	7	7	100	0	0
Hispanic or Latino	1	1	100	0	0
White	89	89	100	0	0
Economically Disadvantaged	44	44	100	0	0
Not Economically Disadvantaged	46	46	100	0	0
Non-English Language Learner	90	90	100	0	0
Not in Foster Care	90	90	100	0	0
Not Homeless	90	90	100	0	0
Not Migrant	90	90	100	0	0
Parent Not in Armed Forces	90	90	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Female	49	45	92%	4	8%	0	0%	0	0%	4	8%	0	0%	4	8%
Male	52	50	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
General Education Students	89	83	93%	6	7%	0	0%	0	0%	6	7%	0	0%	6	7%
Students with Disabilities	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	99	93	—	6	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Economically Disadvantaged	48	45	94%	3	6%	0	0%	0	0%	3	6%	0	0%	3	6%
Not Economically Disadvantaged	53	50	94%	3	6%	0	0%	0	0%	3	6%	0	0%	3	6%
Non-English Language Learner	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not in Foster Care	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not Homeless	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not Migrant	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Parent Not in Armed Forces	101	95	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%

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	91	86	95	5	5
Female	47	44	94	3	6
Male	44	42	95	2	5
General Education Students	82	77	94	5	6
Students with Disabilities	9	9	100	0	0
Hispanic or Latino	1	1	100	0	0
White	90	85	94	5	6
Economically Disadvantaged	44	42	95	2	5
Not Economically Disadvantaged	47	44	94	3	6
Non-English Language Learner	91	86	95	5	5
Not in Foster Care	91	86	95	5	5
Not Homeless	91	86	95	5	5
Not Migrant	91	86	95	5	5
Parent Not in Armed Forces	91	86	95	5	5

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	10		8	80%	2	20%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	10		8	80%	2	20%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	10		8	80%	2	20%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,025	\$2,217,005	\$2,163	\$20,992,801	\$20,481	\$23,209,806	\$22,644
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	97	16	16%	3	1	33%
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	91	8	9%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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	101	89	88%	24	24%	61	60%	4	4%	1	1%	3	3%	3	3%	5	5%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	101	89	88%	24	24%	61	60%	4	4%	1	1%	3	3%	3	3%	5	5%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	101	89	88%	24	24%	61	60%	4	4%	1	1%	3	3%	3	3%	5	5%
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	101	89	88%	24	24%	61	60%	4	4%	1	1%	3	3%	3	3%	5	5%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

NEWARK VALLEY SENIOR HS - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	76	117.8	2
	Math	75	77.3	
	Combined	151	97.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
White	ELA	71	117.6	2
	Math	70	75.7	
	Combined	141	96.8	
Students with Disabilities	ELA	10	115	–
	Math	9	66.7	
	Combined	19	–	
Economically Disadvantaged	ELA	39	114.1	2
	Math	40	57.5	
	Combined	79	85.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	76	117.8	2
	Math	76	76.3	
	Combined	152	97	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
White	ELA	71	117.6	2
	Math	71	74.6	
	Combined	142	96.1	
Students with Disabilities	ELA	10	115	–
	Math	10	60	
	Combined	20	–	
Economically Disadvantaged	ELA	40	111.3	2
	Math	40	57.5	
	Combined	80	84.4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	84	15	17.9%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	1	–	–	–
Multiracial	1	–	–	–
White	78	14	17.9%	3
English Language Learner	–	–	–	–
Students with Disabilities	11	–	–	–
Economically Disadvantaged	45	11	24.4%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	80	95%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	1	–
Hispanic or Latino	–	1	–
Multiracial	–	1	–
White	✓	75	94.7%
English Language Learner	–	0	–
Students with Disabilities	–	11	–
Economically Disadvantaged	✗	42	92.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	80	93.8%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	1	–
Hispanic or Latino	–	1	–
Multiracial	–	1	–
White	X	75	93.3%
English Language Learner	–	0	–
Students with Disabilities	–	11	–
Economically Disadvantaged	✓	42	95.2%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	88	177.8	137.3	3
	Math	34	54.4		
	Science	72	200.7		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	87	178.7	138.2	3
	Math	33	56.1		
	Science	71	200.7		
Students with Disabilities	ELA	8	75	—	—
	Math	3	—		
	Science	4	—		
Economically Disadvantaged	ELA	44	158	122.1	3
	Math	15	33.3		
	Science	32	201.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	89	175.8	115.3	3
	Math	88	21		
	Science	87	166.1		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	88	176.7	115.7	3
	Math	87	21.3		
	Science	86	165.7		
Students with Disabilities	ELA	8	75	—	—
	Math	8	25		
	Science	8	100		
Economically Disadvantaged	ELA	45	154.4	99.6	3
	Math	45	11.1		
	Science	43	150		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	76	70	92.1%	93.7%	3
	5-year	96	91	94.8%		
	6-year	87	82	94.3%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	72	68	94.4%	94.7%	3
	5-year	92	87	94.6%		
	6-year	84	80	95.2%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	14	—	—	—	—
	5-year	12	—	—		
	6-year	11	—	—		
Economically Disadvantaged	4-year	25	—	—	87.7%	2
	5-year	39	34	87.2%		
	6-year	34	30	88.2%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	339	88	26%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	5	–	–	–
Multiracial	3	–	–	–
White	328	86	26.2%	3
English Language Learner	–	–	–	–
Students with Disabilities	53	14	26.4%	4
Economically Disadvantaged	174	62	35.6%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	91	100%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	1	–
Multiracial	–	0	–
White	✓	90	100%
English Language Learner	–	0	–
Students with Disabilities	–	9	–
Economically Disadvantaged	✓	46	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	90	37.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	X	89	37.1%
English Language Learner	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	X	46	32.6%

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 8	80	6	8%	74	93%	17	23%	32	43%	19	26%	6	8%	25	34%
Grades 3-8	80	6	8%	74	93%	17	23%	32	43%	19	26%	6	8%	25	34%

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.



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 8	80	22	28%	58	73%	39	67%	15	26%	3	5%	1	2%	4	7%
Regents 8	—	—	—	15	19%	0	0%	0	0%	2	13%	13	87%	15	100%
Combined 8	80	7	9%	73	91%	39	53%	15	21%	5	7%	14	19%	19	26%
Grades 3-8	80	7	9%	73	91%	39	53%	15	21%	5	7%	14	19%	19	26%

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

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.



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	81	17	21%	64	79%	2	3%	15	23%	41	64%	6	9%	47	73%
Regents 8	—	—	—	13	16%	0	0%	0	0%	3	23%	10	77%	13	100%
Combined 8	81	4	5%	77	95%	2	3%	15	19%	44	57%	16	21%	60	78%

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

GRADE 8 SCIENCE RESULTS



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	85	3	4%	8	9%	19	22%	18	21%	37	44%	74	87%
Female	41	0	0%	3	7%	8	20%	7	17%	23	56%	38	93%
Male	44	3	7%	5	11%	11	25%	11	25%	14	32%	36	82%
General Education Students	76	0	0%	6	8%	17	22%	16	21%	37	49%	70	92%
Students with Disabilities	9	3	33%	2	22%	2	22%	2	22%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	79	3	4%	8	10%	18	23%	17	22%	33	42%	68	86%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	1	17%	4	67%	6	100%
Economically Disadvantaged	34	2	6%	5	15%	10	29%	12	35%	5	15%	27	79%
Not Economically Disadvantaged	51	1	2%	3	6%	9	18%	6	12%	32	63%	47	92%
Non-English Language Learner	85	3	4%	8	9%	19	22%	18	21%	37	44%	74	87%
Not in Foster Care	85	3	4%	8	9%	19	22%	18	21%	37	44%	74	87%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	84	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	85	3	4%	8	9%	19	22%	18	21%	37	44%	74	87%
Parent Not in Armed Forces	85	3	4%	8	9%	19	22%	18	21%	37	44%	74	87%

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	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Female	40	4	10%	5	13%	15	38%	13	33%	3	8%	31	78%
Male	35	12	34%	2	6%	9	26%	8	23%	4	11%	21	60%
General Education Students	57	6	11%	4	7%	22	39%	19	33%	6	11%	47	82%
Students with Disabilities	18	10	56%	3	17%	2	11%	2	11%	1	6%	5	28%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	73	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Economically Disadvantaged	41	7	17%	7	17%	12	29%	13	32%	2	5%	27	66%
Not Economically Disadvantaged	34	9	26%	0	0%	12	35%	8	24%	5	15%	25	74%
Non-English Language Learner	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Not in Foster Care	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Not Homeless	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Not Migrant	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%
Parent Not in Armed Forces	75	16	21%	7	9%	24	32%	21	28%	7	9%	52	69%

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	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Female	22	9	41%	3	14%	8	36%	0	0%	2	9%	10	45%
Male	17	1	6%	3	18%	13	76%	0	0%	0	0%	13	76%
General Education Students	38	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
White	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Economically Disadvantaged	14	8	57%	1	7%	5	36%	0	0%	0	0%	5	36%
Not Economically Disadvantaged	25	2	8%	5	20%	16	64%	0	0%	2	8%	18	72%
Non-English Language Learner	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Not in Foster Care	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Not Homeless	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Not Migrant	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%
Parent Not in Armed Forces	39	10	26%	6	15%	21	54%	0	0%	2	5%	23	59%

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	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Female	19	3	16%	4	21%	11	58%	1	5%	0	0%	12	63%
Male	9	0	0%	4	44%	5	56%	0	0%	0	0%	5	56%
General Education Students	27	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
White	26	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Economically Disadvantaged	5	1	20%	1	20%	2	40%	1	20%	0	0%	3	60%
Not Economically Disadvantaged	23	2	9%	7	30%	14	61%	0	0%	0	0%	14	61%
Non-English Language Learner	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not in Foster Care	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not Homeless	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Not Migrant	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%
Parent Not in Armed Forces	28	3	11%	8	29%	16	57%	1	4%	0	0%	17	61%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	66	3	5%	5	8%	37	56%	21	32%	58	88%
Female	34	0	0%	3	9%	19	56%	12	35%	31	91%
Male	32	3	9%	2	6%	18	56%	9	28%	27	84%
General Education Students	55	0	0%	1	2%	33	60%	21	38%	54	98%
Students with Disabilities	11	3	27%	4	36%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	65	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	3	5%	5	8%	37	56%	21	32%	58	88%
Economically Disadvantaged	34	2	6%	4	12%	21	62%	7	21%	28	82%
Not Economically Disadvantaged	32	1	3%	1	3%	16	50%	14	44%	30	94%
Non-English Language Learner	66	3	5%	5	8%	37	56%	21	32%	58	88%
Not in Foster Care	66	3	5%	5	8%	37	56%	21	32%	58	88%
Not Homeless	66	3	5%	5	8%	37	56%	21	32%	58	88%
Not Migrant	66	3	5%	5	8%	37	56%	21	32%	58	88%
Parent Not in Armed Forces	66	3	5%	5	8%	37	56%	21	32%	58	88%

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	55	2	4%	6	11%	23	42%	24	44%	47	85%
Female	29	1	3%	3	10%	15	52%	10	34%	25	86%
Male	26	1	4%	3	12%	8	31%	14	54%	22	85%
General Education Students	52	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	53	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	55	2	4%	6	11%	23	42%	24	44%	47	85%
Economically Disadvantaged	25	1	4%	3	12%	9	36%	12	48%	21	84%
Not Economically Disadvantaged	30	1	3%	3	10%	14	47%	12	40%	26	87%
Non-English Language Learner	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not in Foster Care	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not Homeless	55	2	4%	6	11%	23	42%	24	44%	47	85%
Not Migrant	55	2	4%	6	11%	23	42%	24	44%	47	85%
Parent Not in Armed Forces	55	2	4%	6	11%	23	42%	24	44%	47	85%

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	31	0	0%	15	48%	16	52%	0	0%	16	52%
Female	20	0	0%	9	45%	11	55%	0	0%	11	55%
Male	11	0	0%	6	55%	5	45%	0	0%	5	45%
General Education Students	31	0	0%	15	48%	16	52%	0	0%	16	52%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	29	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	31	0	0%	15	48%	16	52%	0	0%	16	52%
Economically Disadvantaged	5	0	0%	3	60%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	26	0	0%	12	46%	14	54%	0	0%	14	54%
Non-English Language Learner	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not in Foster Care	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not Homeless	31	0	0%	15	48%	16	52%	0	0%	16	52%
Not Migrant	31	0	0%	15	48%	16	52%	0	0%	16	52%
Parent Not in Armed Forces	31	0	0%	15	48%	16	52%	0	0%	16	52%

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	9	1	11%	4	44%	3	33%	1	11%	4	44%
Female	6	–	–	–	–	–	–	–	–	–	–
Male	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	9	1	11%	4	44%	3	33%	1	11%	4	44%
General Education Students	9	1	11%	4	44%	3	33%	1	11%	4	44%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	8	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	4	44%	3	33%	1	11%	4	44%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	8	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not in Foster Care	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not Homeless	9	1	11%	4	44%	3	33%	1	11%	4	44%
Not Migrant	9	1	11%	4	44%	3	33%	1	11%	4	44%
Parent Not in Armed Forces	9	1	11%	4	44%	3	33%	1	11%	4	44%

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	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Female	37	4	11%	5	14%	15	41%	5	14%	8	22%	28	76%
Male	31	4	13%	1	3%	15	48%	4	13%	7	23%	26	84%
General Education Students	59	3	5%	4	7%	28	47%	9	15%	15	25%	52	88%
Students with Disabilities	9	5	56%	2	22%	2	22%	0	0%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	67	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Economically Disadvantaged	34	6	18%	6	18%	17	50%	2	6%	3	9%	22	65%
Not Economically Disadvantaged	34	2	6%	0	0%	13	38%	7	21%	12	35%	32	94%
Non-English Language Learner	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Not in Foster Care	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Not Homeless	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Not Migrant	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%
Parent Not in Armed Forces	68	8	12%	6	9%	30	44%	9	13%	15	22%	54	79%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
Female	38	0	0%	2	5%	13	34%	10	26%	13	34%	36	95%
Male	38	2	5%	1	3%	10	26%	14	37%	11	29%	35	92%
General Education Students	72	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	70	2	3%	3	4%	23	33%	22	31%	20	29%	65	93%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	30	1	3%	2	7%	14	47%	10	33%	3	10%	27	90%
Not Economically Disadvantaged	46	1	2%	1	2%	9	20%	14	30%	21	46%	44	96%
Non-English Language Learner	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	75	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	75	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%
Parent Not in Armed Forces	76	2	3%	3	4%	23	30%	24	32%	24	32%	71	93%

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	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Female	49	1	2%	48	98%	0	0%	2	4%	11	22%	35	71%	46	94%
Male	46	3	7%	43	93%	4	9%	3	7%	15	33%	21	46%	36	78%
General Education Students	87	4	5%	83	95%	1	1%	5	6%	22	25%	55	63%	77	89%
Students with Disabilities	8	0	0%	8	100%	3	38%	0	0%	4	50%	1	13%	5	63%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	94	4	—	90	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Economically Disadvantaged	48	3	6%	45	94%	3	6%	2	4%	18	38%	22	46%	40	83%
Not Economically Disadvantaged	47	1	2%	46	98%	1	2%	3	6%	8	17%	34	72%	42	89%
Non-English Language Learner	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Not in Foster Care	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Not Homeless	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Not Migrant	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%
Parent Not in Armed Forces	95	4	4%	91	96%	4	4%	5	5%	26	27%	56	59%	82	86%

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	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Female	49	20	41%	29	59%	8	16%	8	16%	2	4%	11	22%	13	27%
Male	46	27	59%	19	41%	1	2%	4	9%	6	13%	8	17%	14	30%
General Education Students	87	42	48%	45	52%	8	9%	12	14%	6	7%	19	22%	25	29%
Students with Disabilities	8	5	63%	3	38%	1	13%	0	0%	2	25%	0	0%	2	25%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	94	47	—	47	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Economically Disadvantaged	48	29	60%	19	40%	5	10%	6	13%	4	8%	4	8%	8	17%
Not Economically Disadvantaged	47	18	38%	29	62%	4	9%	6	13%	4	9%	15	32%	19	40%
Non-English Language Learner	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Not in Foster Care	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Not Homeless	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Not Migrant	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%
Parent Not in Armed Forces	95	47	49%	48	51%	9	9%	12	13%	8	8%	19	20%	27	28%

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	73	27	37	46	63
Female	42	13	31	29	69
Male	31	14	45	17	55
General Education Students	66	23	35	43	65
Students with Disabilities	7	4	57	3	43
Hispanic or Latino	1	0	0	1	100
White	72	27	38	45	63
Economically Disadvantaged	37	18	49	19	51
Not Economically Disadvantaged	36	9	25	27	75
Non-English Language Learner	73	27	37	46	63
Not in Foster Care	73	27	37	46	63
Not Homeless	73	27	37	46	63
Not Migrant	73	27	37	46	63
Parent Not in Armed Forces	73	27	37	46	63

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	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Female	49	10	20%	39	80%	0	0%	1	2%	31	63%	7	14%	38	78%
Male	46	10	22%	36	78%	2	4%	1	2%	24	52%	9	20%	33	72%
General Education Students	87	16	18%	71	82%	2	2%	2	2%	51	59%	16	18%	67	77%
Students with Disabilities	8	4	50%	4	50%	0	0%	0	0%	4	50%	0	0%	4	50%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	94	20	—	74	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Economically Disadvantaged	48	15	31%	33	69%	0	0%	2	4%	26	54%	5	10%	31	65%
Not Economically Disadvantaged	47	5	11%	42	89%	2	4%	0	0%	29	62%	11	23%	40	85%
Non-English Language Learner	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Not in Foster Care	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Not Homeless	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Not Migrant	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%
Parent Not in Armed Forces	95	20	21%	75	79%	2	2%	2	2%	55	58%	16	17%	71	75%

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	90	17	19	73	81
Female	46	8	17	38	83
Male	44	9	20	35	80
General Education Students	82	13	16	69	84
Students with Disabilities	8	4	50	4	50
Hispanic or Latino	1	0	0	1	100
White	89	17	19	72	81
Economically Disadvantaged	45	13	29	32	71
Not Economically Disadvantaged	45	4	9	41	91
Non-English Language Learner	90	17	19	73	81
Not in Foster Care	90	17	19	73	81
Not Homeless	90	17	19	73	81
Not Migrant	90	17	19	73	81
Parent Not in Armed Forces	90	17	19	73	81

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	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Female	49	48	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
General Education Students	87	85	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	94	92	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Economically Disadvantaged	48	47	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Economically Disadvantaged	47	46	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Non-English Language Learner	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not in Foster Care	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not Homeless	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Not Migrant	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Parent Not in Armed Forces	95	93	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%

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	87	87	100	0	0
Female	47	47	100	0	0
Male	40	40	100	0	0
General Education Students	82	82	100	0	0
Students with Disabilities	5	5	100	0	0
Hispanic or Latino	1	1	100	0	0
White	86	86	100	0	0
Economically Disadvantaged	44	44	100	0	0
Not Economically Disadvantaged	43	43	100	0	0
Non-English Language Learner	87	87	100	0	0
Not in Foster Care	87	87	100	0	0
Not Homeless	87	87	100	0	0
Not Migrant	87	87	100	0	0
Parent Not in Armed Forces	87	87	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Female	49	45	92%	4	8%	0	0%	0	0%	4	8%	0	0%	4	8%
Male	46	44	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
General Education Students	87	81	93%	6	7%	0	0%	0	0%	6	7%	0	0%	6	7%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	94	88	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Economically Disadvantaged	48	45	94%	3	6%	0	0%	0	0%	3	6%	0	0%	3	6%
Not Economically Disadvantaged	47	44	94%	3	6%	0	0%	0	0%	3	6%	0	0%	3	6%
Non-English Language Learner	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not in Foster Care	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not Homeless	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Not Migrant	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%
Parent Not in Armed Forces	95	89	94%	6	6%	0	0%	0	0%	6	6%	0	0%	6	6%

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	90	85	94	5	6
Female	47	44	94	3	6
Male	43	41	95	2	5
General Education Students	82	77	94	5	6
Students with Disabilities	8	8	100	0	0
Hispanic or Latino	1	1	100	0	0
White	89	84	94	5	6
Economically Disadvantaged	44	42	95	2	5
Not Economically Disadvantaged	46	43	93	3	7
Non-English Language Learner	90	85	94	5	6
Not in Foster Care	90	85	94	5	6
Not Homeless	90	85	94	5	6
Not Migrant	90	85	94	5	6
Parent Not in Armed Forces	90	85	94	5	6

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	7	6	86%	1	14%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	7	6	86%	1	14%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	7	6	86%	1	14%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	413	\$323,067	\$782	\$5,765,387	\$13,960	\$6,088,454	\$14,742
This District	1,025	\$2,217,005	\$2,163	\$20,992,801	\$20,481	\$23,209,806	\$22,644
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	42	9	21%	1	1	100%
THIS DISTRICT	97	16	16%	3	1	33%
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	41	5	12%
THIS DISTRICT	91	8	9%
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	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%
Female	49	46	94%	16	33%	30	61%	0	0%	0	0%	2	4%	0	0%	1	2%
Male	46	41	89%	8	17%	29	63%	4	9%	0	0%	1	2%	2	4%	2	4%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	87	79	91%	24	28%	54	62%	1	1%	0	0%	3	3%	2	2%	3	3%
Students with Disabilities	8	8	100%	0	0%	5	63%	3	38%	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	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	94	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	48	42	88%	8	17%	31	65%	3	6%	0	0%	2	4%	1	2%	3	6%
Not Economically Disadvantaged	47	45	96%	16	34%	28	60%	1	2%	0	0%	1	2%	1	2%	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	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%

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	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%
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	95	87	92%	24	25%	59	62%	4	4%	0	0%	3	3%	2	2%	3	3%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	267	96.1	2
	Math	253	107.3	
	Combined	520	101.5	
Hispanic or Latino	ELA	5	90	–
	Math	5	80	
	Combined	10	–	
Multiracial	ELA	6	50	–
	Math	6	66.7	
	Combined	12	–	
White	ELA	256	97.3	2
	Math	242	108.9	
	Combined	498	102.9	
Students with Disabilities	ELA	24	39.6	2
	Math	22	45.5	
	Combined	46	42.4	
Economically Disadvantaged	ELA	160	85	2
	Math	147	100.3	
	Combined	307	92.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	267	96.1	2
	Math	266	102.1	
	Combined	533	99.1	
Hispanic or Latino	ELA	5	90	—
	Math	5	80	
	Combined	10	—	
Multiracial	ELA	6	50	—
	Math	6	66.7	
	Combined	12	—	
White	ELA	256	97.3	2
	Math	256	102.9	
	Combined	512	100.1	
Students with Disabilities	ELA	28	33.9	2
	Math	28	35.7	
	Combined	56	34.8	
Economically Disadvantaged	ELA	162	84	2
	Math	162	91	
	Combined	324	87.5	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	295	54	18.3%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	6	—	—	—
White	284	51	18%	3
English Language Learner	—	—	—	—
Students with Disabilities	36	6	16.7%	4
Economically Disadvantaged	184	43	23.4%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	284	95.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	5	—
Multiracial	—	6	—
White	✓	273	94.9%
English Language Learner	—	0	—
Students with Disabilities	—	30	—
Economically Disadvantaged	✗	175	93.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	284	89.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	5	—
Multiracial	—	6	—
White	X	273	89.4%
English Language Learner	—	0	—
Students with Disabilities	—	30	—
Economically Disadvantaged	X	175	85.1%

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 4	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Grade 5	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Grade 6	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Grade 7	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Grades 3-8	284	14	5%	270	95%	106	39%	81	30%	62	23%	21	8%	83	31%

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	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Female	28	1	4%	27	96%	11	41%	10	37%	5	19%	1	4%	6	22%
Male	38	0	0%	38	100%	24	63%	13	34%	1	3%	0	0%	1	3%
General Education Students	62	0	0%	62	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	62	1	2%	61	98%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Economically Disadvantaged	46	1	2%	45	98%	23	51%	18	40%	3	7%	1	2%	4	9%
Not Economically Disadvantaged	20	0	0%	20	100%	12	60%	5	25%	3	15%	0	0%	3	15%
Non-English Language Learner	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not in Foster Care	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not Homeless	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Not Migrant	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%
Parent Not in Armed Forces	66	1	2%	65	98%	35	54%	23	35%	6	9%	1	2%	7	11%

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	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Female	40	0	0%	40	100%	15	38%	18	45%	7	18%	0	0%	7	18%
Male	30	0	0%	30	100%	12	40%	11	37%	6	20%	1	3%	7	23%
General Education Students	66	0	0%	66	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	68	0	0%	68	100%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Economically Disadvantaged	37	0	0%	37	100%	16	43%	12	32%	8	22%	1	3%	9	24%
Not Economically Disadvantaged	33	0	0%	33	100%	11	33%	17	52%	5	15%	0	0%	5	15%
Non-English Language Learner	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Not in Foster Care	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Not Homeless	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Not Migrant	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%
Parent Not in Armed Forces	70	0	0%	70	100%	27	39%	29	41%	13	19%	1	1%	14	20%

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	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Female	23	0	0%	23	100%	6	26%	4	17%	7	30%	6	26%	13	57%
Male	41	5	12%	36	88%	13	36%	9	25%	12	33%	2	6%	14	39%
General Education Students	55	3	5%	52	95%	16	31%	10	19%	18	35%	8	15%	26	50%
Students with Disabilities	9	2	22%	7	78%	3	43%	3	43%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	60	5	8%	55	92%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Economically Disadvantaged	40	3	8%	37	93%	13	35%	9	24%	11	30%	4	11%	15	41%
Not Economically Disadvantaged	24	2	8%	22	92%	6	27%	4	18%	8	36%	4	18%	12	55%
Non-English Language Learner	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Not in Foster Care	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Not Homeless	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Not Migrant	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%
Parent Not in Armed Forces	64	5	8%	59	92%	19	32%	13	22%	19	32%	8	14%	27	46%

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	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Female	45	6	13%	39	87%	10	26%	5	13%	16	41%	8	21%	24	62%
Male	39	2	5%	37	95%	15	41%	11	30%	8	22%	3	8%	11	30%
General Education Students	71	5	7%	66	93%	17	26%	15	23%	24	36%	10	15%	34	52%
Students with Disabilities	13	3	23%	10	77%	8	80%	1	10%	0	0%	1	10%	1	10%
White	83	8	10%	75	90%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Economically Disadvantaged	52	8	15%	44	85%	20	45%	11	25%	9	20%	4	9%	13	30%
Not Economically Disadvantaged	32	0	0%	32	100%	5	16%	5	16%	15	47%	7	22%	22	69%
Non-English Language Learner	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Not in Foster Care	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Not Homeless	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Not Migrant	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%
Parent Not in Armed Forces	84	8	10%	76	90%	25	33%	16	21%	24	32%	11	14%	35	46%

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 4	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Grade 5	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Grade 6	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Combined 6	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Grade 7	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Combined 7	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Grades 3-8	284	29	10%	255	90%	78	31%	89	35%	71	28%	17	7%	88	35%

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

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	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Female	28	2	7%	26	93%	10	38%	7	27%	7	27%	2	8%	9	35%
Male	38	2	5%	36	95%	16	44%	14	39%	6	17%	0	0%	6	17%
General Education Students	62	3	5%	59	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	62	4	6%	58	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Economically Disadvantaged	46	4	9%	42	91%	20	48%	9	21%	11	26%	2	5%	13	31%
Not Economically Disadvantaged	20	0	0%	20	100%	6	30%	12	60%	2	10%	0	0%	2	10%
Non-English Language Learner	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not in Foster Care	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not Homeless	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Not Migrant	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%
Parent Not in Armed Forces	66	4	6%	62	94%	26	42%	21	34%	13	21%	2	3%	15	24%

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	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Female	40	1	3%	39	98%	14	36%	12	31%	11	28%	2	5%	13	33%
Male	30	1	3%	29	97%	9	31%	13	45%	4	14%	3	10%	7	24%
General Education Students	66	2	3%	64	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	68	2	3%	66	97%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Economically Disadvantaged	37	2	5%	35	95%	12	34%	11	31%	7	20%	5	14%	12	34%
Not Economically Disadvantaged	33	0	0%	33	100%	11	33%	14	42%	8	24%	0	0%	8	24%
Non-English Language Learner	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Not in Foster Care	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Not Homeless	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Not Migrant	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%
Parent Not in Armed Forces	70	2	3%	68	97%	23	34%	25	37%	15	22%	5	7%	20	29%

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	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Female	23	1	4%	22	96%	4	18%	10	45%	6	27%	2	9%	8	36%
Male	41	5	12%	36	88%	10	28%	14	39%	12	33%	0	0%	12	33%
General Education Students	55	4	7%	51	93%	10	20%	23	45%	16	31%	2	4%	18	35%
Students with Disabilities	9	2	22%	7	78%	4	57%	1	14%	2	29%	0	0%	2	29%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	60	6	10%	54	90%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Economically Disadvantaged	40	4	10%	36	90%	11	31%	16	44%	9	25%	0	0%	9	25%
Not Economically Disadvantaged	24	2	8%	22	92%	3	14%	8	36%	9	41%	2	9%	11	50%
Non-English Language Learner	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Not in Foster Care	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Not Homeless	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Not Migrant	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%
Parent Not in Armed Forces	64	6	9%	58	91%	14	24%	24	41%	18	31%	2	3%	20	34%

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	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Female	45	12	27%	33	73%	5	15%	10	30%	13	39%	5	15%	18	55%
Male	39	5	13%	34	87%	10	29%	9	26%	12	35%	3	9%	15	44%
General Education Students	71	12	17%	59	83%	10	17%	16	27%	25	42%	8	14%	33	56%
Students with Disabilities	13	5	38%	8	62%	5	63%	3	38%	0	0%	0	0%	0	0%
White	83	17	20%	66	80%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Economically Disadvantaged	52	16	31%	36	69%	11	31%	10	28%	11	31%	4	11%	15	42%
Not Economically Disadvantaged	32	1	3%	31	97%	4	13%	9	29%	14	45%	4	13%	18	58%
Non-English Language Learner	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Not in Foster Care	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Not Homeless	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Not Migrant	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%
Parent Not in Armed Forces	84	17	20%	67	80%	15	22%	19	28%	25	37%	8	12%	33	49%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	290	\$383,711	\$1,323	\$4,132,710	\$14,251	\$4,516,421	\$15,574
This District	1,025	\$2,217,005	\$2,163	\$20,992,801	\$20,481	\$23,209,806	\$22,644
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	27	3	11%	1	0	0%
THIS DISTRICT	97	16	16%	3	1	33%
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	25	1	4%
THIS DISTRICT	91	8	9%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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NATHAN T HALL SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	67	115.7	2
	Math	68	126.5	
	Combined	135	121.1	
Hispanic or Latino	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Multiracial	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
White	ELA	63	111.9	2
	Math	64	125	
	Combined	127	118.5	
Students with Disabilities	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Economically Disadvantaged	ELA	30	96.7	2
	Math	30	100	
	Combined	60	98.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	67	115.7	3
	Math	68	126.5	
	Combined	135	121.1	
Hispanic or Latino	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Multiracial	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
White	ELA	64	110.2	3
	Math	64	125	
	Combined	128	117.6	
Students with Disabilities	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Economically Disadvantaged	ELA	30	96.7	2
	Math	30	100	
	Combined	60	98.3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	219	49	22.4%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	7	—	—	—
Multiracial	7	—	—	—
White	204	45	22.1%	3
English Language Learner	—	—	—	—
Students with Disabilities	15	—	—	—
Economically Disadvantaged	126	40	31.7%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	72	94.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	2	—
White	X	68	94.1%
English Language Learner	—	0	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	31	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	72	95.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	2	—
White	✓	68	95.6%
English Language Learner	—	0	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	31	—

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	72	4	6%	68	94%	18	26%	24	35%	21	31%	5	7%	26	38%
Grades 3-8	72	4	6%	68	94%	18	26%	24	35%	21	31%	5	7%	26	38%

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.



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	72	3	4%	69	96%	11	16%	29	42%	27	39%	2	3%	29	42%
Grades 3-8	72	3	4%	69	96%	11	16%	29	42%	27	39%	2	3%	29	42%

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.



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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	322	\$777,544	\$2,415	\$3,915,029	\$12,158	\$4,692,573	\$14,573
This District	1,025	\$2,217,005	\$2,163	\$20,992,801	\$20,481	\$23,209,806	\$22,644
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	30	4	13%	1	0	0%
THIS DISTRICT	97	16	16%	3	1	33%
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	27	2	7%
THIS DISTRICT	91	8	9%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
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CRDC Glossary and Guide

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