



## INSTITUTO DE PLAINEDGE - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2024 - 25]

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

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

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

## APOYO Y MEJORA LOCAL

## MEDIDAS DE PROGRESO PROVISIONAL Y OBJETIVOS A LARGO PLAZO

### MEDIDAS PONDERADAS SECUNDARIAS DE PROGRESO INTERMEDIO (MIP) Y OBJETIVOS A LARGO PLAZO (LTG)

Subgrupo	Sujeto	Índice promedio ponderado	MIP estatal	Teniente general del estado
Todos los estudiantes	ELA	203.1	134.9	148.3
	MATEMÁTICAS	154.1	64.6	87.2
Indígena americano o nativo de Alaska	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Asiático o nativo hawaiano/de otras islas del Pacífico	ELA	211.5	140,5	152.9
	MATEMÁTICAS	196.2	114.8	129
Negro o afroamericano	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Hispano o latino	ELA	146,7	99.6	118.8
	MATEMÁTICAS	100	43.4	69.5
Multirracial	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Blanco	ELA	207.7	170.2	177,6
	MATEMÁTICAS	158	74.7	95.6
Estudiante de inglés	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Estudiantes con discapacidades	ELA	131,7	75.4	98.7
	MATEMÁTICAS	93.3	29.3	57.8
económicamente desfavorecidos	ELA	163.2	103.2	121.8
	MATEMÁTICAS	110.3	51.2	76

### MEDIDAS DE PROGRESO INTERMEDIO (MIP) Y OBJETIVOS A LARGO PLAZO (LTG) DE LA TASA DE GRADUACIÓN DE LA EDUCACIÓN SECUNDARIA

Subgrupo	Cohorte	Número en la cohorte	Tasa de graduación	MIP estatal	Teniente general del estado
Todos los estudiantes	4 años	223	96,4%	87,5%	88,8%
	5 años	214	95,3%	89,4%	90,5%
	6 años	227	95,2%	88,9%	90,3%
Indígena americano o nativo de Alaska	4 años	1	–	–	–
	5 años	–	–	–	–
	6 años	–	–	–	–
Asiático o nativo hawaiano/de otras islas del Pacífico	4 años	8	–	–	–
	5 años	15	–	–	–
	6 años	9	–	–	–
Negro o afroamericano	4 años	1	–	–	–
	5 años	2	–	–	–
	6 años	2	–	–	–
Hispano o latino	4 años	25	84%	81,6%	83,8%
	5 años	17	–	–	–
	6 años	19	–	–	–
Multirracial	4 años	–	–	–	–
	5 años	4	–	–	–
	6 años	–	–	–	–
Blanco	4 años	188	98,4%	91,7%	92,3%
	5 años	176	96%	92,9%	93,4%
	6 años	197	95,9%	93,1%	93,7%
Estudiante de inglés	4 años	3	–	–	–
	5 años	1	–	–	–
	6 años	2	–	–	–
Estudiantes con discapacidades	4 años	25	88%	70,4%	74,5%
	5 años	24	70,8%	73%	76,8%
	6 años	37	83,8%	73,1%	77,1%
económicamente desfavorecidos	4 años	39	87,2%	83,1%	85,1%
	5 años	29	79,3%	85,6%	87,4%
	6 años	37	78,4%	85,1%	87,1%

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

Subgrupo	Número de estudiantes de inglés como segunda lengua	Punto de referencia	Tasa de progreso	Índice de éxito	Objetivo estatal	Teniente general del estado
Estudiante de inglés	13	–	–	–	–	–

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

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 (1.13 megabytes)

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

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

### SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

### SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	4	4	3	–	4	3
Asian or Native Hawaiian/Other Pacific Islander	4	4	–	–	3	–
Hispanic or Latino	2	2	2	–	3	–
White	4	4	3	–	4	3
English Language Learner	–	–	–	–	4	–
Students with Disabilities	4	4	2	–	4	3
Economically Disadvantaged	3	3	2	–	3	2

### SECONDARY CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	195	203.1	186	4
	Math	193	155.7		
	Science	192	208.9		
	Social Studies	194	182.7		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	211.5	203.4	4
	Math	13	196.2		
	Science	12	220.8		
	Social Studies	13	184.6		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
	Social Studies	3	—		
Hispanic or Latino	ELA	15	146.7	129.3	2
	Math	15	100		
	Science	15	143.3		
	Social Studies	15	133.3		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
White	ELA	162	207.7	191	4
	Math	160	160		
	Science	161	215.2		
	Social Studies	161	188.2		
English Language Learner	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
	Social Studies	3	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	30	131.7	120.9	4
	Math	30	93.3		
	Science	30	156.7		
	Social Studies	29	110.3		
Economically Disadvantaged	ELA	34	163.2	139.3	3
	Math	34	110.3		
	Science	32	153.1		
	Social Studies	33	133.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	195	203.1	184.6	4
	Math	195	154.1		
	Science	195	205.6		
	Social Studies	195	181.8		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	211.5	200	4
	Math	13	196.2		
	Science	13	203.8		
	Social Studies	13	184.6		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		
Hispanic or Latino	ELA	15	146.7	129.3	2
	Math	15	100		
	Science	15	143.3		
	Social Studies	15	133.3		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
White	ELA	162	207.7	189.9	4
	Math	162	158		
	Science	162	213.9		
	Social Studies	162	187		
English Language Learner	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	30	131.7	120.2	4
	Math	30	93.3		
	Science	30	156.7		
	Social Studies	30	106.7		
Economically Disadvantaged	ELA	34	163.2	136.8	3
	Math	34	110.3		
	Science	34	144.1		
	Social Studies	34	129.4		

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	223	215	96.4%	95.6%	3
	5-year	214	204	95.3%		
	6-year	227	216	95.2%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	8	–	–	–	–
	5-year	15	–	–		
	6-year	9	–	–		
Black or African American	4-year	1	–	–	–	–
	5-year	2	–	–		
	6-year	2	–	–		
Hispanic or Latino	4-year	25	21	84%	84%	2
	5-year	17	–	–		
	6-year	19	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	4	–	–		
	6-year	0	–	–		
White	4-year	188	185	98.4%	96.8%	3
	5-year	176	169	96%		
	6-year	197	189	95.9%		
English Language Learner	4-year	3	–	–	–	–
	5-year	1	–	–		
	6-year	2	–	–		
Students with Disabilities	4-year	25	22	88%	80.9%	2
	5-year	24	17	70.8%		
	6-year	37	31	83.8%		
Economically Disadvantaged	4-year	39	34	87.2%	81.6%	2
	5-year	29	23	79.3%		
	6-year	37	29	78.4%		

**SECONDARY ENGLISH LANGUAGE PROFICIENCY**

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	13	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	1	–	–	–	–
White	1	–	–	–	–
English Language Learner	13	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	11	–	–	–	–

**SECONDARY ATTENDANCE**

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	857	72	84	239	462	200.4	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	60	3	12	13	32	196.7	3
Black or African American	14	–	–	–	–	–	–
Hispanic or Latino	89	11	14	29	35	179.2	3
Multiracial	11	–	–	–	–	–	–
White	682	51	57	192	382	204.7	4
English Language Learner	34	4	3	12	15	189.7	4
Students with Disabilities	138	21	17	33	67	181.5	4
Economically Disadvantaged	158	30	19	50	59	168.7	3

**SECONDARY COLLEGE, CAREER, AND CIVIC READINESS**

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index	Accountability Level
All Students	196	0	142	6	43	0	5	171.4	3
American Indian or Alaska Native	1	0	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	0	–	–	–	–	–	–	–
Black or African American	3	0	–	–	–	–	–	–	–
Hispanic or Latino	16	0	–	–	–	–	–	–	–
Multiracial	1	0	–	–	–	–	–	–	–
White	162	0	122	5	32	0	3	175	3
English Language Learner	3	0	–	–	–	–	–	–	–
Students with Disabilities	29	0	5	4	19	0	1	120.7	3
Economically Disadvantaged	34	0	16	1	14	0	3	139.7	2

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	198	100%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	14	–
Black or African American	–	3	–
Hispanic or Latino	–	18	–
Multiracial	–	1	–
White	✓	161	100%
English Language Learner	–	3	–
Students with Disabilities	–	28	–
Economically Disadvantaged	–	36	–

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	198	98.5%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	14	–
Black or African American	–	3	–
Hispanic or Latino	–	18	–
Multiracial	–	1	–
White	✓	161	98.8%
English Language Learner	–	3	–
Students with Disabilities	–	28	–
Economically Disadvantaged	–	36	–

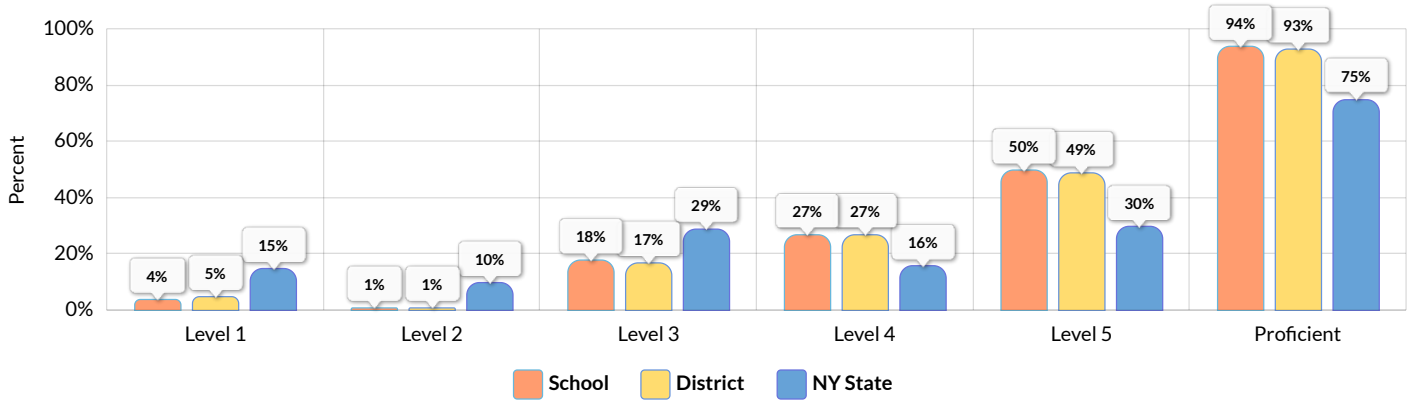
## **ANNUAL REGENTS EXAMINATIONS (2024 - 25)**

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

### ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

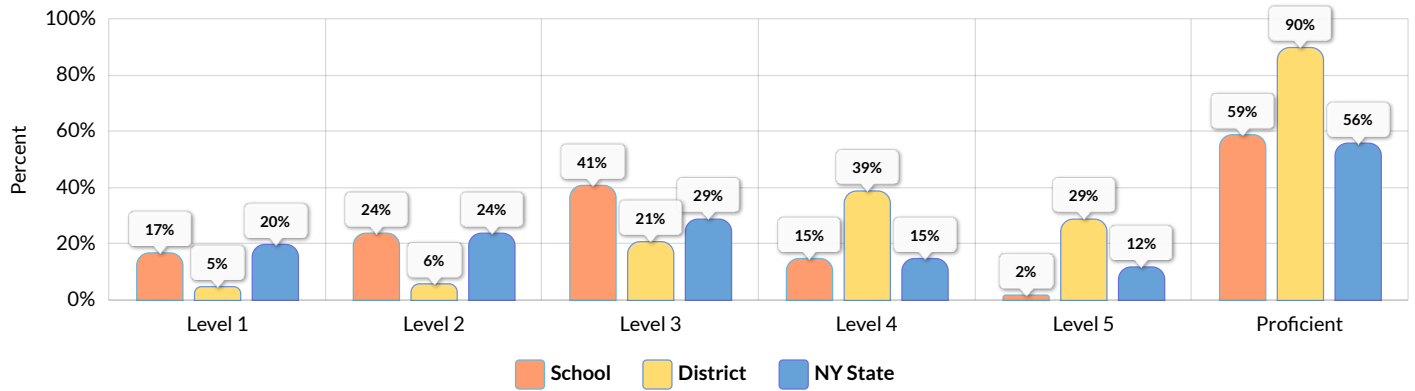


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	210	9	4%	3	1%	37	18%	57	27%	104	50%	198	94%
Female	100	1	1%	2	2%	22	22%	23	23%	52	52%	97	97%
Male	110	8	7%	1	1%	15	14%	34	31%	52	47%	101	92%
General Education Students	185	1	1%	1	1%	28	15%	53	29%	102	55%	183	99%
Students with Disabilities	25	8	32%	2	8%	9	36%	4	16%	2	8%	15	60%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	1	6%	4	25%	2	13%	9	56%	15	94%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	18	2	11%	0	0%	5	28%	4	22%	7	39%	16	89%
White	171	7	4%	2	1%	27	16%	51	30%	84	49%	162	95%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Economically Disadvantaged	43	6	14%	2	5%	15	35%	10	23%	10	23%	35	81%
Not Economically Disadvantaged	167	3	2%	1	1%	22	13%	47	28%	94	56%	163	98%
English Language Learner	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	206	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	210	9	4%	3	1%	37	18%	57	27%	104	50%	198	94%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	208	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	210	9	4%	3	1%	37	18%	57	27%	104	50%	198	94%
Parent Not in Armed Forces	210	9	4%	3	1%	37	18%	57	27%	104	50%	198	94%

### ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

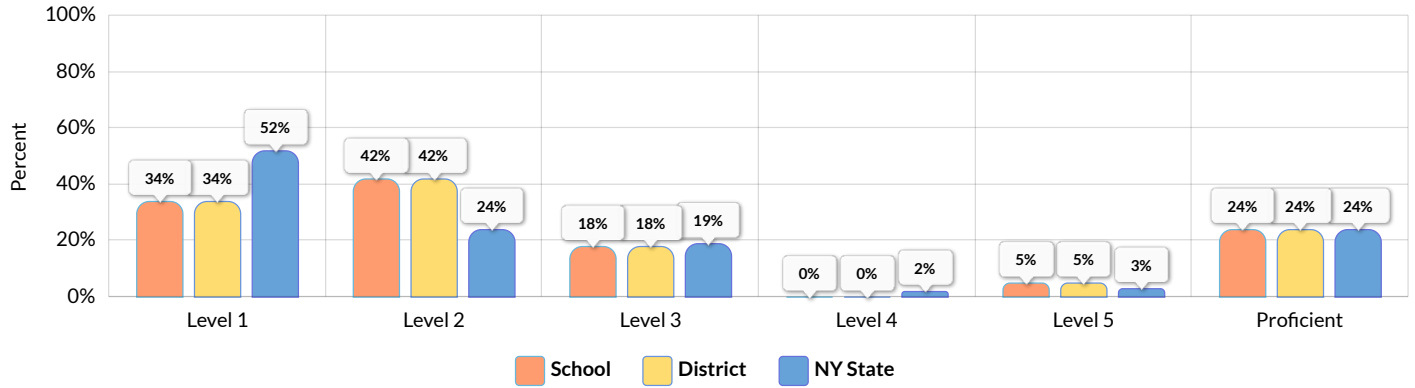


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	8	17%	11	24%	19	41%	7	15%	1	2%	27	59%
Female	21	2	10%	6	29%	8	38%	4	19%	1	5%	13	62%
Male	25	6	24%	5	20%	11	44%	3	12%	0	0%	14	56%
General Education Students	27	4	15%	7	26%	10	37%	5	19%	1	4%	16	59%
Students with Disabilities	19	4	21%	4	21%	9	47%	2	11%	0	0%	11	58%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—	—	—
White	35	4	11%	9	26%	18	51%	4	11%	0	0%	22	63%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	2	18%	1	9%	3	27%	1	9%	5	45%
Economically Disadvantaged	12	3	25%	2	17%	4	33%	3	25%	0	0%	7	58%
Not Economically Disadvantaged	34	5	15%	9	26%	15	44%	4	12%	1	3%	20	59%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	42	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	46	8	17%	11	24%	19	41%	7	15%	1	2%	27	59%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	8	17%	11	24%	19	41%	7	15%	1	2%	27	59%
Parent Not in Armed Forces	46	8	17%	11	24%	19	41%	7	15%	1	2%	27	59%

### ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



Percent Scoring at Levels for All Students

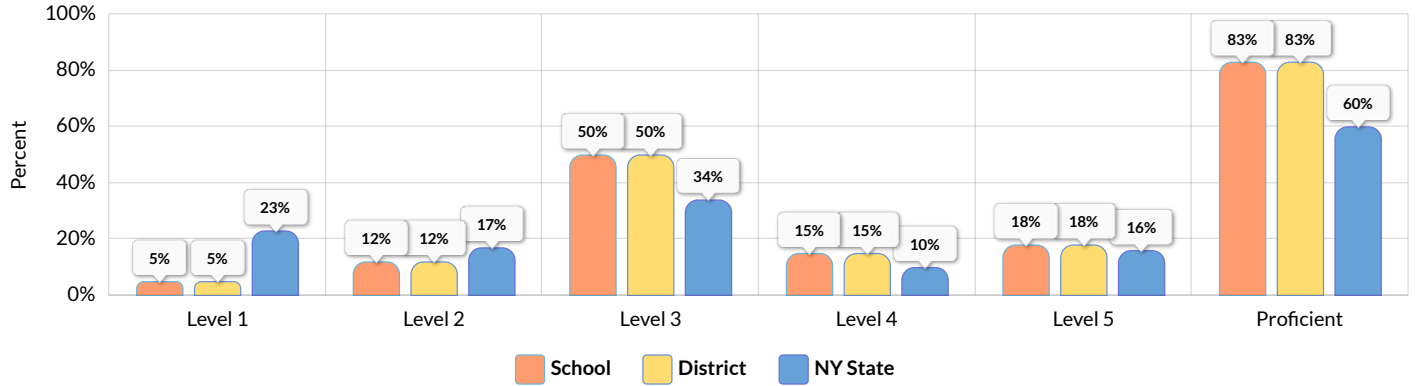


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	13	34%	16	42%	7	18%	0	0%	2	5%	9	24%
Female	20	7	35%	8	40%	4	20%	0	0%	1	5%	5	25%
Male	18	6	33%	8	44%	3	17%	0	0%	1	6%	4	22%
General Education Students	35	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	-	-
White	33	11	33%	13	39%	7	21%	0	0%	2	6%	9	27%
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	10	3	30%	5	50%	2	20%	0	0%	0	0%	2	20%
Not Economically Disadvantaged	28	10	36%	11	39%	5	18%	0	0%	2	7%	7	25%
Non-English Language Learner	38	13	34%	16	42%	7	18%	0	0%	2	5%	9	24%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	37	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	36	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	38	13	34%	16	42%	7	18%	0	0%	2	5%	9	24%
Parent Not in Armed Forces	38	13	34%	16	42%	7	18%	0	0%	2	5%	9	24%

### ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)



Percent Scoring at Levels for All Students

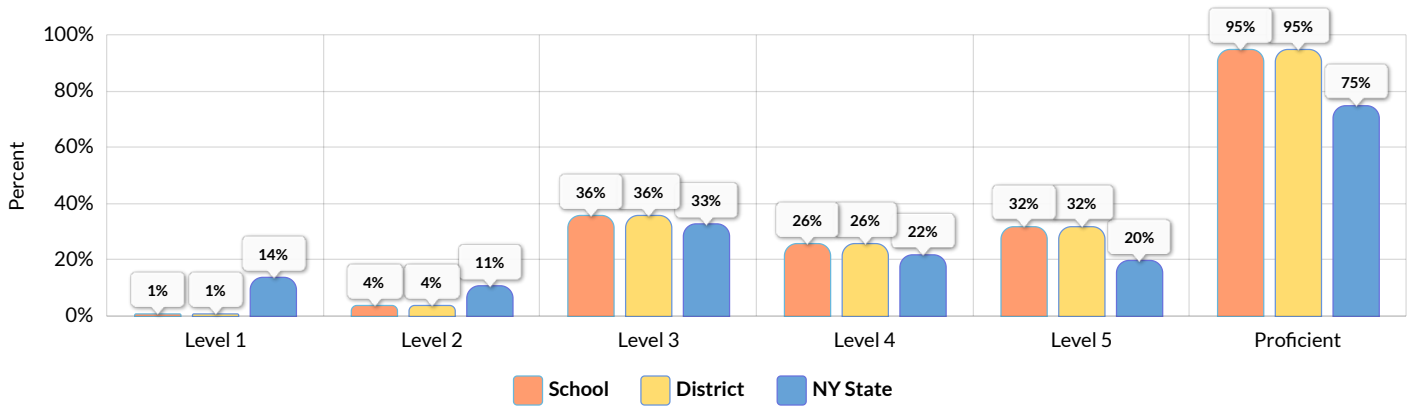


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	231	12	5%	27	12%	116	50%	34	15%	42	18%	192	83%
Female	122	6	5%	16	13%	64	52%	14	11%	22	18%	100	82%
Male	109	6	6%	11	10%	52	48%	20	18%	20	18%	92	84%
General Education Students	197	7	4%	18	9%	97	49%	33	17%	42	21%	172	87%
Students with Disabilities	34	5	15%	9	26%	19	56%	1	3%	0	0%	20	59%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	3	14%	9	43%	3	14%	5	24%	17	81%
Black or African American	7	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	23	0	0%	4	17%	15	65%	2	9%	2	9%	19	83%
White	176	10	6%	19	11%	86	49%	28	16%	33	19%	147	84%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	6	55%	1	9%	2	18%	9	82%
Economically Disadvantaged	48	2	4%	4	8%	29	60%	8	17%	5	10%	42	88%
Not Economically Disadvantaged	183	10	5%	23	13%	87	48%	26	14%	37	20%	150	82%
English Language Learner	7	0	0%	0	0%	3	43%	4	57%	0	0%	7	100%
Non-English Language Learner	224	12	5%	27	12%	113	50%	30	13%	42	19%	185	83%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	230	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	228	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	231	12	5%	27	12%	116	50%	34	15%	42	18%	192	83%
Parent Not in Armed Forces	231	12	5%	27	12%	116	50%	34	15%	42	18%	192	83%

### ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

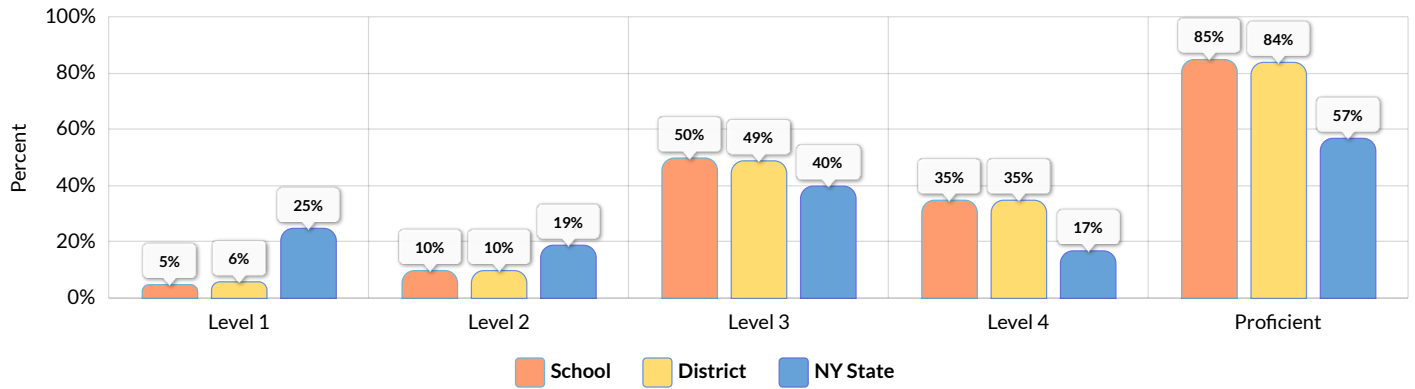


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	2	1%	7	4%	65	36%	47	26%	58	32%	170	95%
Female	93	1	1%	4	4%	31	33%	28	30%	29	31%	88	95%
Male	86	1	1%	3	3%	34	40%	19	22%	29	34%	82	95%
General Education Students	169	2	1%	4	2%	62	37%	43	25%	58	34%	163	96%
Students with Disabilities	10	0	0%	3	30%	3	30%	4	40%	0	0%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	1	8%	6	46%	4	31%	2	15%	12	92%
White	151	2	1%	6	4%	56	37%	41	27%	46	30%	143	95%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	0	0%	0	0%	3	20%	2	13%	10	67%	15	100%
Economically Disadvantaged	21	1	5%	1	5%	11	52%	4	19%	4	19%	19	90%
Not Economically Disadvantaged	158	1	1%	6	4%	54	34%	43	27%	54	34%	151	96%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	177	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	2	1%	7	4%	65	36%	47	26%	58	32%	170	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	178	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	179	2	1%	7	4%	65	36%	47	26%	58	32%	170	95%
Parent Not in Armed Forces	179	2	1%	7	4%	65	36%	47	26%	58	32%	170	95%

### ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

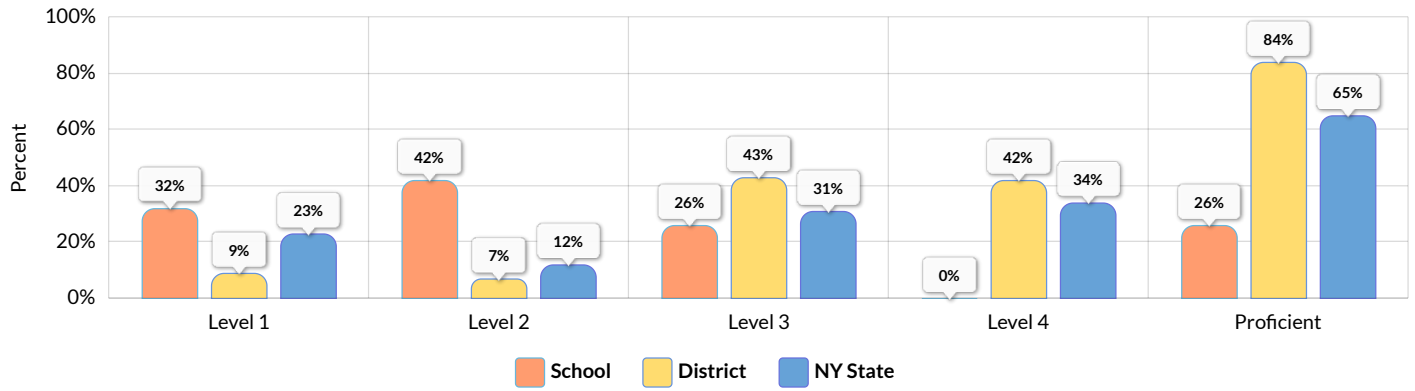


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	239	12	5%	24	10%	119	50%	84	35%	203	85%
Female	115	5	4%	13	11%	54	47%	43	37%	97	84%
Male	124	7	6%	11	9%	65	52%	41	33%	106	85%
General Education Students	193	5	3%	14	7%	93	48%	81	42%	174	90%
Students with Disabilities	46	7	15%	10	22%	26	57%	3	7%	29	63%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	0	0%	5	29%	10	59%	15	88%
Black or African American	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	1	4%	4	14%	15	54%	8	29%	23	82%
White	185	8	4%	20	11%	96	52%	61	33%	157	85%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	0	0%	3	33%	5	56%	8	89%
Economically Disadvantaged	46	2	4%	5	11%	21	46%	18	39%	39	85%
Not Economically Disadvantaged	193	10	5%	19	10%	98	51%	66	34%	164	85%
English Language Learner	7	1	14%	1	14%	5	71%	0	0%	5	71%
Non-English Language Learner	232	11	5%	23	10%	114	49%	84	36%	198	85%
Not in Foster Care	239	12	5%	24	10%	119	50%	84	35%	203	85%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	237	–	–	–	–	–	–	–	–	–	–
Not Migrant	239	12	5%	24	10%	119	50%	84	35%	203	85%
Parent Not in Armed Forces	239	12	5%	24	10%	119	50%	84	35%	203	85%

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



Percent Scoring at Levels for All Students

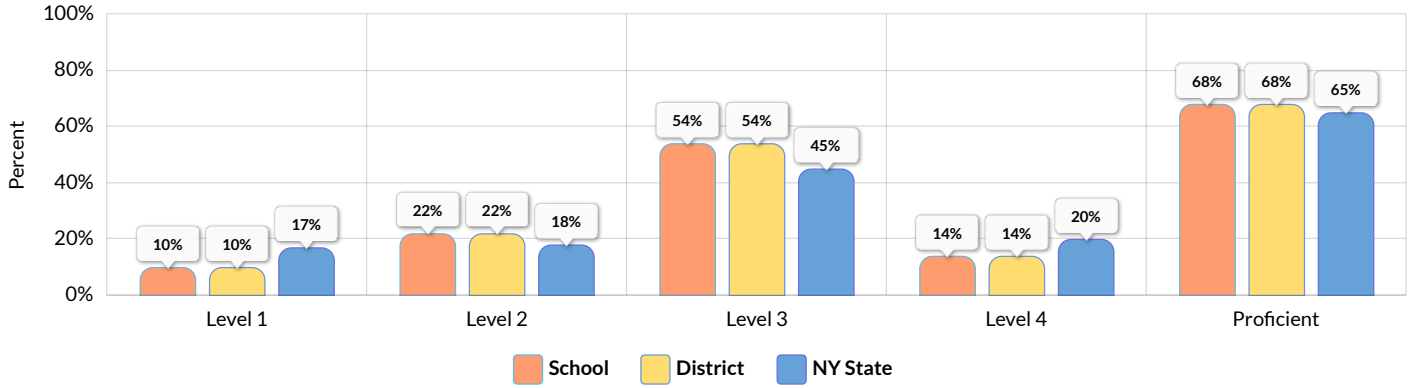


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	19	6	32%	8	42%	5	26%	0	0%	5	26%
Female	15	-	-	-	-	-	-	-	-	-	-
Male	4	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	19	6	32%	8	42%	5	26%	0	0%	5	26%
General Education Students	17	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	15	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	19	6	32%	8	42%	5	26%	0	0%	5	26%
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	17	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	19	6	32%	8	42%	5	26%	0	0%	5	26%
Not in Foster Care	19	6	32%	8	42%	5	26%	0	0%	5	26%
Not Homeless	19	6	32%	8	42%	5	26%	0	0%	5	26%
Not Migrant	19	6	32%	8	42%	5	26%	0	0%	5	26%
Parent Not in Armed Forces	19	6	32%	8	42%	5	26%	0	0%	5	26%

### ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



Percent Scoring at Levels for All Students

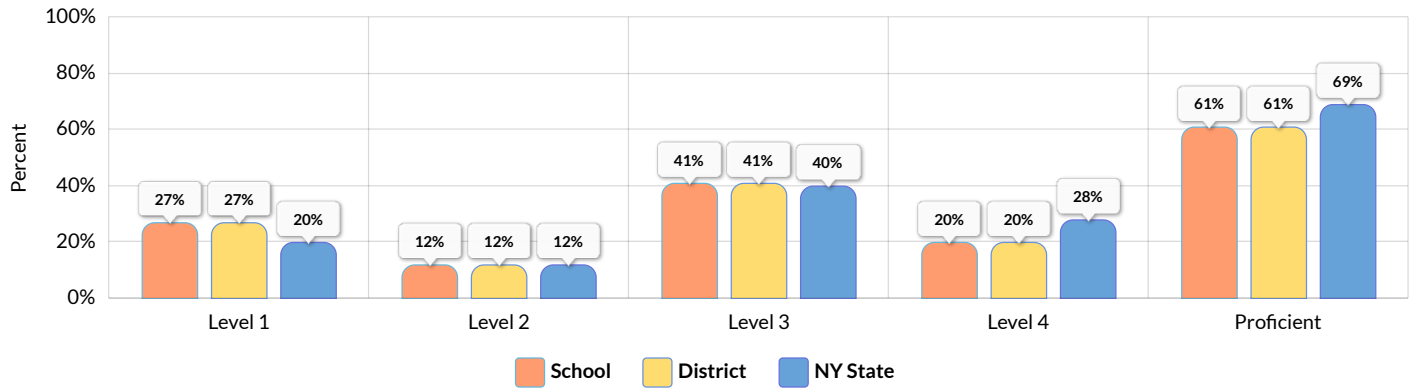


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	210	21	10%	46	22%	113	54%	30	14%	143	68%
Female	111	13	12%	24	22%	59	53%	15	14%	74	67%
Male	99	8	8%	22	22%	54	55%	15	15%	69	70%
General Education Students	196	19	10%	39	20%	108	55%	30	15%	138	70%
Students with Disabilities	14	2	14%	7	50%	5	36%	0	0%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	4	24%	11	65%	1	6%	12	71%
White	173	19	11%	38	22%	96	55%	20	12%	116	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	1	5%	4	20%	6	30%	9	45%	15	75%
Economically Disadvantaged	28	6	21%	10	36%	9	32%	3	11%	12	43%
Not Economically Disadvantaged	182	15	8%	36	20%	104	57%	27	15%	131	72%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	208	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	210	21	10%	46	22%	113	54%	30	14%	143	68%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	209	—	—	—	—	—	—	—	—	—	—
Not Migrant	210	21	10%	46	22%	113	54%	30	14%	143	68%
Parent Not in Armed Forces	210	21	10%	46	22%	113	54%	30	14%	143	68%

### ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2024-25)



Percent Scoring at Levels for All Students

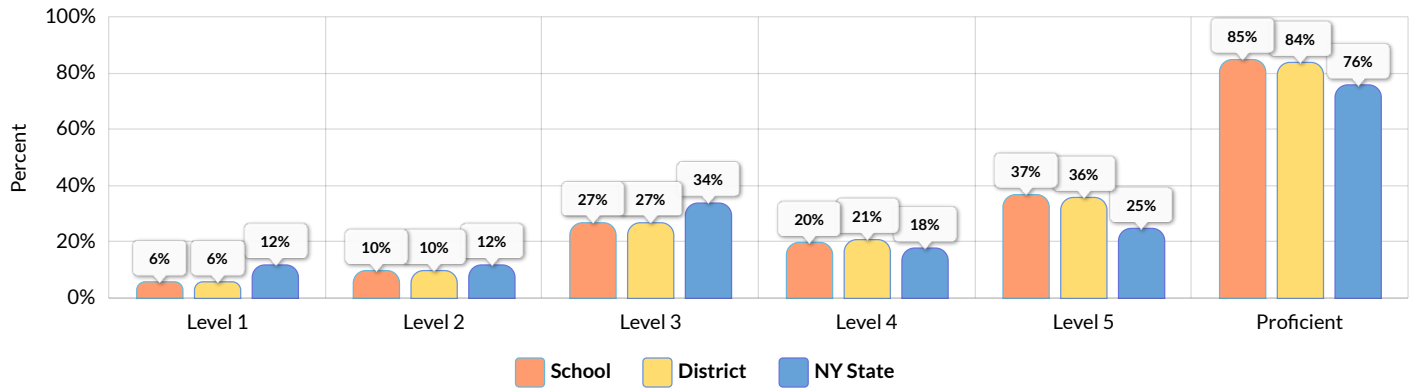


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	119	32	27%	14	12%	49	41%	24	20%	73	61%
Female	50	11	22%	6	12%	21	42%	12	24%	33	66%
Male	69	21	30%	8	12%	28	41%	12	17%	40	58%
General Education Students	115	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	3	38%	1	13%	3	38%	1	13%	4	50%
White	100	28	28%	13	13%	39	39%	20	20%	59	59%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	11	1	9%	0	0%	7	64%	3	27%	10	91%
Economically Disadvantaged	15	6	40%	3	20%	5	33%	1	7%	6	40%
Not Economically Disadvantaged	104	26	25%	11	11%	44	42%	23	22%	67	64%
Non-English Language Learner	119	32	27%	14	12%	49	41%	24	20%	73	61%
Not in Foster Care	119	32	27%	14	12%	49	41%	24	20%	73	61%
Not Homeless	119	32	27%	14	12%	49	41%	24	20%	73	61%
Not Migrant	119	32	27%	14	12%	49	41%	24	20%	73	61%
Parent Not in Armed Forces	119	32	27%	14	12%	49	41%	24	20%	73	61%

### ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Percent Scoring at Levels for All Students

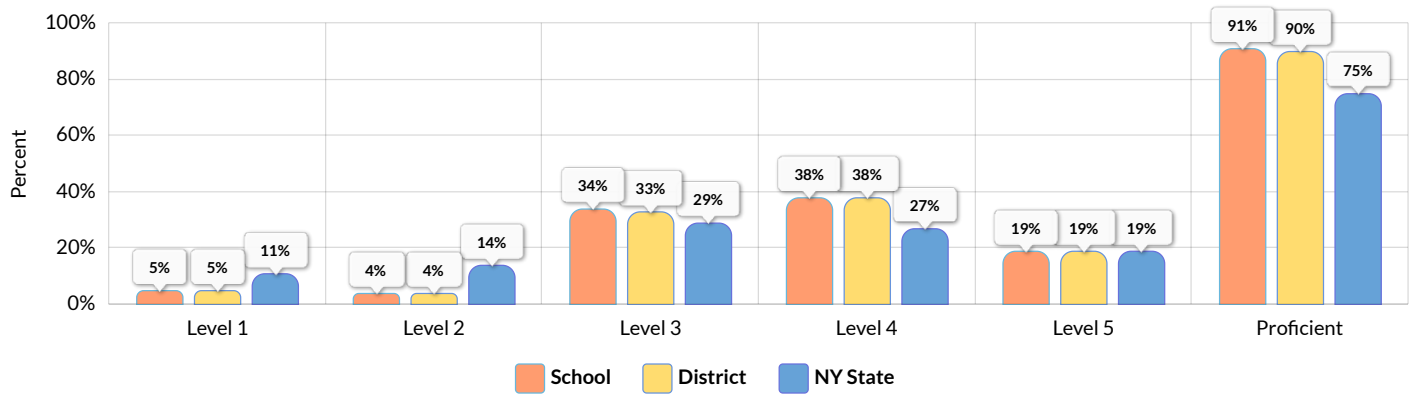


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	13	6%	23	10%	64	27%	48	20%	87	37%	199	85%
Female	125	5	4%	15	12%	37	30%	20	16%	48	38%	105	84%
Male	110	8	7%	8	7%	27	25%	28	25%	39	35%	94	85%
General Education Students	199	2	1%	14	7%	53	27%	45	23%	85	43%	183	92%
Students with Disabilities	36	11	31%	9	25%	11	31%	3	8%	2	6%	16	44%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	1	6%	2	13%	2	13%	11	69%	15	94%
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	22	1	5%	4	18%	7	32%	5	23%	5	23%	17	77%
White	192	12	6%	17	9%	53	28%	40	21%	70	36%	163	85%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Economically Disadvantaged	40	6	15%	5	13%	15	38%	6	15%	8	20%	29	73%
Not Economically Disadvantaged	195	7	4%	18	9%	49	25%	42	22%	79	41%	170	87%
English Language Learner	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
Non-English Language Learner	230	13	6%	22	10%	61	27%	48	21%	86	37%	195	85%
Not in Foster Care	235	13	6%	23	10%	64	27%	48	20%	87	37%	199	85%
Not Homeless	235	13	6%	23	10%	64	27%	48	20%	87	37%	199	85%
Not Migrant	235	13	6%	23	10%	64	27%	48	20%	87	37%	199	85%
Parent Not in Armed Forces	235	13	6%	23	10%	64	27%	48	20%	87	37%	199	85%

### ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



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	202	10	5%	9	4%	68	34%	77	38%	38	19%	183	91%
Female	98	1	1%	6	6%	34	35%	36	37%	21	21%	91	93%
Male	104	9	9%	3	3%	34	33%	41	39%	17	16%	92	88%
General Education Students	181	4	2%	7	4%	60	33%	74	41%	36	20%	170	94%
Students with Disabilities	21	6	29%	2	10%	8	38%	3	14%	2	10%	13	62%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	1	8%	3	23%	4	31%	5	38%	12	92%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	20	2	10%	1	5%	6	30%	10	50%	1	5%	17	85%
White	164	8	5%	7	4%	59	36%	61	37%	29	18%	149	91%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	37	5	14%	3	8%	14	38%	13	35%	2	5%	29	78%
Not Economically Disadvantaged	165	5	3%	6	4%	54	33%	64	39%	36	22%	154	93%
English Language Learner	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	198	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	202	10	5%	9	4%	68	34%	77	38%	38	19%	183	91%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	200	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	202	10	5%	9	4%	68	34%	77	38%	38	19%	183	91%
Parent Not in Armed Forces	202	10	5%	9	4%	68	34%	77	38%	38	19%	183	91%

## TOTAL COHORT REGENTS EXAMINATION RESULTS

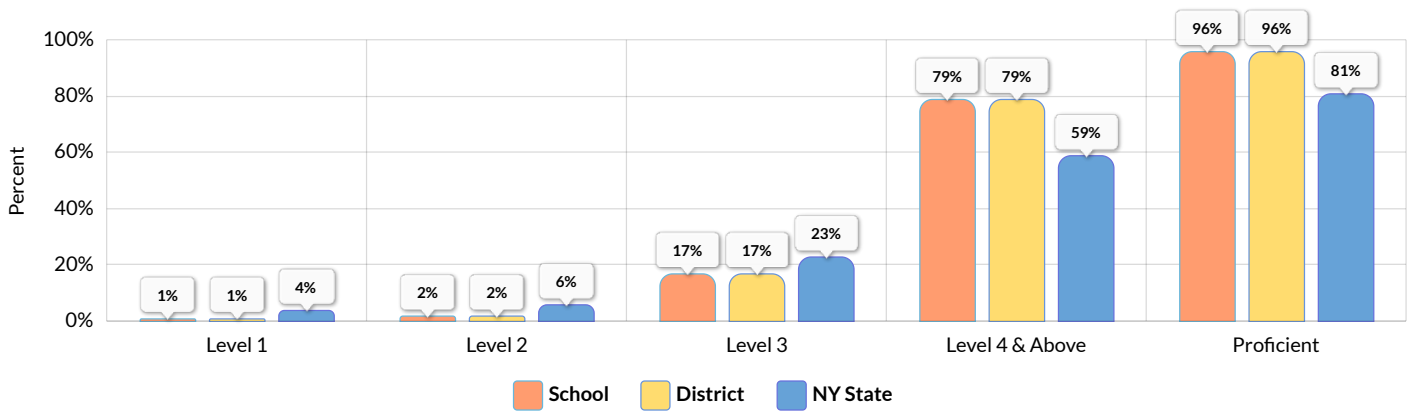
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

### 2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



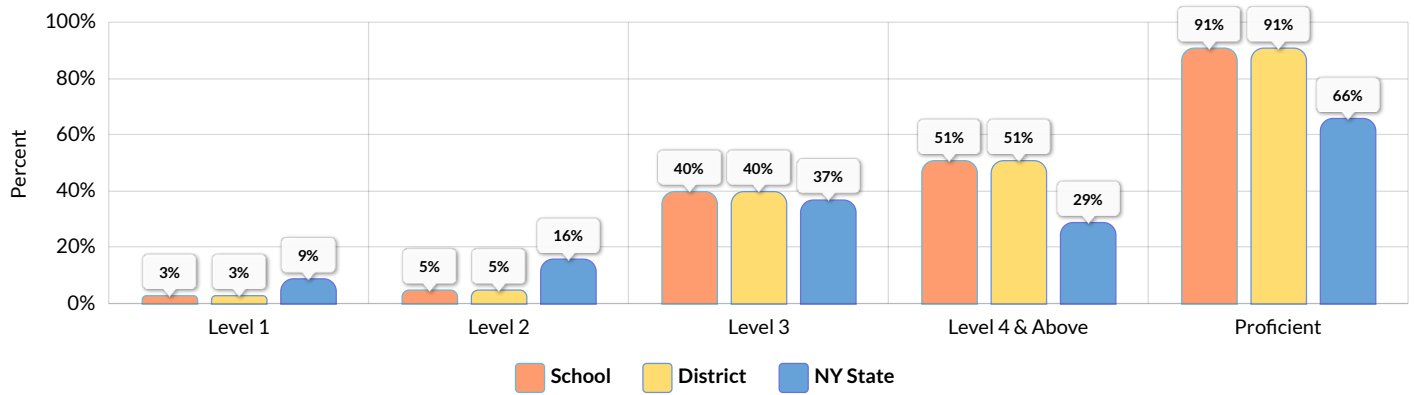
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	2	1%	194	99%	2	1%	3	2%	34	17%	155	79%	189	96%
Female	99	2	2%	97	98%	1	1%	2	2%	11	11%	83	84%	94	95%
Male	97	0	0%	97	100%	1	1%	1	1%	23	24%	72	74%	95	98%
General Education Students	168	1	1%	167	99%	0	0%	1	1%	22	13%	144	86%	166	99%
Students with Disabilities	28	1	4%	27	96%	2	7%	2	7%	12	43%	11	39%	23	82%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	1	8%	1	8%	11	85%	12	92%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	16	100%	0	0%	2	13%	6	38%	8	50%	14	88%
White	162	2	1%	160	99%	2	1%	0	0%	26	16%	132	81%	158	98%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	34	1	3%	33	97%	0	0%	2	6%	12	35%	19	56%	31	91%
Not Economically Disadvantaged	162	1	1%	161	99%	2	1%	1	1%	22	14%	136	84%	158	98%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	2	—	191	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	195	2	—	193	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	2	1%	194	99%	2	1%	3	2%	34	17%	155	79%	189	96%
Not Migrant	196	2	1%	194	99%	2	1%	3	2%	34	17%	155	79%	189	96%

Parent Not in Armed Forces	196	2	1%	194	99%	2	1%	3	2%	34	17%	155	79%	189	96%
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### 2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	4	2%	192	98%	5	3%	9	5%	79	40%	99	51%	178	91%
Female	99	3	3%	96	97%	3	3%	5	5%	36	36%	52	53%	88	89%
Male	97	1	1%	96	99%	2	2%	4	4%	43	44%	47	48%	90	93%
General Education Students	168	3	2%	165	98%	3	2%	7	4%	57	34%	98	58%	155	92%
Students with Disabilities	28	1	4%	27	96%	2	7%	2	7%	22	79%	1	4%	23	82%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	0	0%	4	31%	9	69%	13	100%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	16	100%	1	6%	3	19%	8	50%	4	25%	12	75%
White	162	4	2%	158	98%	2	1%	6	4%	65	40%	85	52%	150	93%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	3	60%
Economically Disadvantaged	34	1	3%	33	97%	4	12%	3	9%	18	53%	8	24%	26	76%
Not Economically Disadvantaged	162	3	2%	159	98%	1	1%	6	4%	61	38%	91	56%	152	94%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	4	—	189	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	195	4	—	191	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	4	2%	192	98%	5	3%	9	5%	79	40%	99	51%	178	91%
Not Migrant	196	4	2%	192	98%	5	3%	9	5%	79	40%	99	51%	178	91%

Parent Not in Armed Forces	196	4	2%	192	98%	5	3%	9	5%	79	40%	99	51%	178	91%
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### 2021 TOTAL COHORT EXEMPTIONS IN MATH

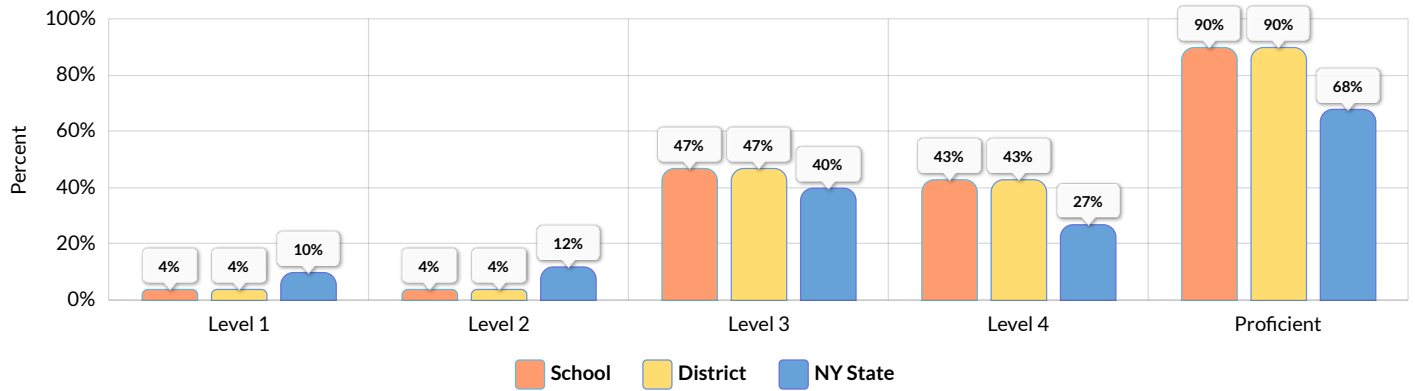
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	158	3	2	155	98
Female	78	2	3	76	97
Male	80	1	1	79	99
General Education Students	148	3	2	145	98
Students with Disabilities	10	0	0	10	100
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	9	0	0	9	100
Black or African American	2	0	0	2	100
Hispanic or Latino	7	0	0	7	100
White	139	3	2	136	98
Economically Disadvantaged	17	0	0	17	100
Not Economically Disadvantaged	141	3	2	138	98
Non-English Language Learner	158	3	2	155	98
Not in Foster Care	158	3	2	155	98
Not Homeless	158	3	2	155	98
Not Migrant	158	3	2	155	98
Parent Not in Armed Forces	158	3	2	155	98

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

### 2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	5	3%	191	97%	8	4%	7	4%	92	47%	84	43%	176	90%
Female	99	5	5%	94	95%	5	5%	2	2%	46	46%	41	41%	87	88%
Male	97	0	0%	97	100%	3	3%	5	5%	46	47%	43	44%	89	92%
General Education Students	168	4	2%	164	98%	4	2%	3	2%	75	45%	82	49%	157	93%
Students with Disabilities	28	1	4%	27	96%	4	14%	4	14%	17	61%	2	7%	19	68%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	1	8%	4	31%	7	54%	11	85%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	16	100%	4	25%	2	13%	7	44%	3	19%	10	63%
White	162	3	2%	159	98%	3	2%	4	2%	79	49%	73	45%	152	94%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	1	20%	0	0%	2	40%	1	20%	3	60%
Economically Disadvantaged	34	3	9%	31	91%	6	18%	3	9%	18	53%	4	12%	22	65%
Not Economically Disadvantaged	162	2	1%	160	99%	2	1%	4	2%	74	46%	80	49%	154	95%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	4	—	189	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	195	5	—	190	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	5	3%	191	97%	8	4%	7	4%	92	47%	84	43%	176	90%
Not Migrant	196	5	3%	191	97%	8	4%	7	4%	92	47%	84	43%	176	90%

Parent Not in Armed Forces	196	5	3%	191	97%	8	4%	7	4%	92	47%	84	43%	176	90%
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**2021 TOTAL COHORT EXEMPTIONS IN SCIENCE**

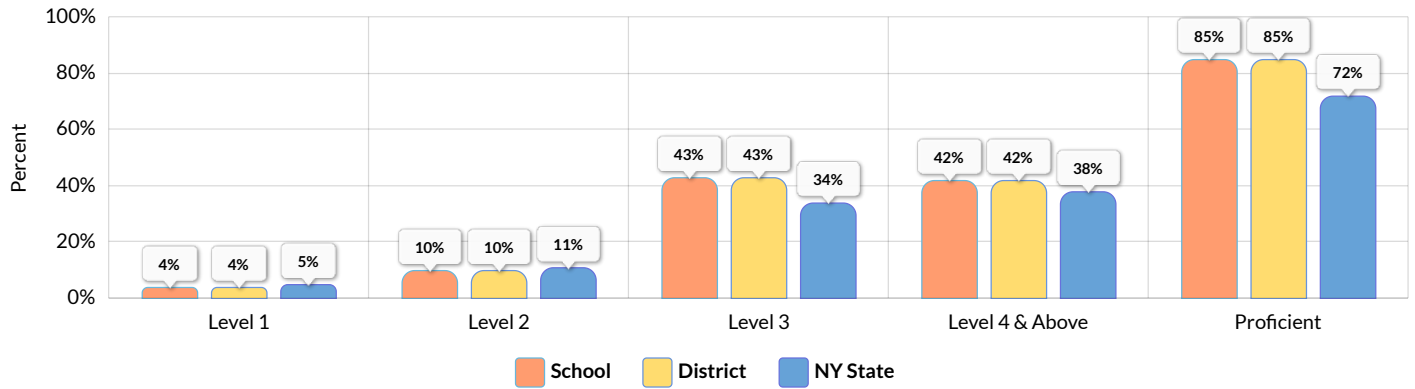
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	169	3	2	166	98
Female	85	3	4	82	96
Male	84	0	0	84	100
General Education Students	155	3	2	152	98
Students with Disabilities	14	0	0	14	100
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	9	0	0	9	100
Black or African American	3	1	33	2	67
Hispanic or Latino	7	0	0	7	100
White	149	2	1	147	99
Economically Disadvantaged	17	1	6	16	94
Not Economically Disadvantaged	152	2	1	150	99
Non-English Language Learner	169	3	2	166	98
In Foster Care	1	0	0	1	100
Not in Foster Care	168	3	2	165	98
Not Homeless	169	3	2	166	98
Not Migrant	169	3	2	166	98
Parent Not in Armed Forces	169	3	2	166	98

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

### 2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



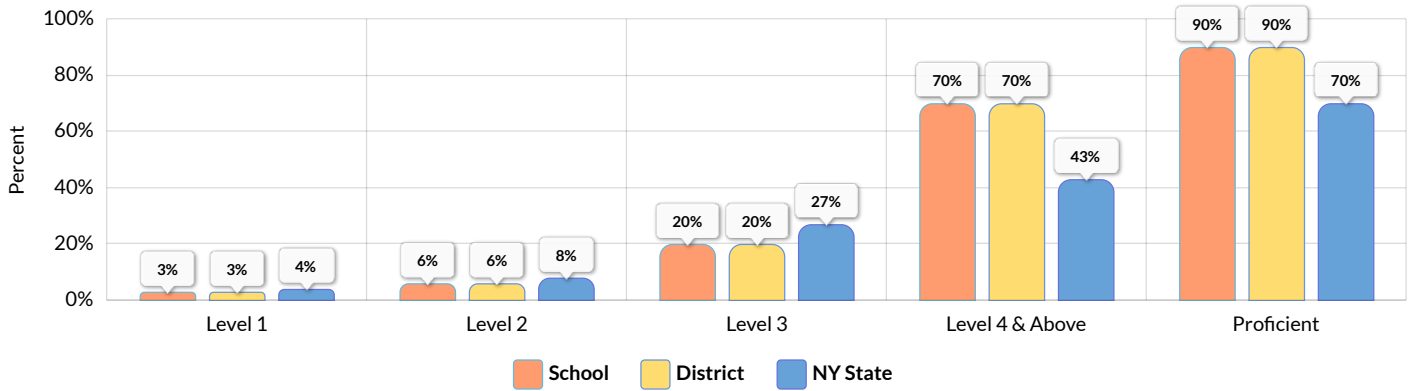
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	4	2%	192	98%	7	4%	19	10%	84	43%	82	42%	166	85%
Female	99	4	4%	95	96%	4	4%	10	10%	40	40%	41	41%	81	82%
Male	97	0	0%	97	100%	3	3%	9	9%	44	45%	41	42%	85	88%
General Education Students	168	2	1%	166	99%	2	1%	10	6%	74	44%	80	48%	154	92%
Students with Disabilities	28	2	7%	26	93%	5	18%	9	32%	10	36%	2	7%	12	43%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	1	8%	3	23%	8	62%	11	85%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	16	100%	2	13%	2	13%	8	50%	4	25%	12	75%
White	162	2	1%	160	99%	5	3%	16	10%	69	43%	70	43%	139	86%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	0	0%	0	0%	4	80%	0	0%	4	80%
Economically Disadvantaged	34	3	9%	31	91%	4	12%	3	9%	17	50%	7	21%	24	71%
Not Economically Disadvantaged	162	1	1%	161	99%	3	2%	16	10%	67	41%	75	46%	142	88%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	3	—	190	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	195	4	—	191	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	4	2%	192	98%	7	4%	19	10%	84	43%	82	42%	166	85%
Not Migrant	196	4	2%	192	98%	7	4%	19	10%	84	43%	82	42%	166	85%

Parent Not in Armed Forces	196	4	2%	192	98%	7	4%	19	10%	84	43%	82	42%	166	85%
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### 2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	2	1%	194	99%	5	3%	12	6%	39	20%	138	70%	177	90%
Female	99	2	2%	97	98%	3	3%	7	7%	17	17%	70	71%	87	88%
Male	97	0	0%	97	100%	2	2%	5	5%	22	23%	68	70%	90	93%
General Education Students	168	1	1%	167	99%	1	1%	8	5%	31	18%	127	76%	158	94%
Students with Disabilities	28	1	4%	27	96%	4	14%	4	14%	8	29%	11	39%	19	68%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	1	8%	1	8%	10	77%	11	85%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	16	100%	2	13%	2	13%	5	31%	7	44%	12	75%
White	162	2	1%	160	99%	2	1%	9	6%	30	19%	119	73%	149	92%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	34	1	3%	33	97%	3	9%	4	12%	12	35%	14	41%	26	76%
Not Economically Disadvantaged	162	1	1%	161	99%	2	1%	8	5%	27	17%	124	77%	151	93%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	2	—	191	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	195	2	—	193	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	2	1%	194	99%	5	3%	12	6%	39	20%	138	70%	177	90%
Not Migrant	196	2	1%	194	99%	5	3%	12	6%	39	20%	138	70%	177	90%

Parent Not in Armed Forces	196	2	1%	194	99%	5	3%	12	6%	39	20%	138	70%	177	90%
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**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)**

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	6	0	0%	6	100%	1	17%	0	0%	1	17%	2	33%	2	33%
Grade 10	5	0	0%	5	100%	1	20%	1	20%	0	0%	3	60%	0	0%
Grade 11	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Grade 12	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-

**NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)**

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	9	7	78%	2	22%	-	-	-	-	-	-	-	-	-	-
Secondary-Level Math	9	7	78%	2	22%	-	-	-	-	-	-	-	-	-	-
Secondary-Level Science	9	7	78%	2	22%	-	-	-	-	-	-	-	-	-	-

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

### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

\*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

#### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

\*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

**NEW YORK STATE NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

Group values may not sum to 100% due to rounding.

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

Group values may not sum to 100% due to rounding.

**TASAS NACIONALES DE PARTICIPACIÓN EN EL NAEP**

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

**AUSENTISMO CRÓNICO SECUNDARIO**

Subgrupo	Estudiantes matriculados	Estudiantes con ausencias crónicas	Tasa de absentismo crónico
Todos los estudiantes	862	159	18,4%
Indígena americano o nativo de Alaska	1	–	–
Asiático o nativo hawaiano/de otras islas del Pacífico	60	15	25%
Negro o afroamericano	14	–	–
Hispano o latino	92	26	28,3%
Multirracial	11	–	–
Blanco	684	110	16,1%
Estudiante de inglés	35	7	20%
Estudiantes con discapacidades	138	38	27,5%
económicamente desfavorecidos	161	51	31,7%

### TASA TOTAL DE GRADUACIÓN DE LA COHORTE (2024-25)

Los datos de la tasa de graduación corresponden a los estudiantes que ingresaron por primera vez al noveno grado cuatro años antes del año de este informe. Los graduados se contabilizan hasta agosto siguiente al cierre del año del informe. Haga clic en el informe de datos de la tasa de graduación de la escuela secundaria para ver comparaciones entre distritos y estados, y para filtrar por género, etnia y otros subgrupos de estudiantes, o por tasas de graduación a 5 y 6 años.

Subgrupo	Total de inscritos	TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CRÉDITO SIN DIPLOMA		AÚN INSCRITO		TRANSFERENCIA DE GED		ABANDONAR	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	196	192	98%	135	69%	51	26%	6	3%	0	0%	3	2%	1	1%	0	0%
Femenino	99	96	97%	67	68%	27	27%	2	2%	0	0%	2	2%	1	1%	0	0%
Masculino	97	96	99%	68	70%	24	25%	4	4%	0	0%	1	1%	0	0%	0	0%
No binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes de educación general	168	165	98%	130	77%	35	21%	0	0%	0	0%	2	1%	1	1%	0	0%
Estudiantes con discapacidades	28	27	96%	5	18%	16	57%	6	21%	0	0%	1	4%	0	0%	0	0%
Indígena americano o nativo de Alaska	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asiático o nativo hawaiano/de otras islas del Pacífico	13	12	92%	10	77%	2	15%	0	0%	0	0%	1	8%	0	0%	0	0%
Negro o afroamericano	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispano o latino	16	16	100%	6	38%	7	44%	3	19%	0	0%	0	0%	0	0%	0	0%
Blanco	162	159	98%	118	73%	38	23%	3	2%	0	0%	2	1%	1	1%	0	0%
Multirracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
económicamente desfavorecidos	34	32	94%	12	35%	17	50%	3	9%	0	0%	2	6%	0	0%	0	0%
No se encuentran en situación de desventaja económica.	162	160	99%	123	76%	34	21%	3	2%	0	0%	1	1%	1	1%	0	0%
Estudiante de inglés	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Estudiante de un idioma distinto al inglés	193	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
En acogimiento familiar	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
No está en acogimiento familiar.	195	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Subgrupo	Total de inscritos	TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CRÉDITO SIN DIPLOMA		AÚN INSCRITO		TRANSFERENCIA DE GED		ABANDONAR	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Sin hogar	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No son personas sin hogar	196	192	98%	135	69%	51	26%	6	3%	0	0%	3	2%	1	1%	0	0%
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No soy inmigrante	196	192	98%	135	69%	51	26%	6	3%	0	0%	3	2%	1	1%	0	0%
Padre/Madre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre/Madre que no pertenece a las Fuerzas Armadas	196	192	98%	135	69%	51	26%	6	3%	0	0%	3	2%	1	1%	0	0%

### RECOPIACIÓN DE DATOS SOBRE DERECHOS CIVILES (CRDC) (2020-21)

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

Datos CRDC (18,04 megabytes)

Glosario y guía CRDC

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