

# SUFFERN 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.

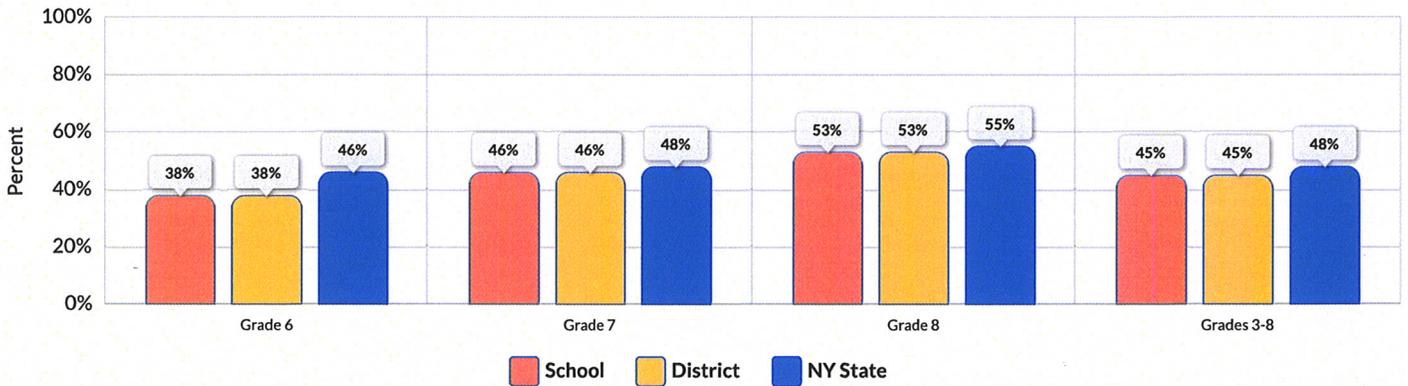
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



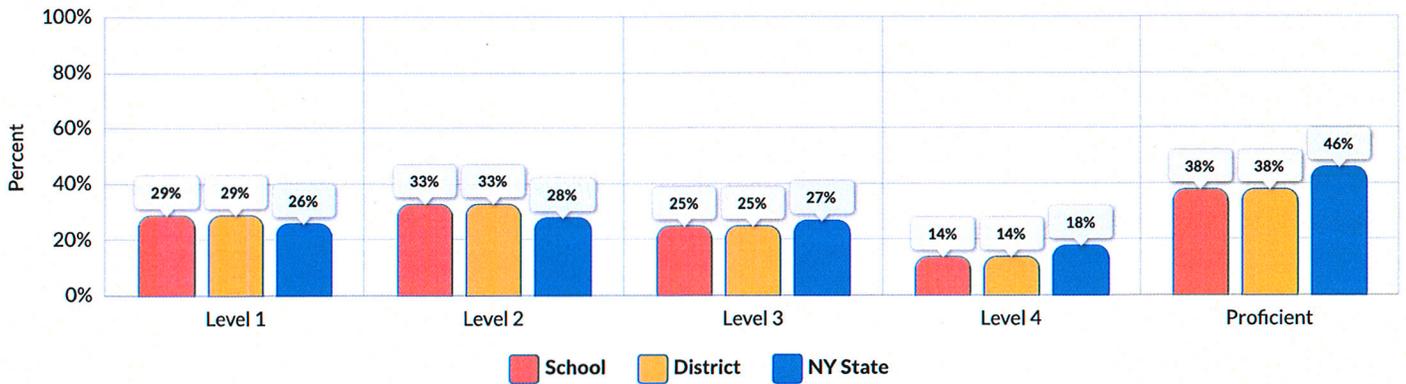
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	265	83	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%
Grade 7	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%
Grade 8	292	139	48%	153	52%	24	16%	48	31%	55	36%	26	17%	81	53%
Grades 3-8	844	338	40%	506	60%	127	25%	149	29%	154	30%	76	15%	230	45%

### 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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	265	83	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%
Female	146	51	35%	95	65%	25	26%	27	28%	27	28%	16	17%	43	45%
Male	119	32	27%	87	73%	27	31%	33	38%	18	21%	9	10%	27	31%
General Education Students	227	69	30%	158	70%	37	23%	51	32%	45	28%	25	16%	70	44%
Students with Disabilities	38	14	37%	24	63%	15	63%	9	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	2	9%	20	91%	2	10%	6	30%	6	30%	6	30%	12	60%
Black or African American	29	7	24%	22	76%	10	45%	5	23%	6	27%	1	5%	7	32%
Hispanic or Latino	105	40	38%	65	62%	29	45%	21	32%	11	17%	4	6%	15	23%
White	92	29	32%	63	68%	9	14%	26	41%	17	27%	11	17%	28	44%
Multiracial	17	5	29%	12	71%	2	17%	2	17%	5	42%	3	25%	8	67%
Economically Disadvantaged	130	48	37%	82	63%	37	45%	26	32%	13	16%	6	7%	19	23%
Not Economically Disadvantaged	135	35	26%	100	74%	15	15%	34	34%	32	32%	19	19%	51	51%
English Language Learner	37	22	59%	15	41%	14	93%	1	7%	0	0%	0	0%	0	0%
Non-English Language Learner	228	61	27%	167	73%	38	23%	59	35%	45	27%	25	15%	70	42%
Not in Foster Care	265	83	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	263	81	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%
Not Migrant	265	83	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%
Parent Not in Armed Forces	265	83	31%	182	69%	52	29%	60	33%	45	25%	25	14%	70	38%

## 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	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%
Female	150	59	39%	91	61%	25	27%	17	19%	31	34%	18	20%	49	54%
Male	137	57	42%	80	58%	26	33%	24	30%	23	29%	7	9%	30	38%
General Education Students	241	92	38%	149	62%	34	23%	36	24%	54	36%	25	17%	79	53%
Students with Disabilities	46	24	52%	22	48%	17	77%	5	23%	0	0%	0	0%	0	0%
American Indian or Alaska Native	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	3	18%	14	82%	0	0%	2	14%	5	36%	7	50%	12	86%
Black or African American	22	6	27%	16	73%	6	38%	6	38%	3	19%	1	6%	4	25%
Hispanic or Latino	130	63	48%	67	52%	32	48%	17	25%	16	24%	2	3%	18	27%
White	107	40	37%	67	63%	10	15%	14	21%	30	45%	13	19%	43	64%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	3	43%	2	29%	0	0%	2	29%	2	29%
Economically Disadvantaged	139	65	47%	74	53%	33	45%	16	22%	16	22%	9	12%	25	34%
Not Economically Disadvantaged	148	51	34%	97	66%	18	19%	25	26%	38	39%	16	16%	54	56%
English Language Learner	41	23	56%	18	44%	17	94%	1	6%	0	0%	0	0%	0	0%
Non-English Language Learner	246	93	38%	153	62%	34	22%	40	26%	54	35%	25	16%	79	52%
Not in Foster Care	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%
Not Homeless	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%
Not Migrant	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%
Parent Not in Armed Forces	287	116	40%	171	60%	51	30%	41	24%	54	32%	25	15%	79	46%

## GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	292	139	48%	153	52%	24	16%	48	31%	55	36%	26	17%	81	53%
Female	138	66	48%	72	52%	9	13%	20	28%	28	39%	15	21%	43	60%
Male	154	73	47%	81	53%	15	19%	28	35%	27	33%	11	14%	38	47%
General Education Students	236	110	47%	126	53%	12	10%	36	29%	53	42%	25	20%	78	62%
Students with Disabilities	56	29	52%	27	48%	12	44%	12	44%	2	7%	1	4%	3	11%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	4	18%	18	82%	1	6%	3	17%	7	39%	7	39%	14	78%
Black or African American	37	21	57%	16	43%	4	25%	7	44%	4	25%	1	6%	5	31%
Hispanic or Latino	123	59	48%	64	52%	16	25%	24	38%	18	28%	6	9%	24	38%
White	96	48	50%	48	50%	3	6%	12	25%	23	48%	10	21%	33	69%
Multiracial	13	6	46%	7	54%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	150	82	55%	68	45%	19	28%	26	38%	18	26%	5	7%	23	34%
Not Economically Disadvantaged	142	57	40%	85	60%	5	6%	22	26%	37	44%	21	25%	58	68%
English Language Learner	42	26	62%	16	38%	14	88%	2	13%	0	0%	0	0%	0	0%
Non-English Language Learner	250	113	45%	137	55%	10	7%	46	34%	55	40%	26	19%	81	59%
In Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	290	137	47%	153	53%	24	16%	48	31%	55	36%	26	17%	81	53%
Not Homeless	292	139	48%	153	52%	24	16%	48	31%	55	36%	26	17%	81	53%
Not Migrant	292	139	48%	153	52%	24	16%	48	31%	55	36%	26	17%	81	53%
Parent Not in Armed Forces	292	139	48%	153	52%	24	16%	48	31%	55	36%	26	17%	81	53%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

### SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%
Combined 6	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%
Grade 7	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%
Regents 7	—	—	—	19	7%	0	0%	0	0%	0	0%	19	100%	19	100%
Combined 7	288	103	36%	185	64%	38	21%	44	24%	66	36%	37	20%	103	56%
Grade 8	293	206	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%
Regents 8	—	—	—	86	29%	0	0%	0	0%	0	0%	86	100%	86	100%
Combined 8	293	120	41%	173	59%	42	24%	30	17%	15	9%	86	50%	101	58%
Grades 3-8	849	313	37%	536	63%	96	18%	124	23%	155	29%	161	30%	316	59%

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

## GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%
Female	147	57	39%	90	61%	7	8%	25	28%	37	41%	21	23%	58	64%
Male	121	33	27%	88	73%	9	10%	25	28%	37	42%	17	19%	54	61%
General Education Students	230	70	30%	160	70%	8	5%	42	26%	73	46%	37	23%	110	69%
Students with Disabilities	38	20	53%	18	47%	8	44%	8	44%	1	6%	1	6%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	22	4	18%	18	82%	0	0%	2	11%	7	39%	9	50%	16	89%
Black or African American	29	6	21%	23	79%	3	13%	9	39%	8	35%	3	13%	11	48%
Hispanic or Latino	108	51	47%	57	53%	10	18%	18	32%	23	40%	6	11%	29	51%
White	92	24	26%	68	74%	3	4%	19	28%	30	44%	16	24%	46	68%
Multiracial	17	5	29%	12	71%	0	0%	2	17%	6	50%	4	33%	10	83%
Economically Disadvantaged	131	54	41%	77	59%	14	18%	26	34%	27	35%	10	13%	37	48%
Not Economically Disadvantaged	137	36	26%	101	74%	2	2%	24	24%	47	47%	28	28%	75	74%
English Language Learner	40	24	60%	16	40%	7	44%	4	25%	5	31%	0	0%	5	31%
Non-English Language Learner	228	66	29%	162	71%	9	6%	46	28%	69	43%	38	23%	107	66%
Not in Foster Care	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	266	88	33%	178	67%	16	9%	50	28%	74	42%	38	21%	112	63%
Not Migrant	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%
Parent Not in Armed Forces	268	90	34%	178	66%	16	9%	50	28%	74	42%	38	21%	112	63%

## 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	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%
Female	150	58	39%	92	61%	19	21%	29	32%	33	36%	11	12%	44	48%
Male	138	64	46%	74	54%	19	26%	15	20%	33	45%	7	9%	40	54%
General Education Students	242	97	40%	145	60%	23	16%	38	26%	66	46%	18	12%	84	58%
Students with Disabilities	46	25	54%	21	46%	15	71%	6	29%	0	0%	0	0%	0	0%
American Indian or Alaska Native	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	7	41%	10	59%	1	10%	0	0%	6	60%	3	30%	9	90%
Black or African American	22	8	36%	14	64%	3	21%	5	36%	3	21%	3	21%	6	43%
Hispanic or Latino	131	55	42%	76	58%	28	37%	24	32%	23	30%	1	1%	24	32%
White	107	46	43%	61	57%	5	8%	12	20%	33	54%	11	18%	44	72%
Multiracial	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	6	55%	5	45%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	139	59	42%	80	58%	29	36%	20	25%	26	33%	5	6%	31	39%
Not Economically Disadvantaged	149	63	42%	86	58%	9	10%	24	28%	40	47%	13	15%	53	62%
English Language Learner	42	20	48%	22	52%	16	73%	6	27%	0	0%	0	0%	0	0%
Non-English Language Learner	246	102	41%	144	59%	22	15%	38	26%	66	46%	18	13%	84	58%
Not in Foster Care	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%
Not Homeless	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%
Not Migrant	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%
Parent Not in Armed Forces	288	122	42%	166	58%	38	23%	44	27%	66	40%	18	11%	84	51%

## GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	206	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%
Female	138	99	72%	39	28%	16	41%	16	41%	7	18%	0	0%	7	18%
Male	155	107	69%	48	31%	26	54%	14	29%	8	17%	0	0%	8	17%
General Education Students	237	172	73%	65	27%	25	38%	26	40%	14	22%	0	0%	14	22%
Students with Disabilities	56	34	61%	22	39%	17	77%	4	18%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	18	82%	4	18%	–	–	–	–	–	–	–	–	–	–
Black or African American	37	26	70%	11	30%	9	82%	2	18%	0	0%	0	0%	0	0%
Hispanic or Latino	124	77	62%	47	38%	24	51%	17	36%	6	13%	0	0%	6	13%
White	96	74	77%	22	23%	7	32%	7	32%	8	36%	0	0%	8	36%
Multiracial	13	10	77%	3	23%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	35	28	80%	7	20%	2	29%	4	57%	1	14%	0	0%	1	14%
Economically Disadvantaged	150	94	63%	56	37%	32	57%	17	30%	7	13%	0	0%	7	13%
Not Economically Disadvantaged	143	112	78%	31	22%	10	32%	13	42%	8	26%	0	0%	8	26%
English Language Learner	43	27	63%	16	37%	15	94%	1	6%	0	0%	0	0%	0	0%
Non-English Language Learner	250	179	72%	71	28%	27	38%	29	41%	15	21%	0	0%	15	21%
In Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	291	204	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%
Not Homeless	293	206	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%
Not Migrant	293	206	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%
Parent Not in Armed Forces	293	206	70%	87	30%	42	48%	30	34%	15	17%	0	0%	15	17%

**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	293	217	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%
Regents 8	—	—	—	114	39%	0	0%	1	1%	33	29%	80	70%	113	99%
Combined 8	293	103	35%	190	65%	17	9%	40	21%	53	28%	80	42%	133	70%

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

# GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	217	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%
Female	138	113	82%	25	18%	5	20%	13	52%	7	28%	0	0%	7	28%
Male	155	104	67%	51	33%	12	24%	26	51%	13	25%	0	0%	13	25%
General Education Students	237	188	79%	49	21%	8	16%	28	57%	13	27%	0	0%	13	27%
Students with Disabilities	56	29	52%	27	48%	9	33%	11	41%	7	26%	0	0%	7	26%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	17	77%	5	23%	—	—	—	—	—	—	—	—	—	—
Black or African American	37	26	70%	11	30%	3	27%	7	64%	1	9%	0	0%	1	9%
Hispanic or Latino	124	80	65%	44	35%	11	25%	23	52%	10	23%	0	0%	10	23%
White	96	83	86%	13	14%	2	15%	5	38%	6	46%	0	0%	6	46%
Multiracial	13	10	77%	3	23%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	35	27	77%	8	23%	1	13%	4	50%	3	38%	0	0%	3	38%
Economically Disadvantaged	150	100	67%	50	33%	14	28%	26	52%	10	20%	0	0%	10	20%
Not Economically Disadvantaged	143	117	82%	26	18%	3	12%	13	50%	10	38%	0	0%	10	38%
English Language Learner	43	23	53%	20	47%	12	60%	8	40%	0	0%	0	0%	0	0%
Non-English Language Learner	250	194	78%	56	22%	5	9%	31	55%	20	36%	0	0%	20	36%
In Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	291	215	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%
Not Homeless	293	217	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%
Not Migrant	293	217	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%
Parent Not in Armed Forces	293	217	74%	76	26%	17	22%	39	51%	20	26%	0	0%	20	26%

## ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%
Female	41	0	0%	0	0%	0	0%	0	0%	41	100%	41	100%
Male	51	0	0%	0	0%	0	0%	1	2%	50	98%	51	100%
General Education Students	91	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	0	0%	0	0%	16	100%	16	100%
Black or African American	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Hispanic or Latino	18	0	0%	0	0%	0	0%	0	0%	18	100%	18	100%
White	44	0	0%	0	0%	0	0%	1	2%	43	98%	44	100%
Multiracial	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	20	0	0%	0	0%	0	0%	0	0%	20	100%	20	100%
Not Economically Disadvantaged	72	0	0%	0	0%	0	0%	1	1%	71	99%	72	100%
Non-English Language Learner	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%
Not in Foster Care	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%
Not Homeless	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%
Not Migrant	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%
Parent Not in Armed Forces	92	0	0%	0	0%	0	0%	1	1%	91	99%	92	100%

## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Female	7	0	0%	0	0%	0	0%	1	14%	6	86%	7	100%
Male	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
General Education Students	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
White	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	12	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Not in Foster Care	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Not Homeless	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Not Migrant	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	114	0	0%	1	1%	33	29%	80	70%	113	99%
Female	59	0	0%	1	2%	19	32%	39	66%	58	98%
Male	55	0	0%	0	0%	14	25%	41	75%	55	100%
General Education Students	113	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	1	6%	3	19%	12	75%	15	94%
Black or African American	12	0	0%	0	0%	3	25%	9	75%	12	100%
Hispanic or Latino	21	0	0%	0	0%	9	43%	12	57%	21	100%
White	59	0	0%	0	0%	18	31%	41	69%	59	100%
Multiracial	6	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	27	0	0%	1	4%	8	30%	18	67%	26	96%
Not Economically Disadvantaged	87	0	0%	0	0%	25	29%	62	71%	87	100%
Non-English Language Learner	114	0	0%	1	1%	33	29%	80	70%	113	99%
Not in Foster Care	114	0	0%	1	1%	33	29%	80	70%	113	99%
Not Homeless	114	0	0%	1	1%	33	29%	80	70%	113	99%
Not Migrant	114	0	0%	1	1%	33	29%	80	70%	113	99%
Parent Not in Armed Forces	114	0	0%	1	1%	33	29%	80	70%	113	99%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	40	0	0%	40	100%	1	3%	3	8%	9	23%	19	48%	8	20%
Grade 7	42	1	2%	41	98%	0	0%	3	7%	10	24%	20	49%	8	20%
Grade 8	43	0	0%	43	100%	1	2%	5	12%	9	21%	17	40%	11	26%

## 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	836	\$551,552	\$660	\$21,158,441	\$25,309	\$21,709,993	\$25,969
This District	3,852	\$4,867,230	\$1,264	\$120,962,886	\$31,403	\$125,830,116	\$32,666
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	93	9	10%	1	1	100%
THIS DISTRICT	364	45	12%	7	2	29%
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	90	3	3%
THIS DISTRICT	355	5	1%
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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## SUFFERN SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

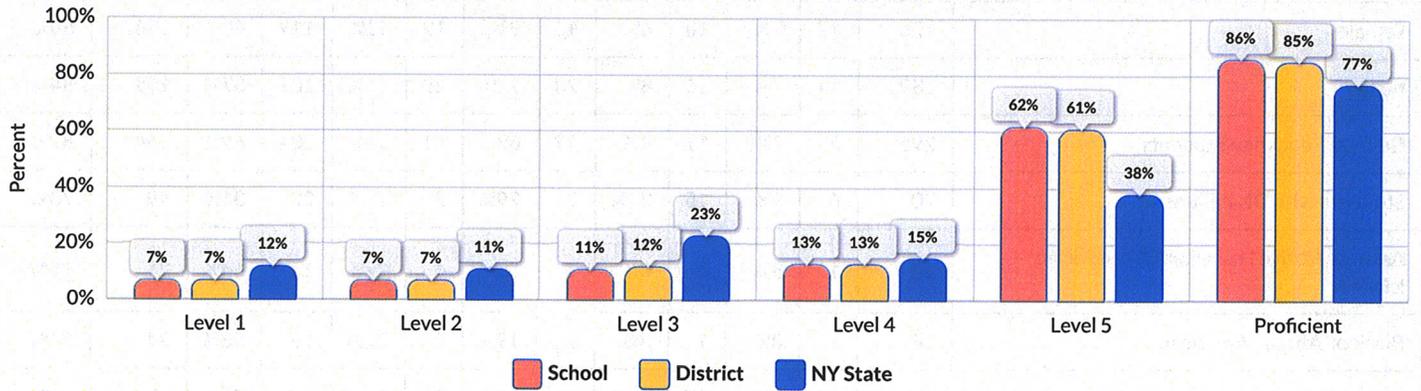
### **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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)



Percent Scoring at Levels for All Students

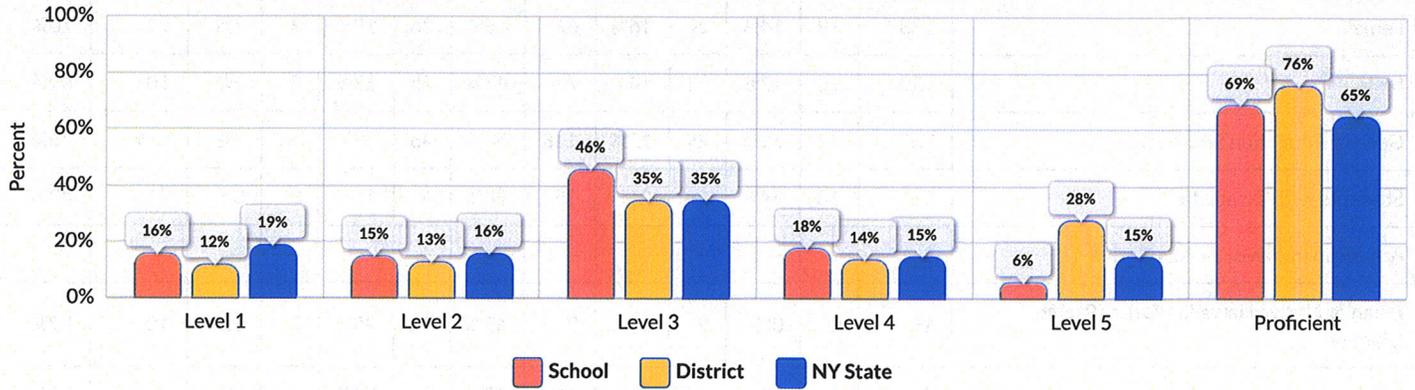


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Female	176	12	7%	10	6%	16	9%	19	11%	119	68%	154	88%
Male	189	14	7%	16	8%	23	12%	29	15%	107	57%	159	84%
General Education Students	295	20	7%	11	4%	19	6%	41	14%	204	69%	264	89%
Students with Disabilities	70	6	9%	15	21%	20	29%	7	10%	22	31%	49	70%
Asian or Native Hawaiian/Other Pacific Islander	22	1	5%	0	0%	1	5%	6	27%	14	64%	21	95%
Black or African American	36	1	3%	1	3%	7	19%	8	22%	19	53%	34	94%
Hispanic or Latino	128	24	19%	17	13%	16	13%	20	16%	51	40%	87	68%
White	168	0	0%	7	4%	15	9%	14	8%	132	79%	161	96%
Multiracial	11	0	0%	1	9%	0	0%	0	0%	10	91%	10	91%
Economically Disadvantaged	151	21	14%	20	13%	29	19%	24	16%	57	38%	110	73%
Not Economically Disadvantaged	214	5	2%	6	3%	10	5%	24	11%	169	79%	203	95%
English Language Learner	44	20	45%	12	27%	8	18%	2	5%	2	5%	12	27%
Non-English Language Learner	321	6	2%	14	4%	31	10%	46	14%	224	70%	301	94%
Not in Foster Care	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	361	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Parent Not in Armed Forces	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%

### ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	69%
Female	138	19	14%	22	16%	62	45%	26	19%	9	7%	97	70%
Male	150	26	17%	21	14%	71	47%	25	17%	7	5%	103	69%
General Education Students	235	27	11%	29	12%	118	50%	45	19%	16	7%	179	76%
Students with Disabilities	53	18	34%	14	26%	15	28%	6	11%	0	0%	21	40%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	2	13%	7	47%	3	20%	3	20%	13	87%
Black or African American	31	6	19%	2	6%	13	42%	8	26%	2	6%	23	74%
Hispanic or Latino	144	32	22%	32	22%	61	42%	17	12%	2	1%	80	56%
White	85	5	6%	5	6%	45	53%	23	27%	7	8%	75	88%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	2	15%	2	15%	7	54%	0	0%	2	15%	9	69%
Economically Disadvantaged	165	37	22%	35	21%	69	42%	20	12%	4	2%	93	56%
Not Economically Disadvantaged	123	8	7%	8	7%	64	52%	31	25%	12	10%	107	87%
English Language Learner	69	25	36%	18	26%	20	29%	5	7%	1	1%	26	38%
Non-English Language Learner	219	20	9%	25	11%	113	52%	46	21%	15	7%	174	79%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	286	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	284	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	69%
Parent Not in Armed Forces	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	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	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Female	135	22	16%	14	10%	52	39%	20	15%	27	20%	99	73%
Male	154	21	14%	28	18%	53	34%	24	16%	28	18%	105	68%
General Education Students	272	36	13%	40	15%	98	36%	44	16%	54	20%	196	72%
Students with Disabilities	17	7	41%	2	12%	7	41%	0	0%	1	6%	8	47%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	1	5%	8	38%	2	10%	9	43%	19	90%
Black or African American	25	4	16%	6	24%	14	56%	0	0%	1	4%	15	60%
Hispanic or Latino	72	20	28%	15	21%	23	32%	9	13%	5	7%	37	51%
White	157	14	9%	19	12%	57	36%	31	20%	36	23%	124	79%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	1	7%	3	21%	2	14%	4	29%	9	64%
Economically Disadvantaged	96	25	26%	17	18%	33	34%	11	11%	10	10%	54	56%
Not Economically Disadvantaged	193	18	9%	25	13%	72	37%	33	17%	45	23%	150	78%
English Language Learner	7	2	29%	0	0%	5	71%	0	0%	0	0%	5	71%
Non-English Language Learner	282	41	15%	42	15%	100	35%	44	16%	55	20%	199	71%
Not in Foster Care	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Not Homeless	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Not Migrant	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Parent Not in Armed Forces	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Student ID	Score	Grade	Standard Exceeded Expectations	Standard Met	Standard Nearly Met	Standard Not Met
1001	85	B	1	2	1	0
1002	78	C	0	3	1	0
1003	92	A	2	1	0	0
1004	65	D	0	1	2	1
1005	88	B	1	2	1	0
1006	72	C	0	2	2	0
1007	95	A	2	0	0	0
1008	60	D	0	0	3	1
1009	80	B	1	2	1	0
1010	75	C	0	2	2	0
1011	90	A	1	1	0	0
1012	68	D	0	1	2	1
1013	82	B	1	2	1	0
1014	70	C	0	2	2	0
1015	98	A	2	0	0	0
1016	62	D	0	0	3	1
1017	87	B	1	2	1	0
1018	73	C	0	2	2	0
1019	91	A	1	1	0	0
1020	67	D	0	1	2	1
1021	83	B	1	2	1	0
1022	76	C	0	2	2	0
1023	93	A	2	0	0	0
1024	64	D	0	0	3	1
1025	86	B	1	2	1	0
1026	74	C	0	2	2	0
1027	94	A	2	0	0	0
1028	61	D	0	0	3	1
1029	89	B	1	2	1	0
1030	71	C	0	2	2	0
1031	96	A	2	0	0	0
1032	63	D	0	0	3	1
1033	84	B	1	2	1	0
1034	77	C	0	2	2	0
1035	97	A	2	0	0	0
1036	66	D	0	0	3	1
1037	81	B	1	2	1	0
1038	79	C	0	2	2	0
1039	99	A	2	0	0	0
1040	69	D	0	0	3	1
1041	86	B	1	2	1	0
1042	72	C	0	2	2	0
1043	92	A	2	0	0	0
1044	65	D	0	0	3	1
1045	88	B	1	2	1	0
1046	75	C	0	2	2	0
1047	95	A	2	0	0	0
1048	62	D	0	0	3	1
1049	83	B	1	2	1	0
1050	70	C	0	2	2	0

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Female	107	8	7%	7	7%	24	22%	40	37%	28	26%	92	86%
Male	91	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	92	7	8%	7	8%	28	30%	28	30%	22	24%	78	85%
General Education Students	190	12	6%	11	6%	49	26%	68	36%	50	26%	167	88%
Students with Disabilities	9	3	33%	3	33%	3	33%	0	0%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	27	2	7%	1	4%	2	7%	13	48%	9	33%	24	89%
Black or African American	10	2	20%	1	10%	3	30%	2	20%	2	20%	7	70%
Hispanic or Latino	48	3	6%	5	10%	17	35%	15	31%	8	17%	40	83%
White	108	8	7%	6	6%	28	26%	37	34%	29	27%	94	87%
Multiracial	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Economically Disadvantaged	57	8	14%	2	4%	16	28%	21	37%	10	18%	47	82%
Not Economically Disadvantaged	142	7	5%	12	8%	36	25%	47	33%	40	28%	123	87%
English Language Learner	5	2	40%	0	0%	0	0%	3	60%	0	0%	3	60%
Non-English Language Learner	194	13	7%	14	7%	52	27%	65	34%	50	26%	167	86%
Not in Foster Care	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Not Homeless	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Not Migrant	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Parent Not in Armed Forces	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	260	32	12%	44	17%	136	52%	48	18%	184	71%
Female	122	16	13%	22	18%	62	51%	22	18%	84	69%
Male	138	16	12%	22	16%	74	54%	26	19%	100	72%
General Education Students	211	20	9%	34	16%	115	55%	42	20%	157	74%
Students with Disabilities	49	12	24%	10	20%	21	43%	6	12%	27	55%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	2	13%	6	38%	8	50%	14	88%
Black or African American	30	3	10%	3	10%	18	60%	6	20%	24	80%
Hispanic or Latino	135	29	21%	30	22%	67	50%	9	7%	76	56%
White	66	0	0%	6	9%	38	58%	22	33%	60	91%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	3	23%	7	54%	3	23%	10	77%
Economically Disadvantaged	146	29	20%	30	21%	71	49%	16	11%	87	60%
Not Economically Disadvantaged	114	3	3%	14	12%	65	57%	32	28%	97	85%
English Language Learner	59	21	36%	16	27%	20	34%	2	3%	22	37%
Non-English Language Learner	201	11	5%	28	14%	116	58%	46	23%	162	81%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	259	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	258	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	32	12%	44	17%	136	52%	48	18%	184	71%
Parent Not in Armed Forces	260	32	12%	44	17%	136	52%	48	18%	184	71%

# 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	228	15	7%	21	9%	93	41%	99	43%	192	84%
Female	102	8	8%	14	14%	39	38%	41	40%	80	78%
Male	126	7	6%	7	6%	54	43%	58	46%	112	89%
General Education Students	212	14	7%	17	8%	86	41%	95	45%	181	85%
Students with Disabilities	16	1	6%	4	25%	7	44%	4	25%	11	69%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	29	2	7%	6	21%	13	45%	8	28%	21	72%
Hispanic or Latino	67	9	13%	7	10%	31	46%	20	30%	51	76%
White	114	2	2%	7	6%	44	39%	61	54%	105	92%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	3	33%	3	33%	6	67%
Economically Disadvantaged	96	11	11%	16	17%	39	41%	30	31%	69	72%
Not Economically Disadvantaged	132	4	3%	5	4%	54	41%	69	52%	123	93%
English Language Learner	7	3	43%	1	14%	2	29%	1	14%	3	43%
Non-English Language Learner	221	12	5%	20	9%	91	41%	98	44%	189	86%
Not in Foster Care	228	15	7%	21	9%	93	41%	99	43%	192	84%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	227	–	–	–	–	–	–	–	–	–	–
Not Migrant	228	15	7%	21	9%	93	41%	99	43%	192	84%
Parent Not in Armed Forces	228	15	7%	21	9%	93	41%	99	43%	192	84%

## 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	199	2	1%	17	9%	107	54%	73	37%	180	90%
Female	97	0	0%	11	11%	55	57%	31	32%	86	89%
Male	102	2	2%	6	6%	52	51%	42	41%	94	92%
General Education Students	194	2	1%	17	9%	103	53%	72	37%	175	90%
Students with Disabilities	5	0	0%	0	0%	4	80%	1	20%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	1	4%	11	44%	13	52%	24	96%
Black or African American	10	0	0%	4	40%	6	60%	0	0%	6	60%
Hispanic or Latino	37	0	0%	4	11%	25	68%	8	22%	33	89%
White	115	2	2%	6	5%	60	52%	47	41%	107	93%
Multiracial	12	0	0%	2	17%	5	42%	5	42%	10	83%
Economically Disadvantaged	44	1	2%	5	11%	23	52%	15	34%	38	86%
Not Economically Disadvantaged	155	1	1%	12	8%	84	54%	58	37%	142	92%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	196	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	199	2	1%	17	9%	107	54%	73	37%	180	90%
Not Homeless	199	2	1%	17	9%	107	54%	73	37%	180	90%
Not Migrant	199	2	1%	17	9%	107	54%	73	37%	180	90%
Parent Not in Armed Forces	199	2	1%	17	9%	107	54%	73	37%	180	90%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	108	3	3%	4	4%	28	26%	73	68%	101	94%
Female	61	3	5%	2	3%	15	25%	41	67%	56	92%
Male	46	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	47	0	0%	2	4%	13	28%	32	68%	45	96%
General Education Students	107	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	0	0%	6	43%	7	50%	13	93%
Black or African American	7	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	1	5%	0	0%	7	32%	14	64%	21	95%
White	62	0	0%	3	5%	12	19%	47	76%	59	95%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	1	10%	3	30%	5	50%	8	80%
Economically Disadvantaged	26	2	8%	1	4%	5	19%	18	69%	23	88%
Not Economically Disadvantaged	82	1	1%	3	4%	23	28%	55	67%	78	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	107	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	108	3	3%	4	4%	28	26%	73	68%	101	94%
Not Homeless	108	3	3%	4	4%	28	26%	73	68%	101	94%
Not Migrant	108	3	3%	4	4%	28	26%	73	68%	101	94%
Parent Not in Armed Forces	108	3	3%	4	4%	28	26%	73	68%	101	94%

# 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	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Female	179	—	—	—	—	—	—	—	—	—	—	—	—
Male	188	6	3%	14	7%	47	25%	38	20%	83	44%	168	89%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	180	4	2%	13	7%	54	30%	23	13%	86	48%	163	91%
General Education Students	313	6	2%	19	6%	75	24%	52	17%	161	51%	288	92%
Students with Disabilities	55	4	7%	8	15%	26	47%	9	16%	8	15%	43	78%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	0	0%	5	19%	4	15%	18	67%	27	100%
Black or African American	34	0	0%	2	6%	13	38%	6	18%	13	38%	32	94%
Hispanic or Latino	129	10	8%	21	16%	50	39%	18	14%	30	23%	98	76%
White	162	0	0%	2	1%	27	17%	32	20%	101	62%	160	99%
Multiracial	14	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	2	13%	6	38%	1	6%	7	44%	14	88%
Economically Disadvantaged	164	10	6%	21	13%	66	40%	19	12%	48	29%	133	81%
Not Economically Disadvantaged	204	0	0%	6	3%	35	17%	42	21%	121	59%	198	97%
English Language Learner	40	7	18%	18	45%	12	30%	2	5%	1	3%	15	38%
Non-English Language Learner	328	3	1%	9	3%	89	27%	59	18%	168	51%	316	96%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Not Migrant	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Parent Not in Armed Forces	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Female	167	1	1%	9	5%	33	20%	44	26%	80	48%	157	94%
Male	190	3	2%	10	5%	37	19%	76	40%	64	34%	177	93%
General Education Students	294	1	0%	10	3%	49	17%	100	34%	134	46%	283	96%
Students with Disabilities	63	3	5%	9	14%	21	33%	20	32%	10	16%	51	81%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	1	5%	4	18%	6	27%	11	50%	21	95%
Black or African American	35	1	3%	4	11%	11	31%	12	34%	7	20%	30	86%
Hispanic or Latino	119	3	3%	10	8%	30	25%	50	42%	26	22%	106	89%
White	170	0	0%	4	2%	23	14%	48	28%	95	56%	166	98%
Multiracial	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
Economically Disadvantaged	143	4	3%	13	9%	41	29%	54	38%	31	22%	126	88%
Not Economically Disadvantaged	214	0	0%	6	3%	29	14%	66	31%	113	53%	208	97%
English Language Learner	41	3	7%	7	17%	18	44%	11	27%	2	5%	31	76%
Non-English Language Learner	316	1	0%	12	4%	52	16%	109	34%	142	45%	303	96%
Not in Foster Care	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Homeless	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
Not Homeless	352	4	1%	18	5%	67	19%	119	34%	144	41%	330	94%
Not Migrant	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Parent Not in Armed Forces	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	9	9	100	0	0
Female	3	3	100	0	0
Male	6	6	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	5	5	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	5	5	100	0	0
White	3	3	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	2	2	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	9	9	100	0	0
Not Homeless	9	9	100	0	0
Not Migrant	9	9	100	0	0
Parent Not in Armed Forces	9	9	100	0	0

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

## TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

## 2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Female	202	9	4%	193	96%	4	2%	9	4%	30	15%	150	74%	180	89%
Male	183	14	8%	169	92%	9	5%	7	4%	29	16%	124	68%	153	84%
General Education Students	325	21	6%	304	94%	6	2%	6	2%	33	10%	259	80%	292	90%
Students with Disabilities	60	2	3%	58	97%	7	12%	10	17%	26	43%	15	25%	41	68%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	2	11%	4	21%	13	68%	17	89%
Black or African American	20	1	5%	19	95%	1	5%	1	5%	7	35%	10	50%	17	85%
Hispanic or Latino	122	17	14%	105	86%	6	5%	11	9%	21	17%	67	55%	88	72%
White	212	5	2%	207	98%	5	2%	2	1%	27	13%	173	82%	200	94%
Multiracial	12	0	0%	12	100%	1	8%	0	0%	0	0%	11	92%	11	92%
Economically Disadvantaged	147	19	13%	128	87%	9	6%	13	9%	31	21%	75	51%	106	72%
Not Economically Disadvantaged	238	4	2%	234	98%	4	2%	3	1%	28	12%	199	84%	227	95%
English Language Learner	20	9	45%	11	55%	5	25%	5	25%	0	0%	1	5%	1	5%
Non-English Language Learner	365	14	4%	351	96%	8	2%	11	3%	59	16%	273	75%	332	91%
Not in Foster Care	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	23	—	359	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Parent Not in Armed Forces	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	7	5	71	2	29
Female	4	3	75	1	25
Male	3	2	67	1	33
General Education Students	6	5	83	1	17
Students with Disabilities	1	0	0	1	100
Black or African American	2	1	50	1	50
Hispanic or Latino	5	4	80	1	20
Economically Disadvantaged	5	3	60	2	40
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	4	3	75	1	25
Non-English Language Learner	3	2	67	1	33
Not in Foster Care	7	5	71	2	29
Not Homeless	7	5	71	2	29
Not Migrant	7	5	71	2	29
Parent Not in Armed Forces	7	5	71	2	29

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

### 2019 TOTAL COHORT REGENTS IN MATH



Grade	2019	2020	2021	2022	2023	Total	Average
10	100	100	100	100	100	500	100
11	100	100	100	100	100	500	100
12	100	100	100	100	100	500	100
Total	300	300	300	300	300	1500	100

### 2019 TOTAL COHORT REGENTS IN MATH

The following table shows the number of students who took the Regents Examination in Mathematics in 2019. The total number of students who took the exam was 1,500. The average score was 100.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Female	202	62	31%	140	69%	12	6%	23	11%	32	16%	73	36%	105	52%
Male	183	74	40%	109	60%	9	5%	12	7%	22	12%	66	36%	88	48%
General Education Students	325	95	29%	230	71%	16	5%	27	8%	48	15%	139	43%	187	58%
Students with Disabilities	60	41	68%	19	32%	5	8%	8	13%	6	10%	0	0%	6	10%
Asian or Native Hawaiian/Other Pacific Islander	19	4	21%	15	79%	1	5%	2	11%	1	5%	11	58%	12	63%
Black or African American	20	12	60%	8	40%	2	10%	2	10%	3	15%	1	5%	4	20%
Hispanic or Latino	122	61	50%	61	50%	9	7%	11	9%	19	16%	22	18%	41	34%
White	212	56	26%	156	74%	9	4%	20	9%	29	14%	98	46%	127	60%
Multiracial	12	3	25%	9	75%	0	0%	0	0%	2	17%	7	58%	9	75%
Economically Disadvantaged	147	79	54%	68	46%	9	6%	13	9%	21	14%	25	17%	46	31%
Not Economically Disadvantaged	238	57	24%	181	76%	12	5%	22	9%	33	14%	114	48%	147	62%
English Language Learner	20	10	50%	10	50%	4	20%	3	15%	2	10%	1	5%	3	15%
Non-English Language Learner	365	126	35%	239	65%	17	5%	32	9%	52	14%	138	38%	190	52%
Not in Foster Care	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	135	—	247	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Parent Not in Armed Forces	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%

### 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	362	123	34	239	66
Female	192	57	30	135	70
Male	170	66	39	104	61
General Education Students	308	84	27	224	73
Students with Disabilities	54	39	72	15	28
Asian or Native Hawaiian/Other Pacific Islander	19	4	21	15	79
Black or African American	19	12	63	7	37
Hispanic or Latino	106	52	49	54	51
White	206	52	25	154	75
Multiracial	12	3	25	9	75
Economically Disadvantaged	127	67	53	60	47
Not Economically Disadvantaged	235	56	24	179	76
English Language Learner	10	5	50	5	50
Non-English Language Learner	352	118	34	234	66
Not in Foster Care	362	123	34	239	66
Homeless	2	1	50	1	50
Not Homeless	360	122	34	238	66
Not Migrant	362	123	34	239	66
Parent Not in Armed Forces	362	123	34	239	66

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	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Female	202	54	27%	148	73%	17	8%	22	11%	40	20%	69	34%	109	54%
Male	183	73	40%	110	60%	7	4%	9	5%	27	15%	67	37%	94	51%
General Education Students	325	82	25%	243	75%	19	6%	29	9%	60	18%	135	42%	195	60%
Students with Disabilities	60	45	75%	15	25%	5	8%	2	3%	7	12%	1	2%	8	13%
Asian or Native Hawaiian/Other Pacific Islander	19	5	26%	14	74%	1	5%	0	0%	3	16%	10	53%	13	68%
Black or African American	20	13	65%	7	35%	0	0%	2	10%	2	10%	3	15%	5	25%
Hispanic or Latino	122	55	45%	67	55%	9	7%	13	11%	25	20%	20	16%	45	37%
White	212	53	25%	159	75%	13	6%	15	7%	33	16%	98	46%	131	62%
Multiracial	12	1	8%	11	92%	1	8%	1	8%	4	33%	5	42%	9	75%
Economically Disadvantaged	147	71	48%	76	52%	9	6%	15	10%	27	18%	25	17%	52	35%
Not Economically Disadvantaged	238	56	24%	182	76%	15	6%	16	7%	40	17%	111	47%	151	63%
English Language Learner	20	15	75%	5	25%	3	15%	0	0%	2	10%	0	0%	2	10%
Non-English Language Learner	365	112	31%	253	69%	21	6%	31	8%	65	18%	136	37%	201	55%
Not in Foster Care	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	125	—	257	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Parent Not in Armed Forces	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%

### 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	359	109	30	250	70
Female	192	48	25	144	75
Male	167	61	37	106	63
General Education Students	307	71	23	236	77
Students with Disabilities	52	38	73	14	27
Asian or Native Hawaiian/Other Pacific Islander	19	5	26	14	74
Black or African American	18	11	61	7	39
Hispanic or Latino	107	44	41	63	59
White	203	48	24	155	76
Multiracial	12	1	8	11	92
Economically Disadvantaged	127	56	44	71	56
Not Economically Disadvantaged	232	53	23	179	77
English Language Learner	13	10	77	3	23
Non-English Language Learner	346	99	29	247	71
Not in Foster Care	359	109	30	250	70
Homeless	2	1	50	1	50
Not Homeless	357	108	30	249	70
Not Migrant	359	109	30	250	70
Parent Not in Armed Forces	359	109	30	250	70

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	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Female	202	180	89%	22	11%	0	0%	1	0%	20	10%	1	0%	21	10%
Male	183	156	85%	27	15%	1	1%	1	1%	22	12%	3	2%	25	14%
General Education Students	325	278	86%	47	14%	1	0%	1	0%	41	13%	4	1%	45	14%
Students with Disabilities	60	58	97%	2	3%	0	0%	1	2%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	19	17	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
Black or African American	20	18	90%	2	10%	0	0%	0	0%	2	10%	0	0%	2	10%
Hispanic or Latino	122	108	89%	14	11%	1	1%	1	1%	11	9%	1	1%	12	10%
White	212	182	86%	30	14%	0	0%	1	0%	26	12%	3	1%	29	14%
Multiracial	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	147	133	90%	14	10%	1	1%	1	1%	9	6%	3	2%	12	8%
Not Economically Disadvantaged	238	203	85%	35	15%	0	0%	1	0%	33	14%	1	0%	34	14%
English Language Learner	20	15	75%	5	25%	0	0%	1	5%	4	20%	0	0%	4	20%
Non-English Language Learner	365	321	88%	44	12%	1	0%	1	0%	38	10%	4	1%	42	12%
Not in Foster Care	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	334	—	48	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Parent Not in Armed Forces	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%

### 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	348	315	91	33	9
Female	184	170	92	14	8
Male	164	145	88	19	12
General Education Students	293	260	89	33	11
Students with Disabilities	55	55	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	17	89	2	11
Black or African American	16	16	100	0	0
Hispanic or Latino	102	96	94	6	6
White	199	175	88	24	12
Multiracial	12	11	92	1	8
Economically Disadvantaged	119	117	98	2	2
Not Economically Disadvantaged	229	198	86	31	14
English Language Learner	8	8	100	0	0
Non-English Language Learner	340	307	90	33	10
Not in Foster Care	348	315	91	33	9
Homeless	2	2	100	0	0
Not Homeless	346	313	90	33	10
Not Migrant	348	315	91	33	9
Parent Not in Armed Forces	348	315	91	33	9

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	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Female	202	183	91%	19	9%	0	0%	1	0%	15	7%	3	1%	18	9%
Male	183	154	84%	29	16%	0	0%	1	1%	27	15%	1	1%	28	15%
General Education Students	325	280	86%	45	14%	0	0%	0	0%	42	13%	3	1%	45	14%
Students with Disabilities	60	57	95%	3	5%	0	0%	2	3%	0	0%	1	2%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	19	16	84%	3	16%	0	0%	0	0%	3	16%	0	0%	3	16%
Black or African American	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Hispanic or Latino	122	110	90%	12	10%	0	0%	2	2%	7	6%	3	2%	10	8%
White	212	181	85%	31	15%	0	0%	0	0%	30	14%	1	0%	31	15%
Multiracial	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	147	134	91%	13	9%	0	0%	2	1%	8	5%	3	2%	11	7%
Not Economically Disadvantaged	238	203	85%	35	15%	0	0%	0	0%	34	14%	1	0%	35	15%
English Language Learner	20	16	80%	4	20%	0	0%	0	0%	2	10%	2	10%	4	20%
Non-English Language Learner	365	321	88%	44	12%	0	0%	2	1%	40	11%	2	1%	42	12%
Not in Foster Care	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	335	—	47	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Parent Not in Armed Forces	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%

### 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	349	312	89	37	11
Female	186	172	92	14	8
Male	163	140	86	23	14
General Education Students	296	259	88	37	13
Students with Disabilities	53	53	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	16	84	3	16
Black or African American	15	15	100	0	0
Hispanic or Latino	101	96	95	5	5
White	202	174	86	28	14
Multiracial	12	11	92	1	8
Economically Disadvantaged	118	114	97	4	3
Not Economically Disadvantaged	231	198	86	33	14
English Language Learner	9	9	100	0	0
Non-English Language Learner	340	303	89	37	11
Not in Foster Care	349	312	89	37	11
Homeless	2	2	100	0	0
Not Homeless	347	310	89	37	11
Not Migrant	349	312	89	37	11
Parent Not in Armed Forces	349	312	89	37	11

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	74	8	11%	66	89%	19	29%	13	20%	12	18%	20	30%	2	3%
Grade 10	52	5	10%	47	90%	1	2%	15	32%	12	26%	18	38%	1	2%
Grade 11	31	3	10%	28	90%	1	4%	4	14%	5	18%	13	46%	5	18%
Grade 12	26	2	8%	24	92%	0	0%	4	17%	6	25%	13	54%	1	4%

## 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	1,481	\$554,378	\$374	\$30,824,739	\$20,813	\$31,379,117	\$21,188
This District	3,852	\$4,867,230	\$1,264	\$120,962,886	\$31,403	\$125,830,116	\$32,666
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	116	9	8%	1	0	0%
THIS DISTRICT	364	45	12%	7	2	29%
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	115	2	2%
THIS DISTRICT	355	5	1%
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	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	3%
Female	202	194	96%	119	59%	75	37%	0	0%	1	0%	4	2%	1	0%	2	1%
Male	183	165	90%	95	52%	70	38%	0	0%	0	0%	8	4%	1	1%	9	5%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	325	303	93%	204	63%	99	30%	0	0%	1	0%	10	3%	2	1%	9	3%
Students with Disabilities	60	56	93%	10	17%	46	77%	0	0%	0	0%	2	3%	0	0%	2	3%
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	19	19	100%	13	68%	6	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	20	20	100%	6	30%	14	70%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	122	104	85%	43	35%	61	50%	0	0%	0	0%	9	7%	0	0%	9	7%
White	212	204	96%	143	67%	61	29%	0	0%	1	0%	3	1%	2	1%	2	1%
Multiracial	12	12	100%	9	75%	3	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	147	125	85%	47	32%	78	53%	0	0%	1	1%	11	7%	1	1%	9	6%
Not Economically Disadvantaged	238	234	98%	167	70%	67	28%	0	0%	0	0%	1	0%	1	0%	2	1%
English Language Learner	20	11	55%	0	0%	11	55%	0	0%	1	5%	2	10%	0	0%	6	30%
Non-English Language Learner	365	348	95%	214	59%	134	37%	0	0%	0	0%	10	3%	2	1%	5	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	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	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	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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## SUFFERN SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

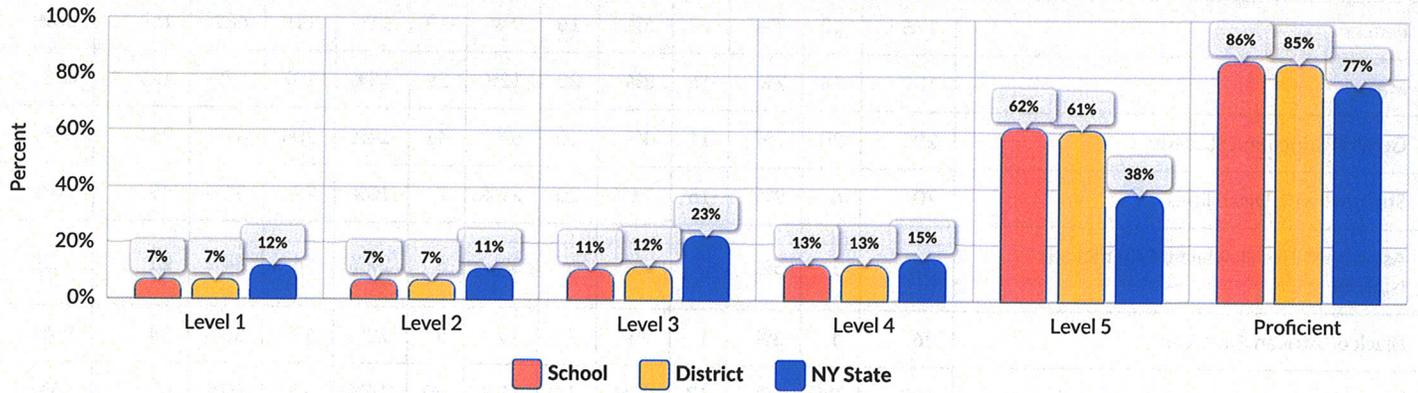
### **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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)



Percent Scoring at Levels for All Students

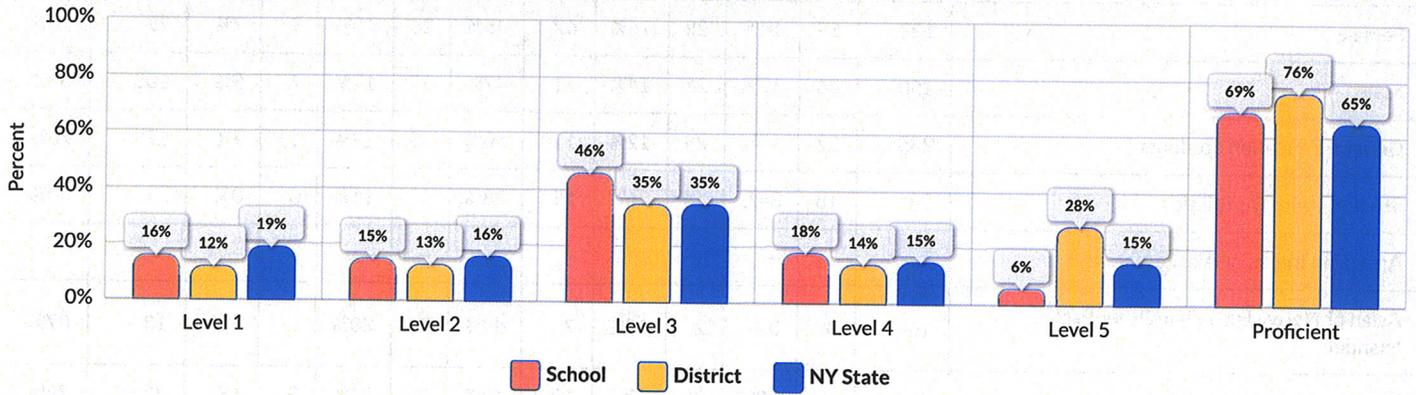


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Female	176	12	7%	10	6%	16	9%	19	11%	119	68%	154	88%
Male	189	14	7%	16	8%	23	12%	29	15%	107	57%	159	84%
General Education Students	295	20	7%	11	4%	19	6%	41	14%	204	69%	264	89%
Students with Disabilities	70	6	9%	15	21%	20	29%	7	10%	22	31%	49	70%
Asian or Native Hawaiian/Other Pacific Islander	22	1	5%	0	0%	1	5%	6	27%	14	64%	21	95%
Black or African American	36	1	3%	1	3%	7	19%	8	22%	19	53%	34	94%
Hispanic or Latino	128	24	19%	17	13%	16	13%	20	16%	51	40%	87	68%
White	168	0	0%	7	4%	15	9%	14	8%	132	79%	161	96%
Multiracial	11	0	0%	1	9%	0	0%	0	0%	10	91%	10	91%
Economically Disadvantaged	151	21	14%	20	13%	29	19%	24	16%	57	38%	110	73%
Not Economically Disadvantaged	214	5	2%	6	3%	10	5%	24	11%	169	79%	203	95%
English Language Learner	44	20	45%	12	27%	8	18%	2	5%	2	5%	12	27%
Non-English Language Learner	321	6	2%	14	4%	31	10%	46	14%	224	70%	301	94%
Not in Foster Care	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	361	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%
Parent Not in Armed Forces	365	26	7%	26	7%	39	11%	48	13%	226	62%	313	86%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



### Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	69%
Female	138	19	14%	22	16%	62	45%	26	19%	9	7%	97	70%
Male	150	26	17%	21	14%	71	47%	25	17%	7	5%	103	69%
General Education Students	235	27	11%	29	12%	118	50%	45	19%	16	7%	179	76%
Students with Disabilities	53	18	34%	14	26%	15	28%	6	11%	0	0%	21	40%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	2	13%	7	47%	3	20%	3	20%	13	87%
Black or African American	31	6	19%	2	6%	13	42%	8	26%	2	6%	23	74%
Hispanic or Latino	144	32	22%	32	22%	61	42%	17	12%	2	1%	80	56%
White	85	5	6%	5	6%	45	53%	23	27%	7	8%	75	88%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	2	15%	2	15%	7	54%	0	0%	2	15%	9	69%
Economically Disadvantaged	165	37	22%	35	21%	69	42%	20	12%	4	2%	93	56%
Not Economically Disadvantaged	123	8	7%	8	7%	64	52%	31	25%	12	10%	107	87%
English Language Learner	69	25	36%	18	26%	20	29%	5	7%	1	1%	26	38%
Non-English Language Learner	219	20	9%	25	11%	113	52%	46	21%	15	7%	174	79%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	286	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	284	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	69%
Parent Not in Armed Forces	288	45	16%	43	15%	133	46%	51	18%	16	6%	200	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	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Female	135	22	16%	14	10%	52	39%	20	15%	27	20%	99	73%
Male	154	21	14%	28	18%	53	34%	24	16%	28	18%	105	68%
General Education Students	272	36	13%	40	15%	98	36%	44	16%	54	20%	196	72%
Students with Disabilities	17	7	41%	2	12%	7	41%	0	0%	1	6%	8	47%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	1	5%	8	38%	2	10%	9	43%	19	90%
Black or African American	25	4	16%	6	24%	14	56%	0	0%	1	4%	15	60%
Hispanic or Latino	72	20	28%	15	21%	23	32%	9	13%	5	7%	37	51%
White	157	14	9%	19	12%	57	36%	31	20%	36	23%	124	79%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	1	7%	3	21%	2	14%	4	29%	9	64%
Economically Disadvantaged	96	25	26%	17	18%	33	34%	11	11%	10	10%	54	56%
Not Economically Disadvantaged	193	18	9%	25	13%	72	37%	33	17%	45	23%	150	78%
English Language Learner	7	2	29%	0	0%	5	71%	0	0%	0	0%	5	71%
Non-English Language Learner	282	41	15%	42	15%	100	35%	44	16%	55	20%	199	71%
Not in Foster Care	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Not Homeless	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Not Migrant	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%
Parent Not in Armed Forces	289	43	15%	42	15%	105	36%	44	15%	55	19%	204	71%

# 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	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Female	107	8	7%	7	7%	24	22%	40	37%	28	26%	92	86%
Male	91	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	92	7	8%	7	8%	28	30%	28	30%	22	24%	78	85%
General Education Students	190	12	6%	11	6%	49	26%	68	36%	50	26%	167	88%
Students with Disabilities	9	3	33%	3	33%	3	33%	0	0%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	27	2	7%	1	4%	2	7%	13	48%	9	33%	24	89%
Black or African American	10	2	20%	1	10%	3	30%	2	20%	2	20%	7	70%
Hispanic or Latino	48	3	6%	5	10%	17	35%	15	31%	8	17%	40	83%
White	108	8	7%	6	6%	28	26%	37	34%	29	27%	94	87%
Multiracial	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Economically Disadvantaged	57	8	14%	2	4%	16	28%	21	37%	10	18%	47	82%
Not Economically Disadvantaged	142	7	5%	12	8%	36	25%	47	33%	40	28%	123	87%
English Language Learner	5	2	40%	0	0%	0	0%	3	60%	0	0%	3	60%
Non-English Language Learner	194	13	7%	14	7%	52	27%	65	34%	50	26%	167	86%
Not in Foster Care	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Not Homeless	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Not Migrant	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%
Parent Not in Armed Forces	199	15	8%	14	7%	52	26%	68	34%	50	25%	170	85%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	260	32	12%	44	17%	136	52%	48	18%	184	71%
Female	122	16	13%	22	18%	62	51%	22	18%	84	69%
Male	138	16	12%	22	16%	74	54%	26	19%	100	72%
General Education Students	211	20	9%	34	16%	115	55%	42	20%	157	74%
Students with Disabilities	49	12	24%	10	20%	21	43%	6	12%	27	55%
American Indian or Alaska Native	4	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	2	13%	6	38%	8	50%	14	88%
Black or African American	30	3	10%	3	10%	18	60%	6	20%	24	80%
Hispanic or Latino	135	29	21%	30	22%	67	50%	9	7%	76	56%
White	66	0	0%	6	9%	38	58%	22	33%	60	91%
Multiracial	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	0	0%	3	23%	7	54%	3	23%	10	77%
Economically Disadvantaged	146	29	20%	30	21%	71	49%	16	11%	87	60%
Not Economically Disadvantaged	114	3	3%	14	12%	65	57%	32	28%	97	85%
English Language Learner	59	21	36%	16	27%	20	34%	2	3%	22	37%
Non-English Language Learner	201	11	5%	28	14%	116	58%	46	23%	162	81%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	259	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	258	–	–	–	–	–	–	–	–	–	–
Not Migrant	260	32	12%	44	17%	136	52%	48	18%	184	71%
Parent Not in Armed Forces	260	32	12%	44	17%	136	52%	48	18%	184	71%

# 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	228	15	7%	21	9%	93	41%	99	43%	192	84%
Female	102	8	8%	14	14%	39	38%	41	40%	80	78%
Male	126	7	6%	7	6%	54	43%	58	46%	112	89%
General Education Students	212	14	7%	17	8%	86	41%	95	45%	181	85%
Students with Disabilities	16	1	6%	4	25%	7	44%	4	25%	11	69%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	29	2	7%	6	21%	13	45%	8	28%	21	72%
Hispanic or Latino	67	9	13%	7	10%	31	46%	20	30%	51	76%
White	114	2	2%	7	6%	44	39%	61	54%	105	92%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	3	33%	3	33%	6	67%
Economically Disadvantaged	96	11	11%	16	17%	39	41%	30	31%	69	72%
Not Economically Disadvantaged	132	4	3%	5	4%	54	41%	69	52%	123	93%
English Language Learner	7	3	43%	1	14%	2	29%	1	14%	3	43%
Non-English Language Learner	221	12	5%	20	9%	91	41%	98	44%	189	86%
Not in Foster Care	228	15	7%	21	9%	93	41%	99	43%	192	84%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	227	–	–	–	–	–	–	–	–	–	–
Not Migrant	228	15	7%	21	9%	93	41%	99	43%	192	84%
Parent Not in Armed Forces	228	15	7%	21	9%	93	41%	99	43%	192	84%

## 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	199	2	1%	17	9%	107	54%	73	37%	180	90%
Female	97	0	0%	11	11%	55	57%	31	32%	86	89%
Male	102	2	2%	6	6%	52	51%	42	41%	94	92%
General Education Students	194	2	1%	17	9%	103	53%	72	37%	175	90%
Students with Disabilities	5	0	0%	0	0%	4	80%	1	20%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	1	4%	11	44%	13	52%	24	96%
Black or African American	10	0	0%	4	40%	6	60%	0	0%	6	60%
Hispanic or Latino	37	0	0%	4	11%	25	68%	8	22%	33	89%
White	115	2	2%	6	5%	60	52%	47	41%	107	93%
Multiracial	12	0	0%	2	17%	5	42%	5	42%	10	83%
Economically Disadvantaged	44	1	2%	5	11%	23	52%	15	34%	38	86%
Not Economically Disadvantaged	155	1	1%	12	8%	84	54%	58	37%	142	92%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	196	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	199	2	1%	17	9%	107	54%	73	37%	180	90%
Not Homeless	199	2	1%	17	9%	107	54%	73	37%	180	90%
Not Migrant	199	2	1%	17	9%	107	54%	73	37%	180	90%
Parent Not in Armed Forces	199	2	1%	17	9%	107	54%	73	37%	180	90%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	108	3	3%	4	4%	28	26%	73	68%	101	94%
Female	61	3	5%	2	3%	15	25%	41	67%	56	92%
Male	46	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	47	0	0%	2	4%	13	28%	32	68%	45	96%
General Education Students	107	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	0	0%	6	43%	7	50%	13	93%
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	0	0%	7	32%	14	64%	21	95%
White	62	0	0%	3	5%	12	19%	47	76%	59	95%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	1	10%	3	30%	5	50%	8	80%
Economically Disadvantaged	26	2	8%	1	4%	5	19%	18	69%	23	88%
Not Economically Disadvantaged	82	1	1%	3	4%	23	28%	55	67%	78	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	107	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	3	3%	4	4%	28	26%	73	68%	101	94%
Not Homeless	108	3	3%	4	4%	28	26%	73	68%	101	94%
Not Migrant	108	3	3%	4	4%	28	26%	73	68%	101	94%
Parent Not in Armed Forces	108	3	3%	4	4%	28	26%	73	68%	101	94%

# 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	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Female	179	—	—	—	—	—	—	—	—	—	—	—	—
Male	188	6	3%	14	7%	47	25%	38	20%	83	44%	168	89%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	180	4	2%	13	7%	54	30%	23	13%	86	48%	163	91%
General Education Students	313	6	2%	19	6%	75	24%	52	17%	161	51%	288	92%
Students with Disabilities	55	4	7%	8	15%	26	47%	9	16%	8	15%	43	78%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	0	0%	5	19%	4	15%	18	67%	27	100%
Black or African American	34	0	0%	2	6%	13	38%	6	18%	13	38%	32	94%
Hispanic or Latino	129	10	8%	21	16%	50	39%	18	14%	30	23%	98	76%
White	162	0	0%	2	1%	27	17%	32	20%	101	62%	160	99%
Multiracial	14	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	2	13%	6	38%	1	6%	7	44%	14	88%
Economically Disadvantaged	164	10	6%	21	13%	66	40%	19	12%	48	29%	133	81%
Not Economically Disadvantaged	204	0	0%	6	3%	35	17%	42	21%	121	59%	198	97%
English Language Learner	40	7	18%	18	45%	12	30%	2	5%	1	3%	15	38%
Non-English Language Learner	328	3	1%	9	3%	89	27%	59	18%	168	51%	316	96%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Not Migrant	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%
Parent Not in Armed Forces	368	10	3%	27	7%	101	27%	61	17%	169	46%	331	90%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Female	167	1	1%	9	5%	33	20%	44	26%	80	48%	157	94%
Male	190	3	2%	10	5%	37	19%	76	40%	64	34%	177	93%
General Education Students	294	1	0%	10	3%	49	17%	100	34%	134	46%	283	96%
Students with Disabilities	63	3	5%	9	14%	21	33%	20	32%	10	16%	51	81%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	1	5%	4	18%	6	27%	11	50%	21	95%
Black or African American	35	1	3%	4	11%	11	31%	12	34%	7	20%	30	86%
Hispanic or Latino	119	3	3%	10	8%	30	25%	50	42%	26	22%	106	89%
White	170	0	0%	4	2%	23	14%	48	28%	95	56%	166	98%
Multiracial	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
Economically Disadvantaged	143	4	3%	13	9%	41	29%	54	38%	31	22%	126	88%
Not Economically Disadvantaged	214	0	0%	6	3%	29	14%	66	31%	113	53%	208	97%
English Language Learner	41	3	7%	7	17%	18	44%	11	27%	2	5%	31	76%
Non-English Language Learner	316	1	0%	12	4%	52	16%	109	34%	142	45%	303	96%
Not in Foster Care	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Homeless	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
Not Homeless	352	4	1%	18	5%	67	19%	119	34%	144	41%	330	94%
Not Migrant	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%
Parent Not in Armed Forces	357	4	1%	19	5%	70	20%	120	34%	144	40%	334	94%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	9	9	100	0	0
Female	3	3	100	0	0
Male	6	6	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	5	5	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	5	5	100	0	0
White	3	3	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	2	2	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	9	9	100	0	0
Not Homeless	9	9	100	0	0
Not Migrant	9	9	100	0	0
Parent Not in Armed Forces	9	9	100	0	0

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

## TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

## 2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Female	202	9	4%	193	96%	4	2%	9	4%	30	15%	150	74%	180	89%
Male	183	14	8%	169	92%	9	5%	7	4%	29	16%	124	68%	153	84%
General Education Students	325	21	6%	304	94%	6	2%	6	2%	33	10%	259	80%	292	90%
Students with Disabilities	60	2	3%	58	97%	7	12%	10	17%	26	43%	15	25%	41	68%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	2	11%	4	21%	13	68%	17	89%
Black or African American	20	1	5%	19	95%	1	5%	1	5%	7	35%	10	50%	17	85%
Hispanic or Latino	122	17	14%	105	86%	6	5%	11	9%	21	17%	67	55%	88	72%
White	212	5	2%	207	98%	5	2%	2	1%	27	13%	173	82%	200	94%
Multiracial	12	0	0%	12	100%	1	8%	0	0%	0	0%	11	92%	11	92%
Economically Disadvantaged	147	19	13%	128	87%	9	6%	13	9%	31	21%	75	51%	106	72%
Not Economically Disadvantaged	238	4	2%	234	98%	4	2%	3	1%	28	12%	199	84%	227	95%
English Language Learner	20	9	45%	11	55%	5	25%	5	25%	0	0%	1	5%	1	5%
Non-English Language Learner	365	14	4%	351	96%	8	2%	11	3%	59	16%	273	75%	332	91%
Not in Foster Care	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	23	—	359	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%
Parent Not in Armed Forces	385	23	6%	362	94%	13	3%	16	4%	59	15%	274	71%	333	86%

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	7	5	71	2	29
Female	4	3	75	1	25
Male	3	2	67	1	33
General Education Students	6	5	83	1	17
Students with Disabilities	1	0	0	1	100
Black or African American	2	1	50	1	50
Hispanic or Latino	5	4	80	1	20
Economically Disadvantaged	5	3	60	2	40
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	4	3	75	1	25
Non-English Language Learner	3	2	67	1	33
Not in Foster Care	7	5	71	2	29
Not Homeless	7	5	71	2	29
Not Migrant	7	5	71	2	29
Parent Not in Armed Forces	7	5	71	2	29

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

### 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Female	202	62	31%	140	69%	12	6%	23	11%	32	16%	73	36%	105	52%
Male	183	74	40%	109	60%	9	5%	12	7%	22	12%	66	36%	88	48%
General Education Students	325	95	29%	230	71%	16	5%	27	8%	48	15%	139	43%	187	58%
Students with Disabilities	60	41	68%	19	32%	5	8%	8	13%	6	10%	0	0%	6	10%
Asian or Native Hawaiian/Other Pacific Islander	19	4	21%	15	79%	1	5%	2	11%	1	5%	11	58%	12	63%
Black or African American	20	12	60%	8	40%	2	10%	2	10%	3	15%	1	5%	4	20%
Hispanic or Latino	122	61	50%	61	50%	9	7%	11	9%	19	16%	22	18%	41	34%
White	212	56	26%	156	74%	9	4%	20	9%	29	14%	98	46%	127	60%
Multiracial	12	3	25%	9	75%	0	0%	0	0%	2	17%	7	58%	9	75%
Economically Disadvantaged	147	79	54%	68	46%	9	6%	13	9%	21	14%	25	17%	46	31%
Not Economically Disadvantaged	238	57	24%	181	76%	12	5%	22	9%	33	14%	114	48%	147	62%
English Language Learner	20	10	50%	10	50%	4	20%	3	15%	2	10%	1	5%	3	15%
Non-English Language Learner	365	126	35%	239	65%	17	5%	32	9%	52	14%	138	38%	190	52%
Not in Foster Care	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	135	—	247	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%
Parent Not in Armed Forces	385	136	35%	249	65%	21	5%	35	9%	54	14%	139	36%	193	50%

### 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	362	123	34	239	66
Female	192	57	30	135	70
Male	170	66	39	104	61
General Education Students	308	84	27	224	73
Students with Disabilities	54	39	72	15	28
Asian or Native Hawaiian/Other Pacific Islander	19	4	21	15	79
Black or African American	19	12	63	7	37
Hispanic or Latino	106	52	49	54	51
White	206	52	25	154	75
Multiracial	12	3	25	9	75
Economically Disadvantaged	127	67	53	60	47
Not Economically Disadvantaged	235	56	24	179	76
English Language Learner	10	5	50	5	50
Non-English Language Learner	352	118	34	234	66
Not in Foster Care	362	123	34	239	66
Homeless	2	1	50	1	50
Not Homeless	360	122	34	238	66
Not Migrant	362	123	34	239	66
Parent Not in Armed Forces	362	123	34	239	66

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	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Female	202	54	27%	148	73%	17	8%	22	11%	40	20%	69	34%	109	54%
Male	183	73	40%	110	60%	7	4%	9	5%	27	15%	67	37%	94	51%
General Education Students	325	82	25%	243	75%	19	6%	29	9%	60	18%	135	42%	195	60%
Students with Disabilities	60	45	75%	15	25%	5	8%	2	3%	7	12%	1	2%	8	13%
Asian or Native Hawaiian/Other Pacific Islander	19	5	26%	14	74%	1	5%	0	0%	3	16%	10	53%	13	68%
Black or African American	20	13	65%	7	35%	0	0%	2	10%	2	10%	3	15%	5	25%
Hispanic or Latino	122	55	45%	67	55%	9	7%	13	11%	25	20%	20	16%	45	37%
White	212	53	25%	159	75%	13	6%	15	7%	33	16%	98	46%	131	62%
Multiracial	12	1	8%	11	92%	1	8%	1	8%	4	33%	5	42%	9	75%
Economically Disadvantaged	147	71	48%	76	52%	9	6%	15	10%	27	18%	25	17%	52	35%
Not Economically Disadvantaged	238	56	24%	182	76%	15	6%	16	7%	40	17%	111	47%	151	63%
English Language Learner	20	15	75%	5	25%	3	15%	0	0%	2	10%	0	0%	2	10%
Non-English Language Learner	365	112	31%	253	69%	21	6%	31	8%	65	18%	136	37%	201	55%
Not in Foster Care	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	125	—	257	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%
Parent Not in Armed Forces	385	127	33%	258	67%	24	6%	31	8%	67	17%	136	35%	203	53%

### 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	359	109	30	250	70
Female	192	48	25	144	75
Male	167	61	37	106	63
General Education Students	307	71	23	236	77
Students with Disabilities	52	38	73	14	27
Asian or Native Hawaiian/Other Pacific Islander	19	5	26	14	74
Black or African American	18	11	61	7	39
Hispanic or Latino	107	44	41	63	59
White	203	48	24	155	76
Multiracial	12	1	8	11	92
Economically Disadvantaged	127	56	44	71	56
Not Economically Disadvantaged	232	53	23	179	77
English Language Learner	13	10	77	3	23
Non-English Language Learner	346	99	29	247	71
Not in Foster Care	359	109	30	250	70
Homeless	2	1	50	1	50
Not Homeless	357	108	30	249	70
Not Migrant	359	109	30	250	70
Parent Not in Armed Forces	359	109	30	250	70

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	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Female	202	180	89%	22	11%	0	0%	1	0%	20	10%	1	0%	21	10%
Male	183	156	85%	27	15%	1	1%	1	1%	22	12%	3	2%	25	14%
General Education Students	325	278	86%	47	14%	1	0%	1	0%	41	13%	4	1%	45	14%
Students with Disabilities	60	58	97%	2	3%	0	0%	1	2%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	19	17	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
Black or African American	20	18	90%	2	10%	0	0%	0	0%	2	10%	0	0%	2	10%
Hispanic or Latino	122	108	89%	14	11%	1	1%	1	1%	11	9%	1	1%	12	10%
White	212	182	86%	30	14%	0	0%	1	0%	26	12%	3	1%	29	14%
Multiracial	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	147	133	90%	14	10%	1	1%	1	1%	9	6%	3	2%	12	8%
Not Economically Disadvantaged	238	203	85%	35	15%	0	0%	1	0%	33	14%	1	0%	34	14%
English Language Learner	20	15	75%	5	25%	0	0%	1	5%	4	20%	0	0%	4	20%
Non-English Language Learner	365	321	88%	44	12%	1	0%	1	0%	38	10%	4	1%	42	12%
Not in Foster Care	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	334	—	48	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%
Parent Not in Armed Forces	385	336	87%	49	13%	1	0%	2	1%	42	11%	4	1%	46	12%

### 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	348	315	91	33	9
Female	184	170	92	14	8
Male	164	145	88	19	12
General Education Students	293	260	89	33	11
Students with Disabilities	55	55	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	17	89	2	11
Black or African American	16	16	100	0	0
Hispanic or Latino	102	96	94	6	6
White	199	175	88	24	12
Multiracial	12	11	92	1	8
Economically Disadvantaged	119	117	98	2	2
Not Economically Disadvantaged	229	198	86	31	14
English Language Learner	8	8	100	0	0
Non-English Language Learner	340	307	90	33	10
Not in Foster Care	348	315	91	33	9
Homeless	2	2	100	0	0
Not Homeless	346	313	90	33	10
Not Migrant	348	315	91	33	9
Parent Not in Armed Forces	348	315	91	33	9

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	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Female	202	183	91%	19	9%	0	0%	1	0%	15	7%	3	1%	18	9%
Male	183	154	84%	29	16%	0	0%	1	1%	27	15%	1	1%	28	15%
General Education Students	325	280	86%	45	14%	0	0%	0	0%	42	13%	3	1%	45	14%
Students with Disabilities	60	57	95%	3	5%	0	0%	2	3%	0	0%	1	2%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	19	16	84%	3	16%	0	0%	0	0%	3	16%	0	0%	3	16%
Black or African American	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Hispanic or Latino	122	110	90%	12	10%	0	0%	2	2%	7	6%	3	2%	10	8%
White	212	181	85%	31	15%	0	0%	0	0%	30	14%	1	0%	31	15%
Multiracial	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	147	134	91%	13	9%	0	0%	2	1%	8	5%	3	2%	11	7%
Not Economically Disadvantaged	238	203	85%	35	15%	0	0%	0	0%	34	14%	1	0%	35	15%
English Language Learner	20	16	80%	4	20%	0	0%	0	0%	2	10%	2	10%	4	20%
Non-English Language Learner	365	321	88%	44	12%	0	0%	2	1%	40	11%	2	1%	42	12%
Not in Foster Care	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	335	—	47	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%
Parent Not in Armed Forces	385	337	88%	48	12%	0	0%	2	1%	42	11%	4	1%	46	12%

### 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	349	312	89	37	11
Female	186	172	92	14	8
Male	163	140	86	23	14
General Education Students	296	259	88	37	13
Students with Disabilities	53	53	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	16	84	3	16
Black or African American	15	15	100	0	0
Hispanic or Latino	101	96	95	5	5
White	202	174	86	28	14
Multiracial	12	11	92	1	8
Economically Disadvantaged	118	114	97	4	3
Not Economically Disadvantaged	231	198	86	33	14
English Language Learner	9	9	100	0	0
Non-English Language Learner	340	303	89	37	11
Not in Foster Care	349	312	89	37	11
Homeless	2	2	100	0	0
Not Homeless	347	310	89	37	11
Not Migrant	349	312	89	37	11
Parent Not in Armed Forces	349	312	89	37	11

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	74	8	11%	66	89%	19	29%	13	20%	12	18%	20	30%	2	3%
Grade 10	52	5	10%	47	90%	1	2%	15	32%	12	26%	18	38%	1	2%
Grade 11	31	3	10%	28	90%	1	4%	4	14%	5	18%	13	46%	5	18%
Grade 12	26	2	8%	24	92%	0	0%	4	17%	6	25%	13	54%	1	4%

## 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	1,481	\$554,378	\$374	\$30,824,739	\$20,813	\$31,379,117	\$21,188
This District	3,852	\$4,867,230	\$1,264	\$120,962,886	\$31,403	\$125,830,116	\$32,666
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	116	9	8%	1	0	0%
THIS DISTRICT	364	45	12%	7	2	29%
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	115	2	2%
THIS DISTRICT	355	5	1%
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	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	3%
Female	202	194	96%	119	59%	75	37%	0	0%	1	0%	4	2%	1	0%	2	1%
Male	183	165	90%	95	52%	70	38%	0	0%	0	0%	8	4%	1	1%	9	5%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	325	303	93%	204	63%	99	30%	0	0%	1	0%	10	3%	2	1%	9	3%
Students with Disabilities	60	56	93%	10	17%	46	77%	0	0%	0	0%	2	3%	0	0%	2	3%
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	19	19	100%	13	68%	6	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	20	20	100%	6	30%	14	70%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	122	104	85%	43	35%	61	50%	0	0%	0	0%	9	7%	0	0%	9	7%
White	212	204	96%	143	67%	61	29%	0	0%	1	0%	3	1%	2	1%	2	1%
Multiracial	12	12	100%	9	75%	3	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	147	125	85%	47	32%	78	53%	0	0%	1	1%	11	7%	1	1%	9	6%
Not Economically Disadvantaged	238	234	98%	167	70%	67	28%	0	0%	0	0%	1	0%	1	0%	2	1%
English Language Learner	20	11	55%	0	0%	11	55%	0	0%	1	5%	2	10%	0	0%	6	30%
Non-English Language Learner	365	348	95%	214	59%	134	37%	0	0%	0	0%	10	3%	2	1%	5	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	382	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	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	385	359	93%	214	56%	145	38%	0	0%	1	0%	12	3%	2	1%	11	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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# VIOLA ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

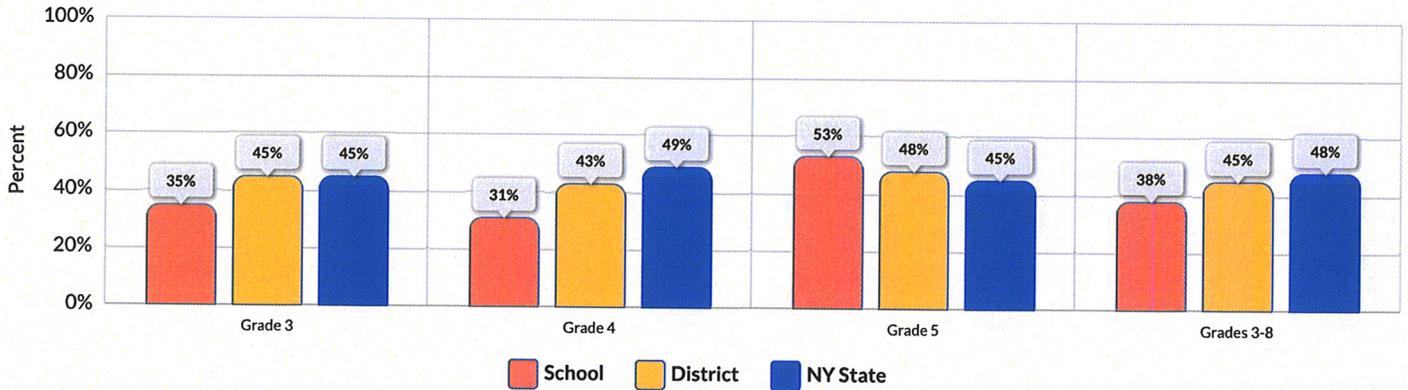
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	42	100%	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Grade 4	67	100%	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Grade 5	38	100%	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Grades 3-8	147	100%	18	12%	129	88%	42	33%	38	29%	34	26%	15	12%	49	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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Female	17	1	6%	16	94%	7	44%	4	25%	4	25%	1	6%	5	31%
Male	25	4	16%	21	84%	9	43%	4	19%	6	29%	2	10%	8	38%
General Education Students	28	3	11%	25	89%	7	28%	6	24%	9	36%	3	12%	12	48%
Students with Disabilities	14	2	14%	12	86%	9	75%	2	17%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	13	81%	7	54%	5	38%	1	8%	0	0%	1	8%
White	17	1	6%	16	94%	6	38%	2	13%	6	38%	2	13%	8	50%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	1	13%	3	38%	1	13%	4	50%
Economically Disadvantaged	25	3	12%	22	88%	12	55%	5	23%	3	14%	2	9%	5	23%
Not Economically Disadvantaged	17	2	12%	15	88%	4	27%	3	20%	7	47%	1	7%	8	53%
English Language Learner	11	1	9%	10	91%	8	80%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	31	4	13%	27	87%	8	30%	6	22%	10	37%	3	11%	13	48%
Not in Foster Care	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Not Homeless	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Not Migrant	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Parent Not in Armed Forces	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%

## 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	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Female	42	7	17%	35	83%	10	29%	15	43%	6	17%	4	11%	10	29%
Male	25	2	8%	23	92%	7	30%	8	35%	8	35%	0	0%	8	35%
General Education Students	54	6	11%	48	89%	11	23%	20	42%	13	27%	4	8%	17	35%
Students with Disabilities	13	3	23%	10	77%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	4	44%	2	22%	2	22%	1	11%	3	33%
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	19	83%	7	37%	7	37%	4	21%	1	5%	5	26%
White	24	3	13%	21	88%	2	10%	13	62%	5	24%	1	5%	6	29%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	4	44%	1	11%	3	33%	1	11%	4	44%
Economically Disadvantaged	33	6	18%	27	82%	10	37%	10	37%	7	26%	0	0%	7	26%
Not Economically Disadvantaged	34	3	9%	31	91%	7	23%	13	42%	7	23%	4	13%	11	35%
English Language Learner	11	3	27%	8	73%	5	63%	2	25%	1	13%	0	0%	1	13%
Non-English Language Learner	56	6	11%	50	89%	12	24%	21	42%	13	26%	4	8%	17	34%
Not in Foster Care	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	9	14%	56	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Parent Not in Armed Forces	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%

## 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	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Female	19	2	11%	17	89%	2	12%	4	24%	7	41%	4	24%	11	65%
Male	19	2	11%	17	89%	7	41%	3	18%	3	18%	4	24%	7	41%
General Education Students	29	1	3%	28	97%	4	14%	6	21%	10	36%	8	29%	18	64%
Students with Disabilities	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	16	80%	8	50%	5	31%	2	13%	1	6%	3	19%
White	13	0	0%	13	100%	1	8%	1	8%	6	46%	5	38%	11	85%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	19	4	21%	15	79%	8	53%	5	33%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	19	0	0%	19	100%	1	5%	2	11%	8	42%	8	42%	16	84%
English Language Learner	15	3	20%	12	80%	7	58%	4	33%	1	8%	0	0%	1	8%
Non-English Language Learner	23	1	4%	22	96%	2	9%	3	14%	9	41%	8	36%	17	77%
Not in Foster Care	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Not Homeless	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Not Migrant	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Parent Not in Armed Forces	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%

## 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	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Grade 4	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Grade 5	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Grades 3-8	148	19	13%	129	87%	41	32%	26	20%	41	32%	21	16%	62	48%

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

### GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Female	17	0	0%	17	100%	8	47%	3	18%	5	29%	1	6%	6	35%
Male	26	6	23%	20	77%	7	35%	7	35%	2	10%	4	20%	6	30%
General Education Students	29	4	14%	25	86%	6	24%	7	28%	7	28%	5	20%	12	48%
Students with Disabilities	14	2	14%	12	86%	9	75%	3	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	13	81%	7	54%	4	31%	2	15%	0	0%	2	15%
White	17	2	12%	15	88%	4	27%	4	27%	3	20%	4	27%	7	47%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	4	44%	2	22%	2	22%	1	11%	3	33%
Economically Disadvantaged	25	3	12%	22	88%	12	55%	6	27%	2	9%	2	9%	4	18%
Not Economically Disadvantaged	18	3	17%	15	83%	3	20%	4	27%	5	33%	3	20%	8	53%
English Language Learner	11	1	9%	10	91%	8	80%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	32	5	16%	27	84%	7	26%	8	30%	7	26%	5	19%	12	44%
Not in Foster Care	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Not Homeless	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Not Migrant	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Parent Not in Armed Forces	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%

### 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	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Female	42	8	19%	34	81%	12	35%	8	24%	10	29%	4	12%	14	41%
Male	25	1	4%	24	96%	5	21%	2	8%	14	58%	3	13%	17	71%
General Education Students	54	5	9%	49	91%	12	24%	8	16%	22	45%	7	14%	29	59%
Students with Disabilities	13	4	31%	9	69%	5	56%	2	22%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	1	11%	1	11%	5	56%	2	22%	7	78%
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	3	13%	20	87%	9	45%	4	20%	5	25%	2	10%	7	35%
White	24	3	13%	21	88%	5	24%	5	24%	9	43%	2	10%	11	52%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	2	25%	0	0%	5	63%	1	13%	6	75%
Economically Disadvantaged	33	5	15%	28	85%	13	46%	3	11%	11	39%	1	4%	12	43%
Not Economically Disadvantaged	34	4	12%	30	88%	4	13%	7	23%	13	43%	6	20%	19	63%
English Language Learner	11	2	18%	9	82%	4	44%	3	33%	2	22%	0	0%	2	22%
Non-English Language Learner	56	7	13%	49	88%	13	27%	7	14%	22	45%	7	14%	29	59%
Not in Foster Care	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	9	14%	56	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Parent Not in Armed Forces	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%

## 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	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Female	19	2	11%	17	89%	3	18%	4	24%	6	35%	4	24%	10	59%
Male	19	2	11%	17	89%	6	35%	2	12%	4	24%	5	29%	9	53%
General Education Students	29	1	3%	28	97%	4	14%	5	18%	10	36%	9	32%	19	68%
Students with Disabilities	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	16	80%	8	50%	2	13%	4	25%	2	13%	6	38%
White	13	0	0%	13	100%	1	8%	1	8%	6	46%	5	38%	11	85%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	3	60%	0	0%	2	40%	2	40%
Economically Disadvantaged	19	4	21%	15	79%	8	53%	4	27%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	19	0	0%	19	100%	1	5%	2	11%	7	37%	9	47%	16	84%
English Language Learner	15	3	20%	12	80%	7	58%	3	25%	1	8%	1	8%	2	17%
Non-English Language Learner	23	1	4%	22	96%	2	9%	3	14%	9	41%	8	36%	17	77%
Not in Foster Care	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Not Homeless	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Not Migrant	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Parent Not in Armed Forces	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	1	14%	1	14%	1	14%	3	43%	1	14%
Grade 1	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	0	0%
Grade 2	5	0	0%	5	100%	2	40%	0	0%	1	20%	2	40%	0	0%
Grade 3	11	0	0%	11	100%	0	0%	1	9%	4	36%	6	55%	0	0%
Grade 4	11	0	0%	11	100%	0	0%	3	27%	3	27%	3	27%	2	18%
Grade 5	15	0	0%	15	100%	0	0%	0	0%	4	27%	8	53%	3	20%

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

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

### NEW YORK STATE NAEP GRADE 4

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

### NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

### NEW YORK STATE NAEP PARTICIPATION RATES

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

## NATIONAL NAEP GRADE 4

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

**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	337	\$663,596	\$1,969	\$7,442,706	\$22,085	\$8,106,301	\$24,054
This District	3,852	\$4,867,230	\$1,264	\$120,962,886	\$31,403	\$125,830,116	\$32,666
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	34	11	32%	1	0	0%
THIS DISTRICT	364	45	12%	7	2	29%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	32	0	0%
THIS DISTRICT	355	5	1%
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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# VIOLA ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

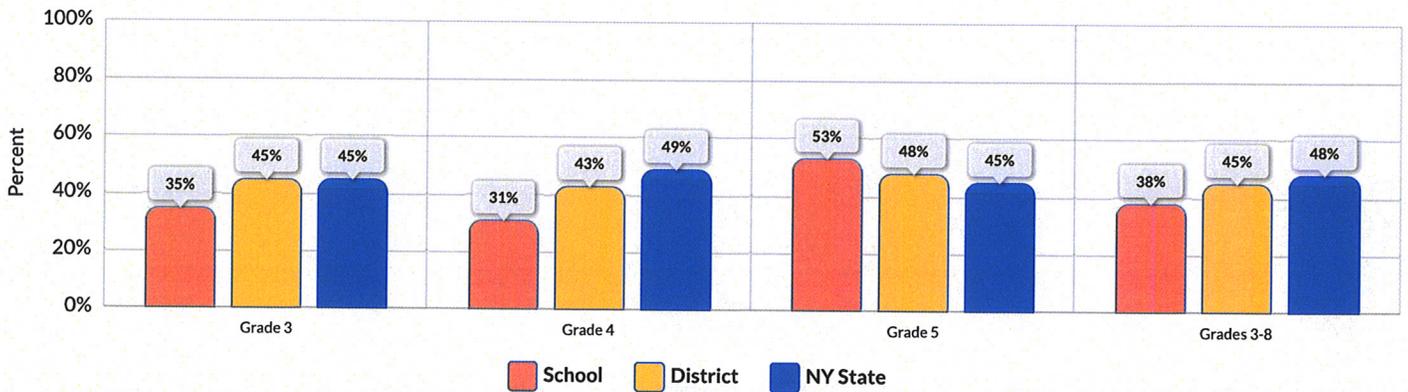
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Grade 4	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Grade 5	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Grades 3-8	147	18	12%	129	88%	42	33%	38	29%	34	26%	15	12%	49	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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Female	17	1	6%	16	94%	7	44%	4	25%	4	25%	1	6%	5	31%
Male	25	4	16%	21	84%	9	43%	4	19%	6	29%	2	10%	8	38%
General Education Students	28	3	11%	25	89%	7	28%	6	24%	9	36%	3	12%	12	48%
Students with Disabilities	14	2	14%	12	86%	9	75%	2	17%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	13	81%	7	54%	5	38%	1	8%	0	0%	1	8%
White	17	1	6%	16	94%	6	38%	2	13%	6	38%	2	13%	8	50%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	1	13%	3	38%	1	13%	4	50%
Economically Disadvantaged	25	3	12%	22	88%	12	55%	5	23%	3	14%	2	9%	5	23%
Not Economically Disadvantaged	17	2	12%	15	88%	4	27%	3	20%	7	47%	1	7%	8	53%
English Language Learner	11	1	9%	10	91%	8	80%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	31	4	13%	27	87%	8	30%	6	22%	10	37%	3	11%	13	48%
Not in Foster Care	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Not Homeless	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Not Migrant	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%
Parent Not in Armed Forces	42	5	12%	37	88%	16	43%	8	22%	10	27%	3	8%	13	35%

## 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	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Female	42	7	17%	35	83%	10	29%	15	43%	6	17%	4	11%	10	29%
Male	25	2	8%	23	92%	7	30%	8	35%	8	35%	0	0%	8	35%
General Education Students	54	6	11%	48	89%	11	23%	20	42%	13	27%	4	8%	17	35%
Students with Disabilities	13	3	23%	10	77%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	4	44%	2	22%	2	22%	1	11%	3	33%
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	19	83%	7	37%	7	37%	4	21%	1	5%	5	26%
White	24	3	13%	21	88%	2	10%	13	62%	5	24%	1	5%	6	29%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	4	44%	1	11%	3	33%	1	11%	4	44%
Economically Disadvantaged	33	6	18%	27	82%	10	37%	10	37%	7	26%	0	0%	7	26%
Not Economically Disadvantaged	34	3	9%	31	91%	7	23%	13	42%	7	23%	4	13%	11	35%
English Language Learner	11	3	27%	8	73%	5	63%	2	25%	1	13%	0	0%	1	13%
Non-English Language Learner	56	6	11%	50	89%	12	24%	21	42%	13	26%	4	8%	17	34%
Not in Foster Care	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	9	14%	56	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%
Parent Not in Armed Forces	67	9	13%	58	87%	17	29%	23	40%	14	24%	4	7%	18	31%

## 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	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Female	19	2	11%	17	89%	2	12%	4	24%	7	41%	4	24%	11	65%
Male	19	2	11%	17	89%	7	41%	3	18%	3	18%	4	24%	7	41%
General Education Students	29	1	3%	28	97%	4	14%	6	21%	10	36%	8	29%	18	64%
Students with Disabilities	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	16	80%	8	50%	5	31%	2	13%	1	6%	3	19%
White	13	0	0%	13	100%	1	8%	1	8%	6	46%	5	38%	11	85%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	19	4	21%	15	79%	8	53%	5	33%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	19	0	0%	19	100%	1	5%	2	11%	8	42%	8	42%	16	84%
English Language Learner	15	3	20%	12	80%	7	58%	4	33%	1	8%	0	0%	1	8%
Non-English Language Learner	23	1	4%	22	96%	2	9%	3	14%	9	41%	8	36%	17	77%
Not in Foster Care	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Not Homeless	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Not Migrant	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%
Parent Not in Armed Forces	38	4	11%	34	89%	9	26%	7	21%	10	29%	8	24%	18	53%

## 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	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Grade 4	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Grade 5	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Grades 3-8	148	19	13%	129	87%	41	32%	26	20%	41	32%	21	16%	62	48%

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

### GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Female	17	0	0%	17	100%	8	47%	3	18%	5	29%	1	6%	6	35%
Male	26	6	23%	20	77%	7	35%	7	35%	2	10%	4	20%	6	30%
General Education Students	29	4	14%	25	86%	6	24%	7	28%	7	28%	5	20%	12	48%
Students with Disabilities	14	2	14%	12	86%	9	75%	3	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	13	81%	7	54%	4	31%	2	15%	0	0%	2	15%
White	17	2	12%	15	88%	4	27%	4	27%	3	20%	4	27%	7	47%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	4	44%	2	22%	2	22%	1	11%	3	33%
Economically Disadvantaged	25	3	12%	22	88%	12	55%	6	27%	2	9%	2	9%	4	18%
Not Economically Disadvantaged	18	3	17%	15	83%	3	20%	4	27%	5	33%	3	20%	8	53%
English Language Learner	11	1	9%	10	91%	8	80%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	32	5	16%	27	84%	7	26%	8	30%	7	26%	5	19%	12	44%
Not in Foster Care	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Not Homeless	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Not Migrant	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%
Parent Not in Armed Forces	43	6	14%	37	86%	15	41%	10	27%	7	19%	5	14%	12	32%

### 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	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Female	42	8	19%	34	81%	12	35%	8	24%	10	29%	4	12%	14	41%
Male	25	1	4%	24	96%	5	21%	2	8%	14	58%	3	13%	17	71%
General Education Students	54	5	9%	49	91%	12	24%	8	16%	22	45%	7	14%	29	59%
Students with Disabilities	13	4	31%	9	69%	5	56%	2	22%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	1	11%	1	11%	5	56%	2	22%	7	78%
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	3	13%	20	87%	9	45%	4	20%	5	25%	2	10%	7	35%
White	24	3	13%	21	88%	5	24%	5	24%	9	43%	2	10%	11	52%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	2	25%	0	0%	5	63%	1	13%	6	75%
Economically Disadvantaged	33	5	15%	28	85%	13	46%	3	11%	11	39%	1	4%	12	43%
Not Economically Disadvantaged	34	4	12%	30	88%	4	13%	7	23%	13	43%	6	20%	19	63%
English Language Learner	11	2	18%	9	82%	4	44%	3	33%	2	22%	0	0%	2	22%
Non-English Language Learner	56	7	13%	49	88%	13	27%	7	14%	22	45%	7	14%	29	59%
Not in Foster Care	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	9	14%	56	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%
Parent Not in Armed Forces	67	9	13%	58	87%	17	29%	10	17%	24	41%	7	12%	31	53%

### 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	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Female	19	2	11%	17	89%	3	18%	4	24%	6	35%	4	24%	10	59%
Male	19	2	11%	17	89%	6	35%	2	12%	4	24%	5	29%	9	53%
General Education Students	29	1	3%	28	97%	4	14%	5	18%	10	36%	9	32%	19	68%
Students with Disabilities	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	16	80%	8	50%	2	13%	4	25%	2	13%	6	38%
White	13	0	0%	13	100%	1	8%	1	8%	6	46%	5	38%	11	85%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	3	60%	0	0%	2	40%	2	40%
Economically Disadvantaged	19	4	21%	15	79%	8	53%	4	27%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	19	0	0%	19	100%	1	5%	2	11%	7	37%	9	47%	16	84%
English Language Learner	15	3	20%	12	80%	7	58%	3	25%	1	8%	1	8%	2	17%
Non-English Language Learner	23	1	4%	22	96%	2	9%	3	14%	9	41%	8	36%	17	77%
Not in Foster Care	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Not Homeless	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Not Migrant	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%
Parent Not in Armed Forces	38	4	11%	34	89%	9	26%	6	18%	10	29%	9	26%	19	56%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	1	14%	1	14%	1	14%	3	43%	1	14%
Grade 1	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	0	0%
Grade 2	5	0	0%	5	100%	2	40%	0	0%	1	20%	2	40%	0	0%
Grade 3	11	0	0%	11	100%	0	0%	1	9%	4	36%	6	55%	0	0%
Grade 4	11	0	0%	11	100%	0	0%	3	27%	3	27%	3	27%	2	18%
Grade 5	15	0	0%	15	100%	0	0%	0	0%	4	27%	8	53%	3	20%

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

## NATIONAL NAEP GRADE 4

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

**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	337	\$663,596	\$1,969	\$7,442,706	\$22,085	\$8,106,301	\$24,054
This District	3,852	\$4,867,230	\$1,264	\$120,962,886	\$31,403	\$125,830,116	\$32,666
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	34	11	32%	1	0	0%
THIS DISTRICT	364	45	12%	7	2	29%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	32	0	0%
THIS DISTRICT	355	5	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%