

BROOME ST ACADEMY CHARTER HS - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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

Section 1003 School Improvement Funds Data (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement: Potential Targeted Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	49	109	113	2
	Math	65	72		
	Science	56	149		
	Social Studies	5	170		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	–	–		
Black or African American	ELA	20	108	113	2
	Math	28	71		
	Science	23	141		
	Social Studies	2	–		
Hispanic or Latino	ELA	27	115	114	2
	Math	35	74		
	Science	32	153		
	Social Studies	3	–		
Multiracial	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
White	ELA	1	–	–	–
	Math	1	–		
	Science	–	–		
	Social Studies	–	–		
English Language Learner	ELA	2	–	–	–
	Math	2	–		
	Science	–	–		
	Social Studies	–	–		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	9	11	33	1
	Math	14	14		
	Science	10	60		
	Social Studies	2	—		
Economically Disadvantaged	ELA	43	105	107	2
	Math	52	69		
	Science	47	140		
	Social Studies	4	—		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	73	73	75	2
	Math	72	65		
	Science	68	123		
	Social Studies	54	16		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
Black or African American	ELA	30	72	74	2
	Math	30	67		
	Science	28	116		
	Social Studies	27	15		
Hispanic or Latino	ELA	40	78	79	2
	Math	39	67		
	Science	38	129		
	Social Studies	25	18		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
White	ELA	1	–	–	–
	Math	1	–		
	Science	–	–		
	Social Studies	–	–		
English Language Learner	ELA	3	–	–	–
	Math	3	–		
	Science	1	–		
	Social Studies	2	–		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	17	6	17	1
	Math	17	12		
	Science	15	40		
	Social Studies	9	22		
Economically Disadvantaged	ELA	60	75	73	2
	Math	59	61		
	Science	57	116		
	Social Studies	43	15		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	87	52	59.8%	68.9%	1
	5-year	78	61	78.2%		
	6-year	80	55	68.8%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Black or African American	4-year	42	20	47.6%	62.6%	1
	5-year	39	29	74.4%		
	6-year	41	27	65.9%		
Hispanic or Latino	4-year	38	26	68.4%	75%	1
	5-year	33	28	84.8%		
	6-year	32	23	71.9%		
Multiracial	4-year	2	—	—	—	—
	5-year	4	—	—		
	6-year	2	—	—		
White	4-year	2	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
English Language Learner	4-year	10	—	—	—	—
	5-year	3	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	27	11	40.7%	59.8%	1
	5-year	26	17	65.4%		
	6-year	15	11	73.3%		
Economically Disadvantaged	4-year	65	35	53.8%	64.7%	1
	5-year	65	49	75.4%		
	6-year	57	37	64.9%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	329	245	74.5%	1
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–
Black or African American	167	113	67.7%	2
Hispanic or Latino	151	124	82.1%	1
Multiracial	1	–	–	–
White	4	–	–	–
English Language Learner	33	25	75.8%	2
Students with Disabilities	83	70	84.3%	1
Economically Disadvantaged	277	211	76.2%	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	96	68.8%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	X	41	75.6%
Hispanic or Latino	X	51	64.7%
Multiracial	–	1	–
White	–	1	–
English Language Learner	–	2	–
Students with Disabilities	–	23	–
Economically Disadvantaged	X	76	71.1%

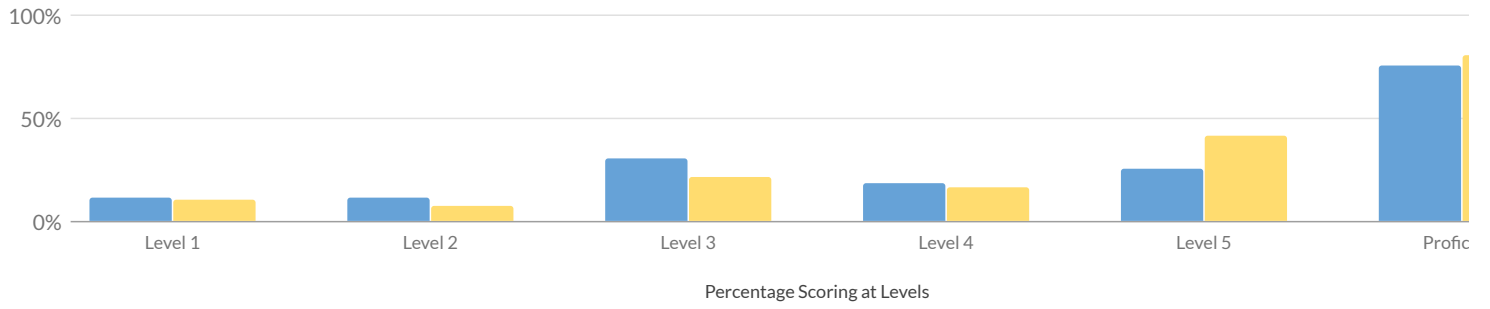
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	96	92.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	✓	42	97.6%
Hispanic or Latino	X	50	90%
Multiracial	–	1	–
White	–	1	–
English Language Learner	–	2	–
Students with Disabilities	–	24	–
Economically Disadvantaged	X	76	90.8%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	5	12%	5	12%	13	31%	8	19%	11	26%	32	76%
Female	21	2	10%	3	14%	5	24%	5	24%	6	29%	16	76%
Male	21	3	14%	2	10%	8	38%	3	14%	5	24%	16	76%
General Education Students	31	2	6%	3	10%	9	29%	7	23%	10	32%	26	84%
Students with Disabilities	11	3	27%	2	18%	4	36%	1	9%	1	9%	6	55%
Black or African American	21	1	5%	1	5%	7	33%	4	19%	8	38%	19	90%
Hispanic or Latino	20	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	21	4	19%	4	19%	6	29%	4	19%	3	14%	13	62%
Economically Disadvantaged	36	5	14%	4	11%	13	36%	6	17%	8	22%	27	75%
Not Economically Disadvantaged	6	0	0%	1	17%	0	0%	2	33%	3	50%	5	83%
English Language Learner	5	1	20%	2	40%	1	20%	1	20%	0	0%	2	40%
Non-English Language Learner	37	4	11%	3	8%	12	32%	7	19%	11	30%	30	81%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	41	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Not Homeless	36	5	14%	5	14%	11	31%	6	17%	9	25%	26	72%
Not Migrant	42	5	12%	5	12%	13	31%	8	19%	11	26%	32	76%

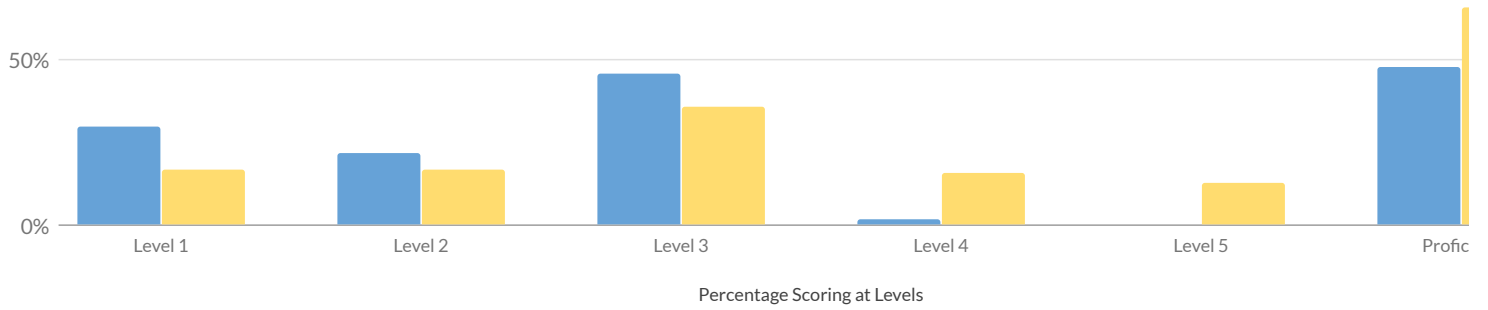
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	42	5	12%	5	12%	13	31%	8	19%	11	26%	32	76%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



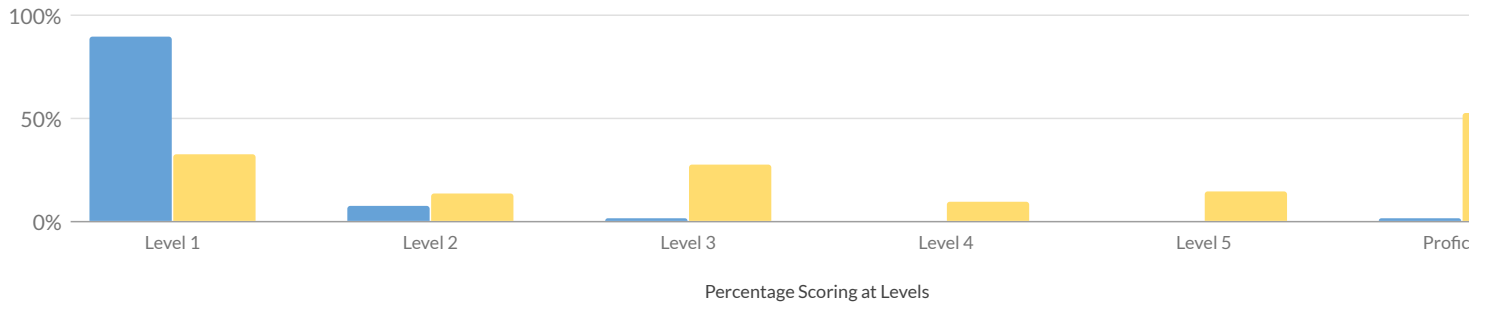
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	15	30%	11	22%	23	46%	1	2%	0	0%	24	48%
Female	24	10	42%	5	21%	9	38%	0	0%	0	0%	9	38%
Male	26	5	19%	6	23%	14	54%	1	4%	0	0%	15	58%
General Education Students	41	11	27%	8	20%	21	51%	1	2%	0	0%	22	54%
Students with Disabilities	9	4	44%	3	33%	2	22%	0	0%	0	0%	2	22%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	27	8	30%	7	26%	12	44%	0	0%	0	0%	12	44%
Hispanic or Latino	20	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	23	7	30%	4	17%	11	48%	1	4%	0	0%	12	52%
Economically Disadvantaged	42	12	29%	9	21%	20	48%	1	2%	0	0%	21	50%
Not Economically Disadvantaged	8	3	38%	2	25%	3	38%	0	0%	0	0%	3	38%
English Language Learner	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	46	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	50	15	30%	11	22%	23	46%	1	2%	0	0%	24	48%
Homeless	10	1	10%	4	40%	5	50%	0	0%	0	0%	5	50%
Not Homeless	40	14	35%	7	18%	18	45%	1	3%	0	0%	19	48%
Not Migrant	50	15	30%	11	22%	23	46%	1	2%	0	0%	24	48%
Parent Not in Armed Forces	50	15	30%	11	22%	23	46%	1	2%	0	0%	24	48%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	44	90%	4	8%	1	2%	0	0%	0	0%	1	2%
Female	25	21	84%	3	12%	1	4%	0	0%	0	0%	1	4%
Male	24	23	96%	1	4%	0	0%	0	0%	0	0%	0	0%
General Education Students	36	32	89%	3	8%	1	3%	0	0%	0	0%	1	3%
Students with Disabilities	13	12	92%	1	8%	0	0%	0	0%	0	0%	0	0%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	26	23	88%	2	8%	1	4%	0	0%	0	0%	1	4%
Hispanic or Latino	22	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	23	21	91%	2	9%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	42	40	95%	2	5%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	7	4	57%	2	29%	1	14%	0	0%	0	0%	1	14%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	45	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	48	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	44	39	89%	4	9%	1	2%	0	0%	0	0%	1	2%
Not Migrant	49	44	90%	4	8%	1	2%	0	0%	0	0%	1	2%
Parent Not in Armed Forces	49	44	90%	4	8%	1	2%	0	0%	0	0%	1	2%

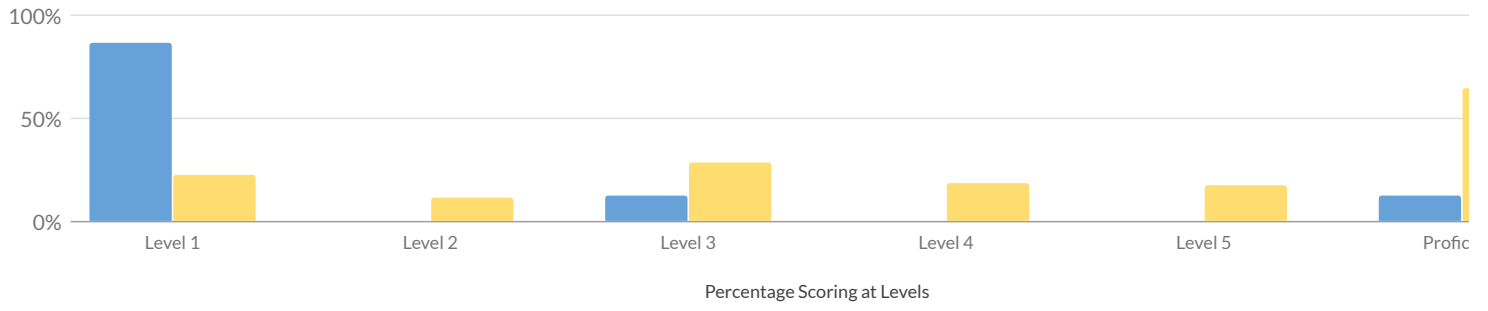
ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	2	2	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	2	2	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	3	3	100	0	0
In Foster Care	1	1	100	0	0

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Not in Foster Care	2	2	100	0	0
Homeless	2	2	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

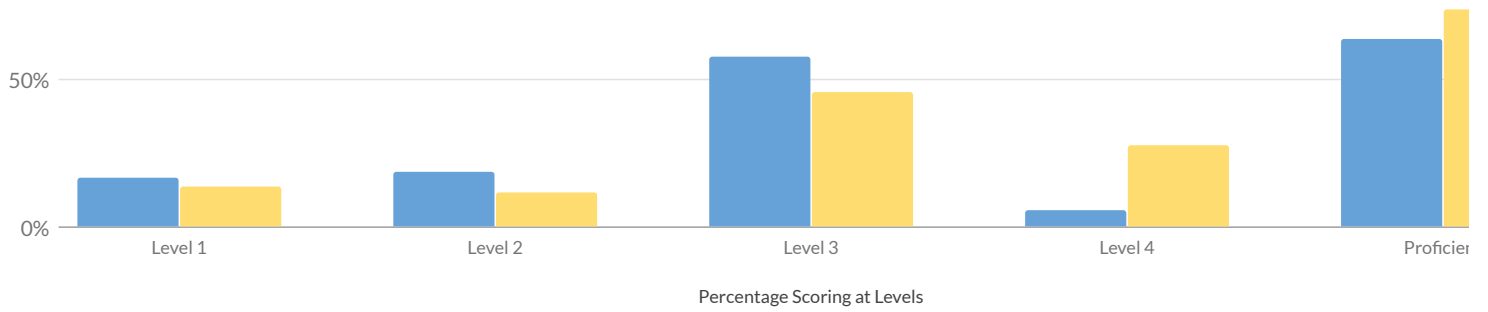
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	20	87%	0	0%	3	13%	0	0%	0	0%	3	13%
Female	16	14	88%	0	0%	2	13%	0	0%	0	0%	2	13%
Male	7	6	86%	0	0%	1	14%	0	0%	0	0%	1	14%
General Education Students	20	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	15	13	87%	0	0%	2	13%	0	0%	0	0%	2	13%
Hispanic or Latino	8	7	88%	0	0%	1	13%	0	0%	0	0%	1	13%
Economically Disadvantaged	16	14	88%	0	0%	2	13%	0	0%	0	0%	2	13%
Not Economically Disadvantaged	7	6	86%	0	0%	1	14%	0	0%	0	0%	1	14%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	22	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	23	20	87%	0	0%	3	13%	0	0%	0	0%	3	13%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	21	–	–	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	23	20	87%	0	0%	3	13%	0	0%	0	0%	3	13%
Parent Not in Armed Forces	23	20	87%	0	0%	3	13%	0	0%	0	0%	3	13%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



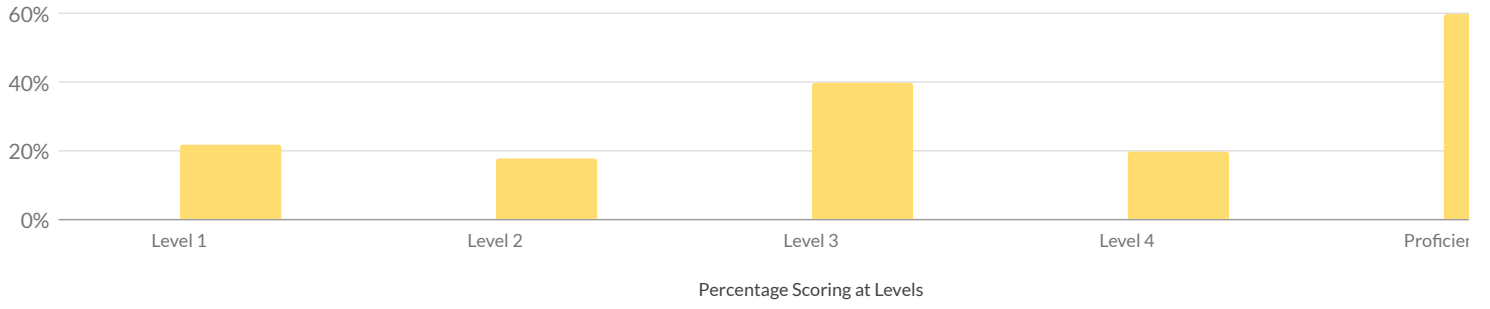
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	36	6	17%	7	19%	21	58%	2	6%	23	64%
Female	15	3	20%	4	27%	7	47%	1	7%	8	53%
Male	21	3	14%	3	14%	14	67%	1	5%	15	71%
General Education Students	31	3	10%	7	23%	19	61%	2	6%	21	68%
Students with Disabilities	5	3	60%	0	0%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	16	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	4	21%	2	11%	11	58%	2	11%	13	68%
Small Group Total	17	2	12%	5	29%	10	59%	0	0%	10	59%
Economically Disadvantaged	28	4	14%	6	21%	16	57%	2	7%	18	64%
Not Economically Disadvantaged	8	2	25%	1	13%	5	63%	0	0%	5	63%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	34	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	36	6	17%	7	19%	21	58%	2	6%	23	64%
Homeless	7	1	14%	1	14%	4	57%	1	14%	5	71%
Not Homeless	29	5	17%	6	21%	17	59%	1	3%	18	62%
Not Migrant	36	6	17%	7	19%	21	58%	2	6%	23	64%
Parent Not in Armed Forces	36	6	17%	7	19%	21	58%	2	6%	23	64%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%

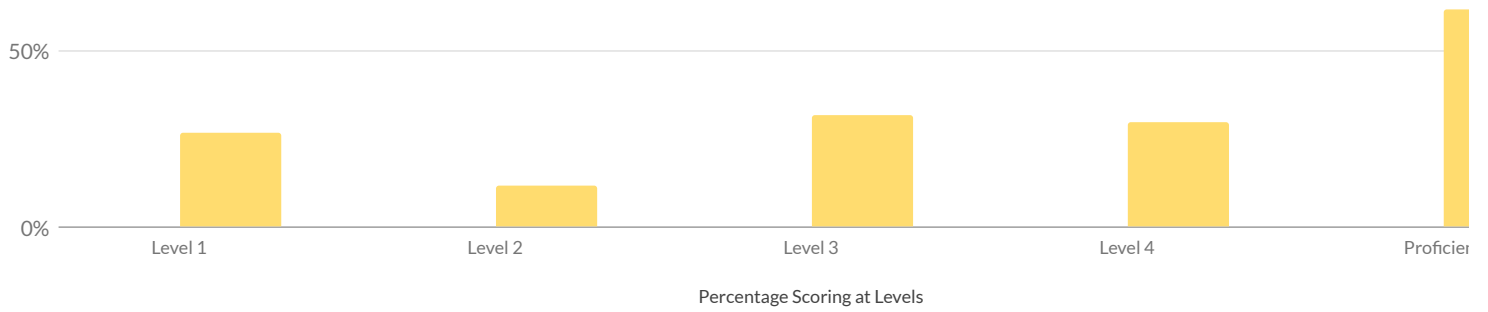
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY (2021-22)

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

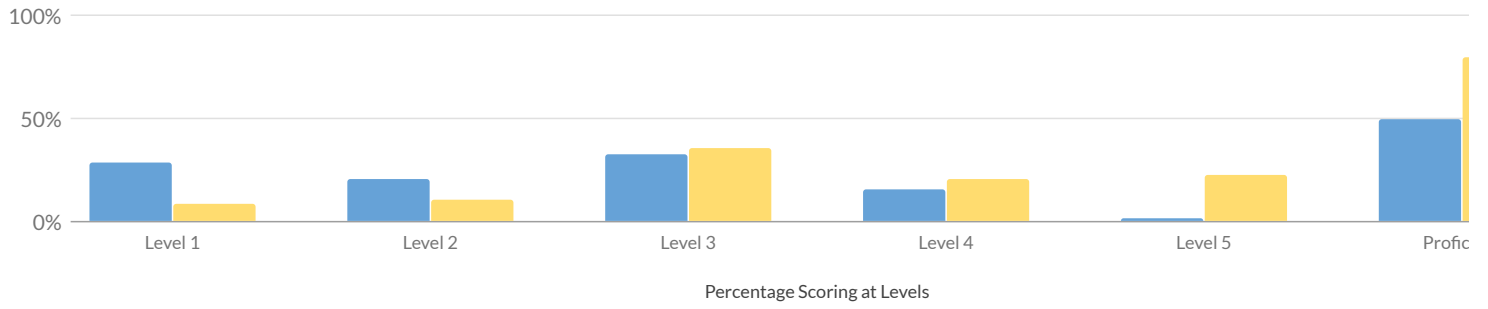
See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	2	-	-	-	-	-	-	-	-	-	-
Male	2	-	-	-	-	-	-	-	-	-	-
General Education Students	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	2	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	2	-	-	-	-	-	-	-	-	-	-
Not Migrant	2	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	2	-	-	-	-	-	-	-	-	-	-

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	17	29%	12	21%	19	33%	9	16%	1	2%	29	50%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Female	29	7	24%	8	28%	11	38%	3	10%	0	0%	14	48%
Male	29	10	34%	4	14%	8	28%	6	21%	1	3%	15	52%
General Education Students	40	8	20%	9	23%	15	38%	7	18%	1	3%	23	58%
Students with Disabilities	18	9	50%	3	17%	4	22%	2	11%	0	0%	6	33%
Black or African American	30	9	30%	7	23%	7	23%	6	20%	1	3%	14	47%
Hispanic or Latino	28	8	29%	5	18%	12	43%	3	11%	0	0%	15	54%
Economically Disadvantaged	49	16	33%	10	20%	14	29%	8	16%	1	2%	23	47%
Not Economically Disadvantaged	9	1	11%	2	22%	5	56%	1	11%	0	0%	6	67%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	7	2	29%	0	0%	1	14%	3	43%	1	14%	5	71%
Not Homeless	51	15	29%	12	24%	18	35%	6	12%	0	0%	24	47%
Not Migrant	58	17	29%	12	21%	19	33%	9	16%	1	2%	29	50%
Parent Not in Armed Forces	58	17	29%	12	21%	19	33%	9	16%	1	2%	29	50%

ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
Black or African American	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Parent Not in Armed Forces	1	1	100	0	0

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	53
Female	24
Male	29
General Education Students	36
Students with Disabilities	17
Black or African American	26
Hispanic or Latino	26
White	1
Economically Disadvantaged	46
Not Economically Disadvantaged	7
English Language Learner	6
Non-English Language Learner	47
In Foster Care	1
Not in Foster Care	52
Homeless	9
Not Homeless	44
Not Migrant	53
Parent Not in Armed Forces	53

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

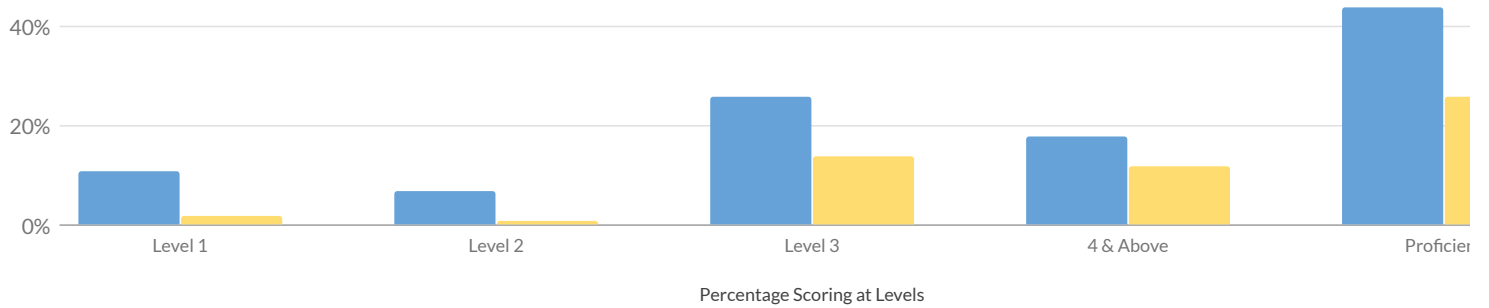
TOTAL COHORT REGENTS EXAMINATION RESULTS

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 (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

**Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS were updated in May 2023 to reflect student performance on the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may show adjusted participation and/or proficiency rates compared to data from the initial release made by the Department.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	31	38%	51	62%	9	11%	6	7%	21	26%	15	18%	36	44%
Female	38	13	34%	25	66%	1	3%	4	11%	13	34%	7	18%	20	53%
Male	44	18	41%	26	59%	8	18%	2	5%	8	18%	8	18%	16	36%
General Education Students	63	22	35%	41	65%	2	3%	4	6%	20	32%	15	24%	35	56%
Students with Disabilities	19	9	47%	10	53%	7	37%	2	11%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	14	—	21	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	44	16	36%	28	64%	5	11%	3	7%	10	23%	10	23%	20	45%
White	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	15	39%	23	61%	4	11%	3	8%	11	29%	5	13%	16	42%
Economically Disadvantaged	69	24	35%	45	65%	8	12%	6	9%	19	28%	12	17%	31	45%
Not Economically Disadvantaged	13	7	54%	6	46%	1	8%	0	0%	2	15%	3	23%	5	38%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	30	—	49	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	29	—	51	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	8	50%	8	50%	2	13%	2	13%	2	13%	2	13%	4	25%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	66	23	35%	43	65%	7	11%	4	6%	19	29%	13	20%	32	48%
Not Migrant	82	31	38%	51	62%	9	11%	6	7%	21	26%	15	18%	36	44%
Parent Not in Armed Forces	82	31	38%	51	62%	9	11%	6	7%	21	26%	15	18%	36	44%

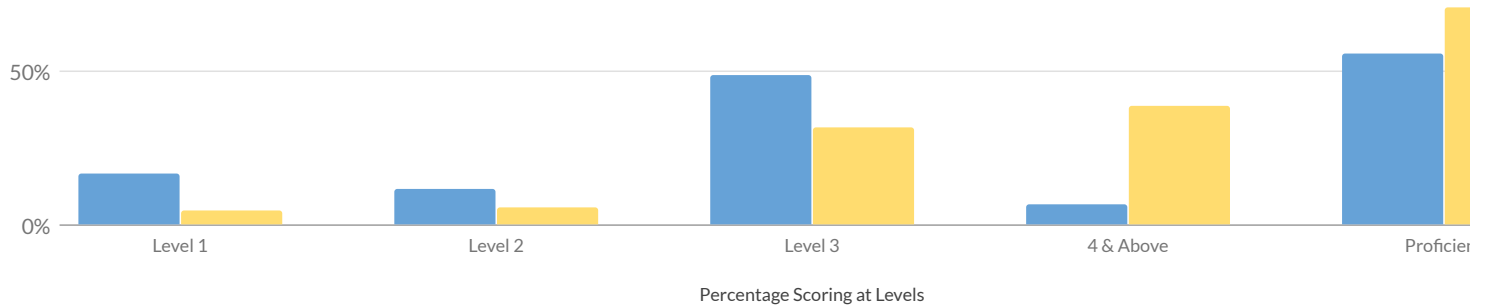
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	29	18	62	11	38
Female	12	7	58	5	42
Male	17	11	65	6	35
General Education Students	21	16	76	5	24
Students with Disabilities	8	2	25	6	75
Hispanic or Latino	11	6	55	5	45
Economically Disadvantaged	21	11	52	10	48
Not Economically Disadvantaged	8	7	88	1	13
Homeless	7	5	71	2	29
Not Homeless	22	13	59	9	41
Not Migrant	29	18	62	11	38
Parent Not in Armed Forces	29	18	62	11	38

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

2018 TOTAL COHORT REGENTS IN MATH

**Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS were updated in May 2023 to reflect student performance on the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may show adjusted participation and/or proficiency rates compared to data from the initial release made by the Department.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	12	15%	70	85%	14	17%	10	12%	40	49%	6	7%	46	56%
Female	38	5	13%	33	87%	6	16%	4	11%	20	53%	3	8%	23	61%
Male	44	7	16%	37	84%	8	18%	6	14%	20	45%	3	7%	23	52%
General Education Students	63	9	14%	54	86%	4	6%	6	10%	38	60%	6	10%	44	70%
Students with Disabilities	19	3	16%	16	84%	10	53%	4	21%	2	11%	0	0%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	35	6	–	29	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	44	5	11%	39	89%	7	16%	6	14%	23	52%	3	7%	26	59%
White	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	38	7	18%	31	82%	7	18%	4	11%	17	45%	3	8%	20	53%
Economically Disadvantaged	69	12	17%	57	83%	13	19%	9	13%	31	45%	4	6%	35	51%
Not Economically Disadvantaged	13	0	0%	13	100%	1	8%	1	8%	9	69%	2	15%	11	85%
English Language Learner	3	1	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	79	11	–	68	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	12	–	68	–	–	–	–	–	–	–	–	–	–	–
Homeless	16	6	38%	10	63%	1	6%	3	19%	5	31%	1	6%	6	38%

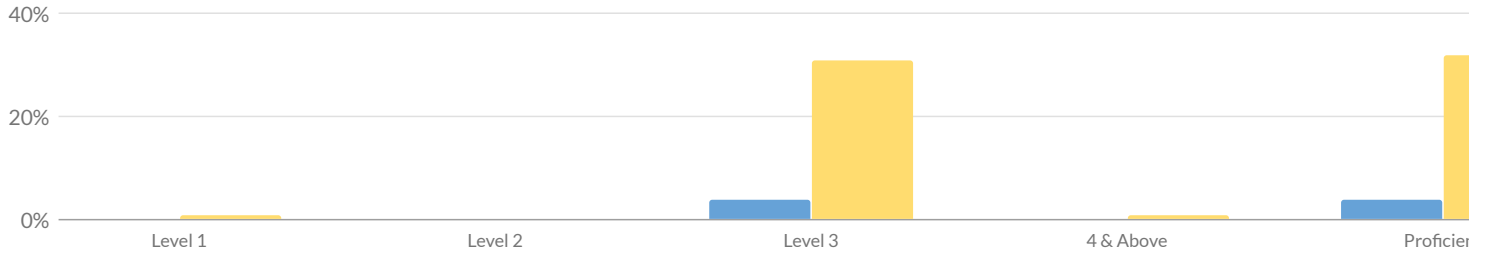
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	66	6	9%	60	91%	13	20%	7	11%	35	53%	5	8%	40	61%
Not Migrant	82	12	15%	70	85%	14	17%	10	12%	40	49%	6	7%	46	56%
Parent Not in Armed Forces	82	12	15%	70	85%	14	17%	10	12%	40	49%	6	7%	46	56%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	71	7	10	64	90
Female	35	4	11	31	89
Male	36	3	8	33	92
General Education Students	57	6	11	51	89
Students with Disabilities	14	1	7	13	93
Hispanic or Latino	37	3	8	34	92
Economically Disadvantaged	59	7	12	52	88
Not Economically Disadvantaged	12	0	0	12	100
Homeless	13	4	31	9	69
Not Homeless	58	3	5	55	95
Not Migrant	71	7	10	64	90
Parent Not in Armed Forces	71	7	10	64	90

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



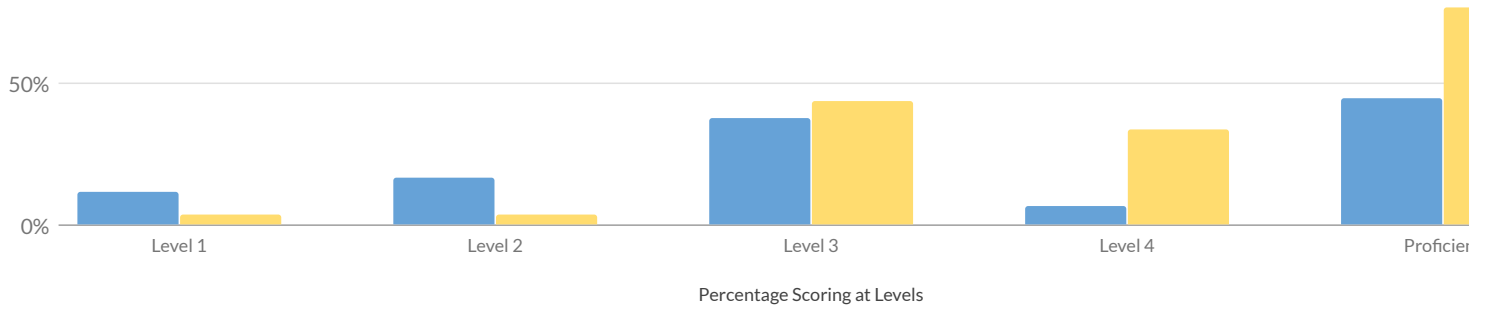
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	79	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%
Female	38	36	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Male	44	43	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
General Education Students	63	61	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
Students with Disabilities	19	18	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	33	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	44	43	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	36	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Economically Disadvantaged	69	67	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
Not Economically Disadvantaged	13	12	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	76	—	3	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	78	—	2	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	66	63	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
Not Migrant	82	79	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%
Parent Not in Armed Forces	82	79	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	73	71	97	2	3
Female	35	34	97	1	3
Male	38	37	97	1	3
General Education Students	57	55	96	2	4
Students with Disabilities	16	16	100	0	0
Hispanic or Latino	39	39	100	0	0
Economically Disadvantaged	60	59	98	1	2
Not Economically Disadvantaged	13	12	92	1	8
Homeless	14	14	100	0	0
Not Homeless	59	57	97	2	3
Not Migrant	73	71	97	2	3
Parent Not in Armed Forces	73	71	97	2	3

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

2018 TOTAL COHORT REGENTS IN SCIENCE



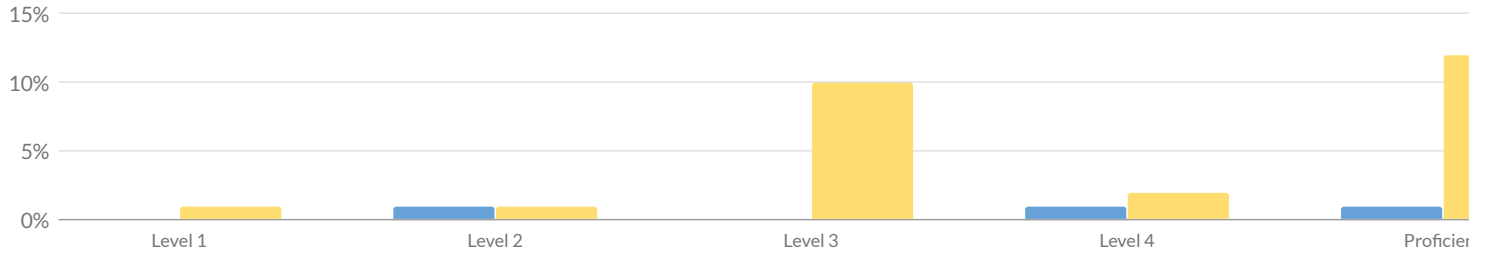
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	21	26%	61	74%	10	12%	14	17%	31	38%	6	7%	37	45%
Female	38	8	21%	30	79%	5	13%	9	24%	12	32%	4	11%	16	42%
Male	44	13	30%	31	70%	5	11%	5	11%	19	43%	2	5%	21	48%
General Education Students	63	14	22%	49	78%	3	5%	11	17%	29	46%	6	10%	35	56%
Students with Disabilities	19	7	37%	12	63%	7	37%	3	16%	2	11%	0	0%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	11	—	24	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	44	8	18%	36	82%	6	14%	8	18%	18	41%	4	9%	22	50%
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	13	34%	25	66%	4	11%	6	16%	13	34%	2	5%	15	39%
Economically Disadvantaged	69	18	26%	51	74%	10	14%	13	19%	24	35%	4	6%	28	41%
Not Economically Disadvantaged	13	3	23%	10	77%	0	0%	1	8%	7	54%	2	15%	9	69%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	18	—	61	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	21	—	59	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	6	38%	10	63%	4	25%	1	6%	5	31%	0	0%	5	31%
Not Homeless	66	15	23%	51	77%	6	9%	13	20%	26	39%	6	9%	32	48%
Not Migrant	82	21	26%	61	74%	10	12%	14	17%	31	38%	6	7%	37	45%
Parent Not in Armed Forces	82	21	26%	61	74%	10	12%	14	17%	31	38%	6	7%	37	45%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	69	14	20	55	80
Female	33	5	15	28	85
Male	36	9	25	27	75
General Education Students	55	9	16	46	84
Students with Disabilities	14	5	36	9	64
Hispanic or Latino	35	5	14	30	86
Economically Disadvantaged	57	12	21	45	79
Not Economically Disadvantaged	12	2	17	10	83
Homeless	14	4	29	10	71
Not Homeless	55	10	18	45	82
Not Migrant	69	14	20	55	80
Parent Not in Armed Forces	69	14	20	55	80

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

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	80	98%	2	2%	0	0%	1	1%	0	0%	1	1%	1	1%
Female	38	38	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	44	42	95%	2	5%	0	0%	1	2%	0	0%	1	2%	1	2%
General Education Students	63	62	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
Students with Disabilities	19	18	95%	1	5%	0	0%	1	5%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	35	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	44	42	95%	2	5%	0	0%	1	2%	0	0%	1	2%	1	2%
White	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	38	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	69	67	97%	2	3%	0	0%	1	1%	0	0%	1	1%	1	1%
Not Economically Disadvantaged	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	77	—	2	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	78	—	2	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	66	64	97%	2	3%	0	0%	1	2%	0	0%	1	2%	1	2%
Not Migrant	82	80	98%	2	2%	0	0%	1	1%	0	0%	1	1%	1	1%
Parent Not in Armed Forces	82	80	98%	2	2%	0	0%	1	1%	0	0%	1	1%	1	1%

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	50	49	98	1	2
Female	24	24	100	0	0
Male	26	25	96	1	4
General Education Students	45	44	98	1	2
Students with Disabilities	5	5	100	0	0
Hispanic or Latino	22	21	95	1	5
Economically Disadvantaged	41	40	98	1	2
Not Economically Disadvantaged	9	9	100	0	0
Homeless	8	8	100	0	0
Not Homeless	42	41	98	1	2
Not Migrant	50	49	98	1	2
Parent Not in Armed Forces	50	49	98	1	2

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 (2021-22)

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.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 10	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 11	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 12	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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 (2021-22)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	324	\$777,810	\$2,401	\$6,653,653	\$20,536	\$7,431,463	\$22,937
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	38	9	24%	1	0	0%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	34	23	68%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

Section 2854(3)(a-1) of New York State Education Law allows charter schools certain exemptions concerning the employment of uncertified teachers. However, State reporting indicates the actual counts and percentages of teachers that are not considered certified for their reported teaching assignments.

TOTAL COHORT GRADUATION RATE (2021-22)

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	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	63	77%	4	5%	57	70%	2	2%	0	0%	13	16%	0	0%	6	7%
Female	38	31	82%	3	8%	27	71%	1	3%	0	0%	5	13%	0	0%	2	5%
Male	44	32	73%	1	2%	30	68%	1	2%	0	0%	8	18%	0	0%	4	9%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	63	50	79%	4	6%	46	73%	0	0%	0	0%	9	14%	0	0%	4	6%
Students with Disabilities	19	13	68%	0	0%	11	58%	2	11%	0	0%	4	21%	0	0%	2	11%
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	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	44	33	75%	4	9%	27	61%	2	5%	0	0%	8	18%	0	0%	3	7%
White	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	69	52	75%	3	4%	47	68%	2	3%	0	0%	11	16%	0	0%	6	9%
Not Economically Disadvantaged	13	11	85%	1	8%	10	77%	0	0%	0	0%	2	15%	0	0%	0	0%
English Language Learner	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	16	14	88%	0	0%	12	75%	2	13%	0	0%	0	0%	0	0%	2	13%
Not Homeless	66	49	74%	4	6%	45	68%	0	0%	0	0%	13	20%	0	0%	4	6%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	82	63	77%	4	5%	57	70%	2	2%	0	0%	13	16%	0	0%	6	7%
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	82	63	77%	4	5%	57	70%	2	2%	0	0%	13	16%	0	0%	6	7%

POSTSECONDARY ENROLLMENT RATE (2021-22)

Students who graduated in the 2021 calendar year and enrolled within 16 months at a New York State or out-of-state two- or four-year postsecondary institution.

Subgroup	Graduates	NYS Public				NYS Private				Out-of-State			
		2-year		4-year		≤ 2-year		4-year		≤ 2-year		4-year	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	13	22	10	17	0	0	3	5	0	0	2	3
Female	30	6	20	5	17	0	0	3	10	0	0	2	7
Male	30	7	23	5	17	0	0	0	0	0	0	0	0
General Education Students	46	10	22	6	13	0	0	3	7	0	0	2	4
Students with Disabilities	14	3	21	4	29	0	0	0	0	0	0	0	0
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	23	5	22	2	9	0	0	0	0	0	0	2	9
Hispanic or Latino	30	7	23	6	20	0	0	1	3	0	0	0	0
White	3	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	1	14	2	29	0	0	2	29	0	0	0	0
Economically Disadvantaged	41	10	24	6	15	0	0	3	7	0	0	1	2
Not Economically Disadvantaged	19	3	16	4	21	0	0	0	0	0	0	1	5
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	56	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	59	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	11	3	27	1	9	0	0	1	9	0	0	0	0
Not Homeless	49	10	20	9	18	0	0	2	4	0	0	2	4
Not Migrant	60	13	22	10	17	0	0	3	5	0	0	2	3
Parent Not in Armed Forces	60	13	22	10	17	0	0	3	5	0	0	2	3

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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