

ROCKY POINT UFSD DATA

2022-23 2021-22 Archive

STUDENT DATA

Enrollment Data

English Language Learners Data

SCHOOL DATA

School Report Card

High School Graduation Rate

High School Graduation Pathways Data

ROCKY POINT UFSD AT A GLANCE 2022-23

Gloss:

**TOTAL K-12 PUBLIC
SCHOOL STUDENTS**



2,671

More Enrollment
Details

SCHOOL CLIMATE



**ACCOUNTABILITY
SUPPORT MODELS**



**LOCAL
SUPPORT
AND
IMPROVEMENT**

More Information

**ASSESSMENT
RESULTS**



More Information

**4-YEAR
GRADUATION RATE**



93%

More Information

**SUPERINTENDENT:
SCOTT O'BRIEN**

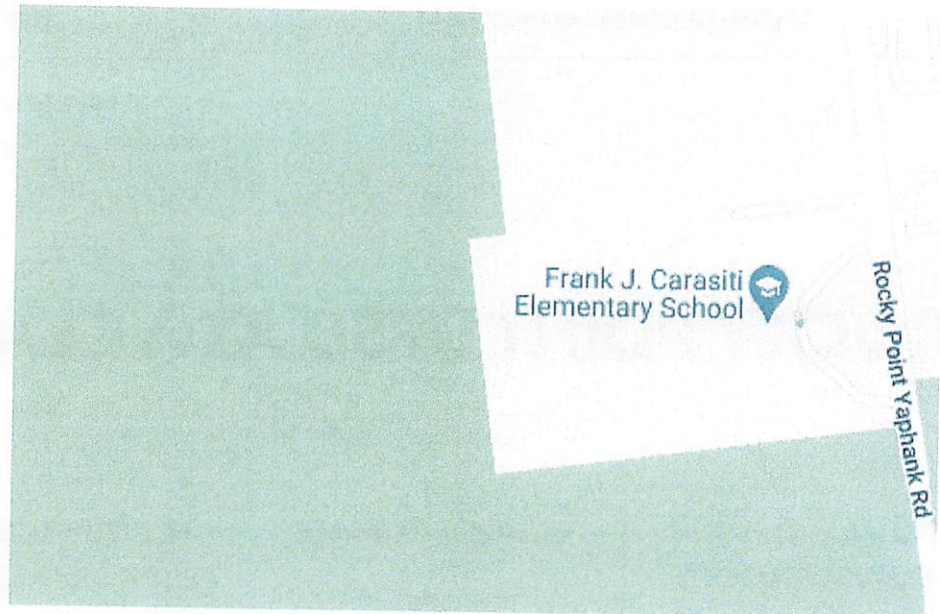
LEGAL NAME: ROCKY POINT
UNION FREE SCHOOL DISTRICT

BEDS CODE: 580209020000

INSTITUTION ID: 800000037612

PHONE: (631) 849-7561

WEBSITE:
WWW.ROCKYPOINTSCHOOLS.ORG



SCHOOLS IN ROCKY POINT UFSD

FRANK J CARASITI
ELEMENTARY SCHOOL

JOSEPH A EDGAR
INTERMEDIATE SCH

ROCKY POINT HIGH
SCHOOL

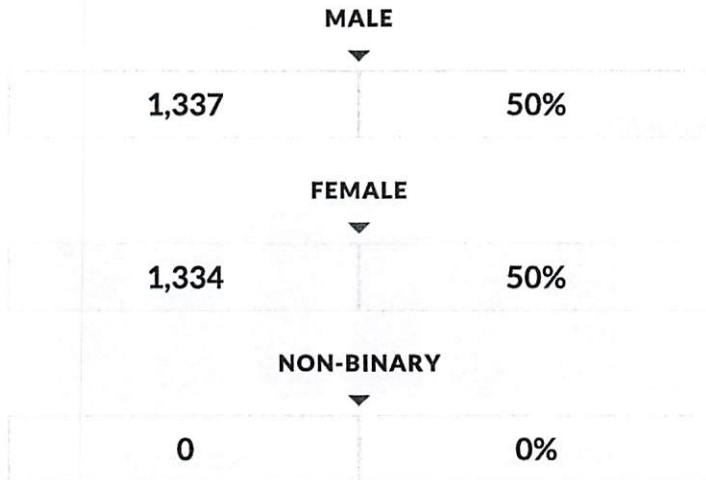
ROCKY POINT MIDDLE
SCHOOL

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

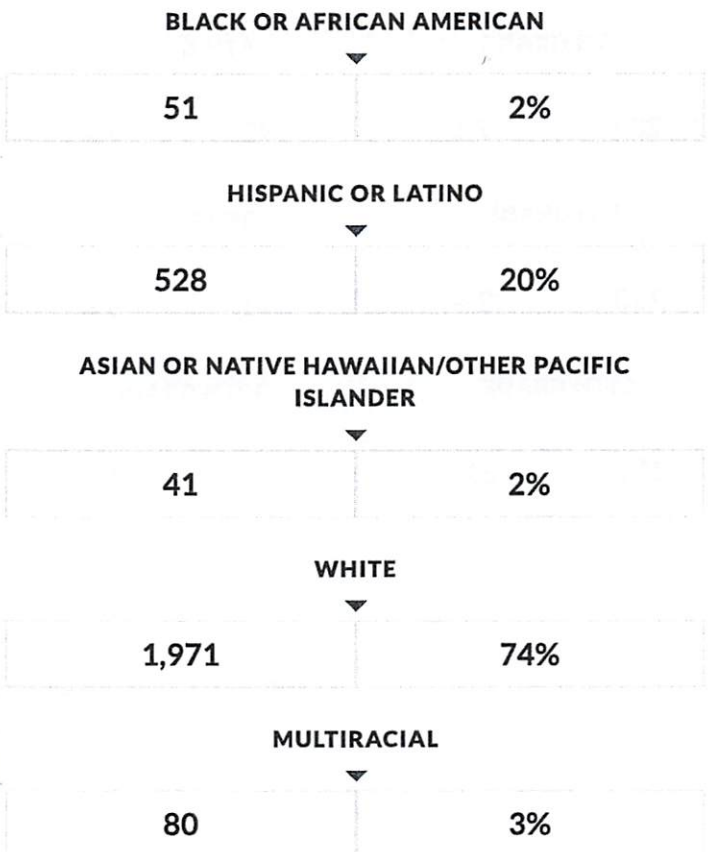
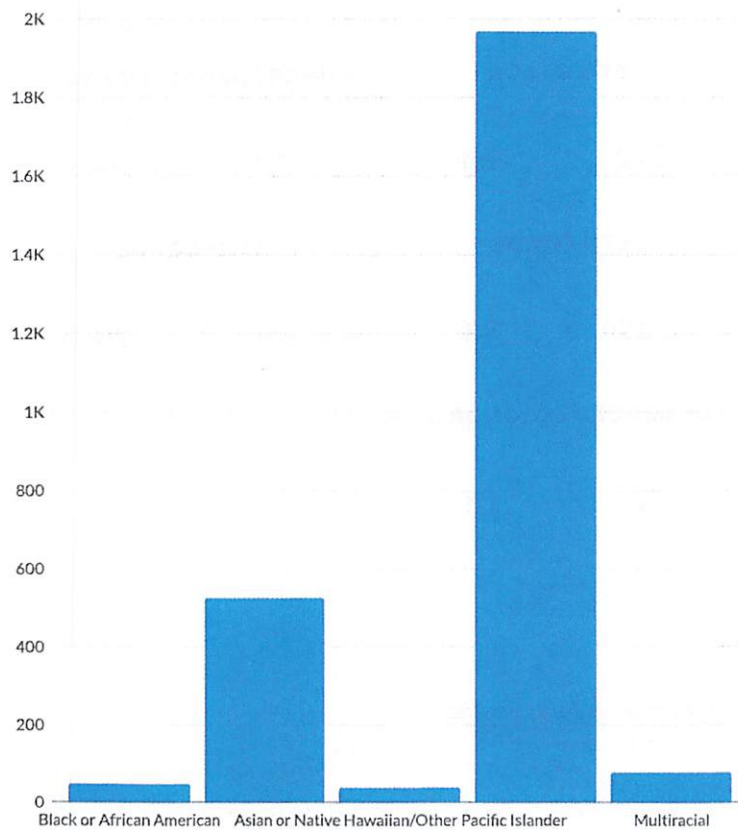
ROCKY POINT UFSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 2,671

ENROLLMENT



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

130	5%
-----	----

STUDENTS WITH DISABILITIES

537	20%
-----	-----

ECONOMICALLY DISADVANTAGED

965	36%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

45	2%
----	----

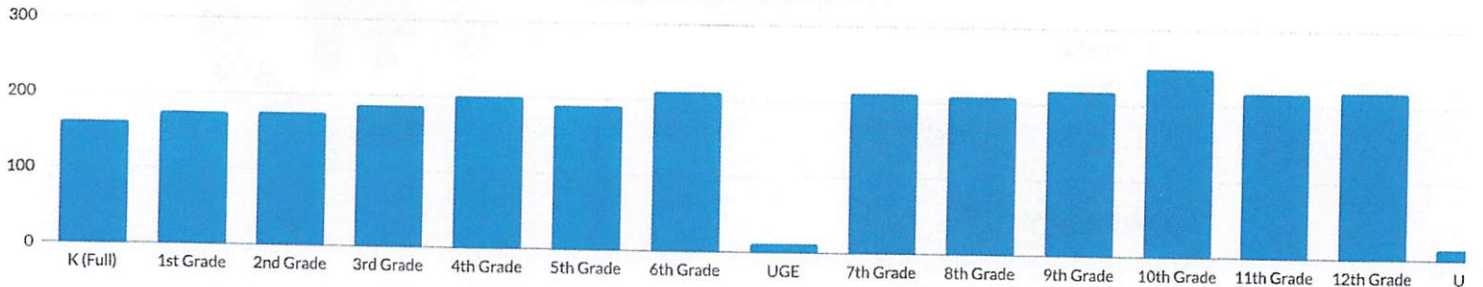
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

163	6%
-----	----

1ST GRADE

176	6%
-----	----

2ND GRADE

177	6%
-----	----

3RD GRADE

188	7%
-----	----

4TH GRADE

202	7%
-----	----

5TH GRADE

192	7%
-----	----

6TH GRADE

212	8%
-----	----

UNGRADED ELEMENTA...

13	0%
----	----

7TH GRADE

213	8%
-----	----

8TH GRADE

210	8%
-----	----

9TH GRADE

219	8%
-----	----

10TH GRADE

250	9%
-----	----

11TH GRADE

219	8%
-----	----

12TH GRADE

221	8%
-----	----

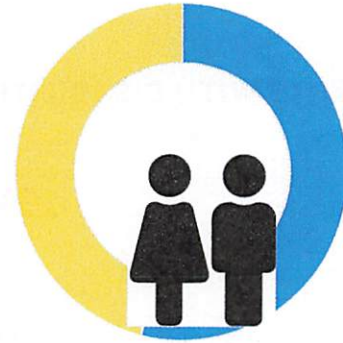
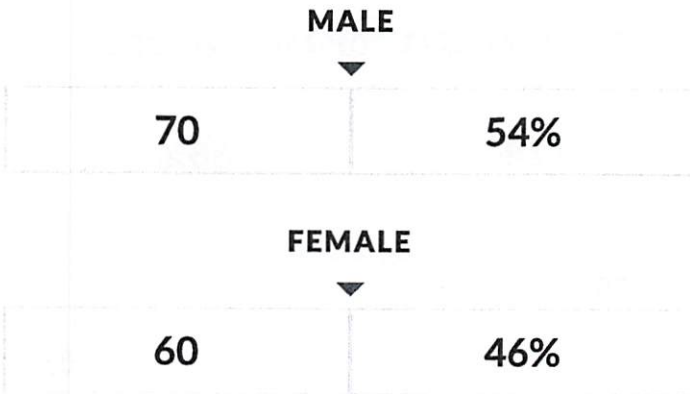
UNGRADED SECONDA...

16	1%
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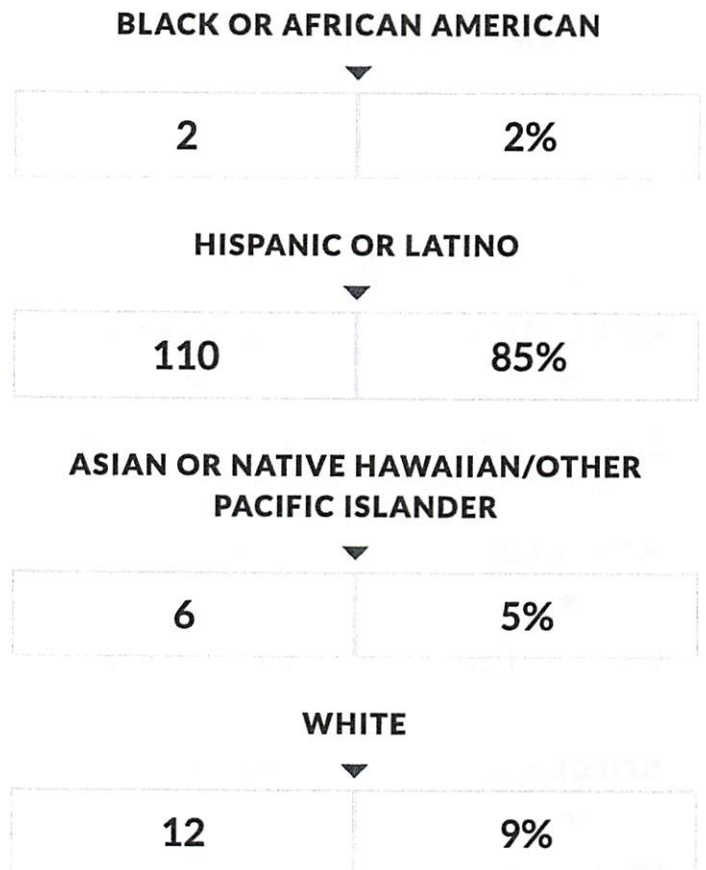
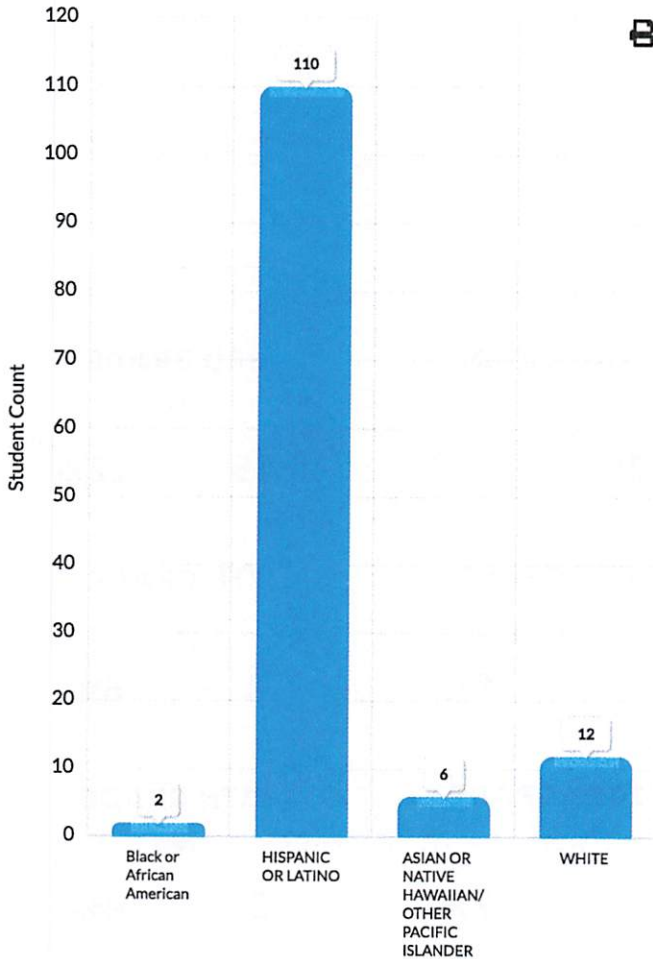
ROCKY POINT UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 130
K-12 Former ELL Enrollment: 22

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

25	19%	114	88%
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ELL ENROLLMENT BY GRADE



K (FULL DAY)

1ST GRADE

2ND GRADE

3RD GRADE

10 **8%**

13 **10%**

10 **8%**

15 **12%**

4TH GRADE

5TH GRADE

6TH GRADE

7TH GRADE

10 **8%**

13 **10%**

12 **9%**

8 **6%**

8TH GRADE

9TH GRADE

10TH GRADE

11TH GRADE

10 **8%**

10 **8%**

9 **7%**

5 **4%**

12TH GRADE

3	2%
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**UNGRADED
SECONDARY**



2	2%
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Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 **Spanish**
- 2 **English**
- 3 **Turkish**
- 4 **Hebrew**
- 5 **Urdu**

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS



69

DEVELOPING



47

LONG TERM



33

SIFE



4

ENGLISH LANGUAGE LEARNERS PROGRAMS

**ENGLISH AS A NEW
LANGUAGE**



148

**ONE WAY/ TWO WAY
DUAL LANGUAGE
PROGRAM**



0

**TRANSITIONAL
BILINGUAL EDUCATION
PROGRAM**



0

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ROCKY POINT UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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ROCKY POINT UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	376	93.1	2
	Math	398	125.8	
	Combined	774	109.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	157.7	4
	Math	13	188.5	
	Combined	26	173.1	
Black or African American	ELA	8	87.5	-
	Math	9	105.6	
	Combined	17	-	
Hispanic or Latino	ELA	85	60	1
	Math	84	91.1	
	Combined	169	75.4	
Multiracial	ELA	13	92.3	-
	Math	12	129.2	
	Combined	25	-	
White	ELA	257	101	2
	Math	280	133.8	
	Combined	537	118.1	
English Language Learner	ELA	35	38.6	1
	Math	33	56.1	
	Combined	68	47.1	
Students with Disabilities	ELA	70	41.4	2
	Math	69	65.2	
	Combined	139	53.2	
Economically Disadvantaged	ELA	134	69	2
	Math	128	98.8	
	Combined	262	83.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,161	30.1	1
	Math	1,163	43	
	Combined	2,324	36.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	136.7	4
	Math	15	163.3	
	Combined	30	150	
Black or African American	ELA	18	38.9	1
	Math	18	52.8	
	Combined	36	45.8	
Hispanic or Latino	ELA	253	20.2	1
	Math	253	30.2	
	Combined	506	25.2	
Multiracial	ELA	32	37.5	1
	Math	32	48.4	
	Combined	64	43	
White	ELA	843	30.8	1
	Math	845	44.3	
	Combined	1,688	37.6	
English Language Learner	ELA	80	16.9	1
	Math	80	23.1	
	Combined	160	20	
Students with Disabilities	ELA	280	10.4	1
	Math	282	16	
	Combined	562	13.2	
Economically Disadvantaged	ELA	446	20.7	1
	Math	447	28.3	
	Combined	893	24.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	89	44%	47%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	78	43%	45%	1.1	3
Multiracial	0	—	—	—	—
White	9	—	—	—	—
English Language Learner	89	44%	47%	1.1	3
Students with Disabilities	19	—	—	—	—
Economically Disadvantaged	80	43%	44%	1.0	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,623	335	20.6%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—
Black or African American	31	9	29%	2
Hispanic or Latino	369	84	22.8%	2
Multiracial	47	13	27.7%	2
White	1,156	227	19.6%	3
English Language Learner	119	35	29.4%	2
Students with Disabilities	388	99	25.5%	3
Economically Disadvantaged	634	195	30.8%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,239	31.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
Black or African American	—	19	—
Hispanic or Latino	X	274	33.2%
Multiracial	—	34	—
White	X	896	29.1%
English Language Learner	X	70	41.4%
Students with Disabilities	X	279	22.6%
Economically Disadvantaged	X	480	29.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,242	32.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
Black or African American	—	20	—
Hispanic or Latino	X	274	32.5%
Multiracial	—	34	—
White	X	898	31.7%
English Language Learner	X	70	34.3%
Students with Disabilities	X	281	22.8%
Economically Disadvantaged	X	482	27.6%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	219	195.4	160.3	3
	Math	107	127.6		
	Science	113	156.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	–	–	–
	Math	2	–		
	Science	1	–		
Black or African American	ELA	5	160	–	–
	Math	3	–		
	Science	3	–		
Hispanic or Latino	ELA	26	176.9	134.6	2
	Math	15	90		
	Science	17	138.2		
Multiracial	ELA	5	220	–	–
	Math	2	–		
	Science	2	–		
White	ELA	179	198.9	163.5	3
	Math	85	131.8		
	Science	90	157.8		
English Language Learner	ELA	3	–	–	–
	Math	2	–		
	Science	4	–		
Students with Disabilities	ELA	35	88.6	102.7	3
	Math	5	100		
	Science	9	127.8		
Economically Disadvantaged	ELA	71	167.6	131.4	3
	Math	31	98.4		
	Science	30	126.7		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	226	189.4	122	3
	Math	172	79.4		
	Science	209	84.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	-	-
	Math	4	-		
	Science	5	50		
Black or African American	ELA	6	133.3	-	-
	Math	6	50		
	Science	6	66.7		
Hispanic or Latino	ELA	28	164.3	105.4	3
	Math	23	58.7		
	Science	27	87		
Multiracial	ELA	5	220	-	-
	Math	4	-		
	Science	5	100		
White	ELA	182	195.6	125.9	3
	Math	135	83		
	Science	166	85.5		
English Language Learner	ELA	6	0	-	-
	Math	3	-		
	Science	5	40		
Students with Disabilities	ELA	39	79.5	50.1	2
	Math	20	25		
	Science	31	43.5		
Economically Disadvantaged	ELA	75	158.7	93.5	3
	Math	59	51.7		
	Science	65	58.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	264	244	92.4%	94.5%	3
	5-year	256	246	96.1%		
	6-year	243	231	95.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Black or African American	4-year	4	—	—	—	—
	5-year	7	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	35	28	80%	80%	2
	5-year	28	—	—		
	6-year	24	—	—		
Multiracial	4-year	7	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
White	4-year	211	199	94.3%	96.4%	4
	5-year	214	208	97.2%		
	6-year	211	206	97.6%		
English Language Learner	4-year	11	—	—	—	—
	5-year	2	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	57	45	78.9%	86.1%	4
	5-year	47	41	87.2%		
	6-year	38	35	92.1%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Economically Disadvantaged	4-year	93	83	89.2%	89.6%	3
	5-year	85	79	92.9%		
	6-year	75	65	86.7%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	18	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	15	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	18	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	937	197	21%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—
Black or African American	21	—	—	—
Hispanic or Latino	154	44	28.6%	2
Multiracial	24	—	—	—
White	719	143	19.9%	3
English Language Learner	35	16	45.7%	2
Students with Disabilities	181	50	27.6%	3
Economically Disadvantaged	320	111	34.7%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	222	99.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	5	—
Hispanic or Latino	—	27	—
Multiracial	—	5	—
White	✓	181	100%
English Language Learner	—	3	—
Students with Disabilities	—	35	—
Economically Disadvantaged	✓	72	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	169	62.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	5	—
Hispanic or Latino	—	23	—
Multiracial	—	4	—
White	X	134	63.4%
English Language Learner	—	1	—
Students with Disabilities	—	16	—
Economically Disadvantaged	X	56	53.6%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	196	103	53%	93	47%	34	37%	25	27%	29	31%	5	5%	34	37%
Grade 4	204	137	67%	67	33%	20	30%	26	39%	16	24%	5	7%	21	31%
Grade 5	197	128	65%	69	35%	30	43%	29	42%	10	14%	0	0%	10	14%
Grade 6	219	156	71%	63	29%	24	38%	21	33%	12	19%	6	10%	18	29%
Grade 7	218	163	75%	55	25%	28	51%	17	31%	7	13%	3	5%	10	18%
Grade 8	217	180	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%
Grades 3-8	1,251	867	69%	384	31%	147	38%	127	33%	86	22%	24	6%	110	29%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	103	53%	93	47%	34	37%	25	27%	29	31%	5	5%	34	37%
Female	85	45	53%	40	47%	16	40%	9	23%	12	30%	3	8%	15	38%
Male	111	58	52%	53	48%	18	34%	16	30%	17	32%	2	4%	19	36%
General Education Students	152	72	47%	80	53%	22	28%	24	30%	29	36%	5	6%	34	43%
Students with Disabilities	44	31	70%	13	30%	12	92%	1	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	46	20	43%	26	57%	16	62%	6	23%	3	12%	1	4%	4	15%
White	141	80	57%	61	43%	16	26%	17	28%	24	39%	4	7%	28	46%
Multiracial	7	3	43%	4	57%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	72	42	58%	30	42%	15	50%	12	40%	3	10%	0	0%	3	10%
Not Economically Disadvantaged	124	61	49%	63	51%	19	30%	13	21%	26	41%	5	8%	31	49%
English Language Learner	15	4	27%	11	73%	10	91%	1	9%	0	0%	0	0%	0	0%
Non-English Language Learner	181	99	55%	82	45%	24	29%	24	29%	29	35%	5	6%	34	41%
Not in Foster Care	196	103	53%	93	47%	34	37%	25	27%	29	31%	5	5%	34	37%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Not Migrant	196	103	53%	93	47%	34	37%	25	27%	29	31%	5	5%	34	37%
Parent Not in Armed Forces	196	103	53%	93	47%	34	37%	25	27%	29	31%	5	5%	34	37%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	137	67%	67	33%	20	30%	26	39%	16	24%	5	7%	21	31%
Female	103	70	68%	33	32%	7	21%	14	42%	9	27%	3	9%	12	36%
Male	101	67	66%	34	34%	13	38%	12	35%	7	21%	2	6%	9	26%
General Education Students	159	104	65%	55	35%	12	22%	22	40%	16	29%	5	9%	21	38%
Students with Disabilities	45	33	73%	12	27%	8	67%	4	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	43	27	63%	16	37%	-	-	-	-	-	-	-	-	-	-
White	150	103	69%	47	31%	12	26%	20	43%	13	28%	2	4%	15	32%
Multiracial	6	4	67%	2	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	54	34	63%	20	37%	8	40%	6	30%	3	15%	3	15%	6	30%
Economically Disadvantaged	77	56	73%	21	27%	11	52%	3	14%	5	24%	2	10%	7	33%
Not Economically Disadvantaged	127	81	64%	46	36%	9	20%	23	50%	11	24%	3	7%	14	30%
English Language Learner	11	8	73%	3	27%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	193	129	67%	64	33%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	204	137	67%	67	33%	20	30%	26	39%	16	24%	5	7%	21	31%
Homeless	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	200	133	67%	67	34%	20	30%	26	39%	16	24%	5	7%	21	31%
Not Migrant	204	137	67%	67	33%	20	30%	26	39%	16	24%	5	7%	21	31%
Parent Not in Armed Forces	204	137	67%	67	33%	20	30%	26	39%	16	24%	5	7%	21	31%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	128	65%	69	35%	30	43%	29	42%	10	14%	0	0%	10	14%
Female	87	61	70%	26	30%	7	27%	17	65%	2	8%	0	0%	2	8%
Male	110	67	61%	43	39%	23	53%	12	28%	8	19%	0	0%	8	19%
General Education Students	155	96	62%	59	38%	22	37%	27	46%	10	17%	0	0%	10	17%
Students with Disabilities	42	32	76%	10	24%	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	46	28	61%	18	39%	14	78%	3	17%	1	6%	0	0%	1	6%
White	142	96	68%	46	32%	16	35%	22	48%	8	17%	0	0%	8	17%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	4	80%	1	20%	0	0%	1	20%
Economically Disadvantaged	81	48	59%	33	41%	18	55%	10	30%	5	15%	0	0%	5	15%
Not Economically Disadvantaged	116	80	69%	36	31%	12	33%	19	53%	5	14%	0	0%	5	14%
English Language Learner	13	8	62%	5	38%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	184	120	65%	64	35%	25	39%	29	45%	10	16%	0	0%	10	16%
Not in Foster Care	197	128	65%	69	35%	30	43%	29	42%	10	14%	0	0%	10	14%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	193	126	65%	67	35%	—	—	—	—	—	—	—	—	—	—
Not Migrant	197	128	65%	69	35%	30	43%	29	42%	10	14%	0	0%	10	14%
Parent Not in Armed Forces	197	128	65%	69	35%	30	43%	29	42%	10	14%	0	0%	10	14%

GRADE 6 ELA RESULTS

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



GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	163	75%	55	25%	28	51%	17	31%	7	13%	3	5%	10	18%
Female	104	80	77%	24	23%	15	63%	5	21%	2	8%	2	8%	4	17%
Male	114	83	73%	31	27%	13	42%	12	39%	5	16%	1	3%	6	19%
General Education Students	163	115	71%	48	29%	22	46%	16	33%	7	15%	3	6%	10	21%
Students with Disabilities	55	48	87%	7	13%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	50	34	68%	16	32%	10	63%	5	31%	0	0%	1	6%	1	6%
White	151	119	79%	32	21%	16	50%	9	28%	5	16%	2	6%	7	22%
Multiracial	9	7	78%	2	22%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	10	59%	7	41%	2	29%	3	43%	2	29%	0	0%	2	29%
Economically Disadvantaged	84	63	75%	21	25%	11	52%	7	33%	2	10%	1	5%	3	14%
Not Economically Disadvantaged	134	100	75%	34	25%	17	50%	10	29%	5	15%	2	6%	7	21%
English Language Learner	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	210	158	75%	52	25%	–	–	–	–	–	–	–	–	–	–
In Foster Care	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	216	162	75%	54	25%	–	–	–	–	–	–	–	–	–	–
Homeless	8	6	75%	2	25%	–	–	–	–	–	–	–	–	–	–
Not Homeless	210	157	75%	53	25%	–	–	–	–	–	–	–	–	–	–
Not Migrant	218	163	75%	55	25%	28	51%	17	31%	7	13%	3	5%	10	18%
Parent Not in Armed Forces	218	163	75%	55	25%	28	51%	17	31%	7	13%	3	5%	10	18%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	217	180	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%
Female	117	97	83%	20	17%	3	15%	5	25%	9	45%	3	15%	12	60%
Male	100	83	83%	17	17%	8	47%	4	24%	3	18%	2	12%	5	29%
General Education Students	160	131	82%	29	18%	6	21%	7	24%	12	41%	4	14%	16	55%
Students with Disabilities	57	49	86%	8	14%	5	63%	2	25%	0	0%	1	13%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	44	38	86%	6	14%	–	–	–	–	–	–	–	–	–	–
White	159	131	82%	28	18%	8	29%	7	25%	8	29%	5	18%	13	46%
Multiracial	8	6	75%	2	25%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	54	45	83%	9	17%	3	33%	2	22%	4	44%	0	0%	4	44%
Economically Disadvantaged	86	72	84%	14	16%	7	50%	5	36%	1	7%	1	7%	2	14%
Not Economically Disadvantaged	131	108	82%	23	18%	4	17%	4	17%	11	48%	4	17%	15	65%
English Language Learner	11	8	73%	3	27%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	206	172	83%	34	17%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	216	179	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	216	179	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%
Not Migrant	217	180	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%
Parent Not in Armed Forces	217	180	83%	37	17%	11	30%	9	24%	12	32%	5	14%	17	46%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	218	196	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Regents 8	—	—	—	58	27%	1	2%	1	2%	24	41%	32	55%	56	97%
Combined 8	218	138	63%	80	37%	4	5%	4	5%	36	45%	36	45%	72	90%

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

GRADE 8 SCIENCE RESULTS

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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	196	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Female	118	106	90%	12	10%	1	8%	3	25%	5	42%	3	25%	8	67%
Male	100	90	90%	10	10%	2	20%	0	0%	7	70%	1	10%	8	80%
General Education Students	161	147	91%	14	9%	0	0%	2	14%	9	64%	3	21%	12	86%
Students with Disabilities	57	49	86%	8	14%	3	38%	1	13%	3	38%	1	13%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	44	41	93%	3	7%	—	—	—	—	—	—	—	—	—	—
White	160	145	91%	15	9%	3	20%	2	13%	6	40%	4	27%	10	67%
Multiracial	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	47	87%	7	13%	0	0%	1	14%	6	86%	0	0%	6	86%
Economically Disadvantaged	86	77	90%	9	10%	1	11%	2	22%	4	44%	2	22%	6	67%
Not Economically Disadvantaged	132	119	90%	13	10%	2	15%	1	8%	8	62%	2	15%	10	77%
English Language Learner	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	207	185	89%	22	11%	3	14%	3	14%	12	55%	4	18%	16	73%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	217	195	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	217	195	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Not Migrant	218	196	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Parent Not in Armed Forces	218	196	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	27	12%	34	15%	78	34%	41	18%	50	22%	169	73%
Female	121	12	10%	19	16%	38	31%	24	20%	28	23%	90	74%
Male	109	15	14%	15	14%	40	37%	17	16%	22	20%	79	72%
General Education Students	180	14	8%	16	9%	64	36%	37	21%	49	27%	150	83%
Students with Disabilities	50	13	26%	18	36%	14	28%	4	8%	1	2%	19	38%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	0	0%	1	20%	2	40%	1	20%	4	80%
Black or African American	9	1	11%	1	11%	5	56%	1	11%	1	11%	7	78%
Hispanic or Latino	43	9	21%	9	21%	15	35%	3	7%	7	16%	25	58%
White	168	15	9%	22	13%	56	33%	35	21%	40	24%	131	78%
Multiracial	5	1	20%	2	40%	1	20%	0	0%	1	20%	2	40%
Economically Disadvantaged	85	19	22%	16	19%	30	35%	12	14%	8	9%	50	59%
Not Economically Disadvantaged	145	8	6%	18	12%	48	33%	29	20%	42	29%	119	82%
English Language Learner	12	7	58%	3	25%	1	8%	1	8%	0	0%	2	17%
Non-English Language Learner	218	20	9%	31	14%	77	35%	40	18%	50	23%	167	77%
Not in Foster Care	230	27	12%	34	15%	78	34%	41	18%	50	22%	169	73%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	230	27	12%	34	15%	78	34%	41	18%	50	22%	169	73%
Parent Not in Armed Forces	230	27	12%	34	15%	78	34%	41	18%	50	22%	169	73%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	56	24%	40	17%	82	35%	23	10%	34	14%	139	59%
Female	117	26	22%	19	16%	43	37%	10	9%	19	16%	72	62%
Male	118	30	25%	21	18%	39	33%	13	11%	15	13%	67	57%
General Education Students	202	39	19%	32	16%	76	38%	23	11%	32	16%	131	65%
Students with Disabilities	33	17	52%	8	24%	6	18%	0	0%	2	6%	8	24%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Black or African American	5	3	60%	0	0%	2	40%	0	0%	0	0%	2	40%
Hispanic or Latino	39	15	38%	7	18%	10	26%	6	15%	1	3%	17	44%
White	180	38	21%	32	18%	65	36%	16	9%	29	16%	110	61%
Multiracial	6	0	0%	0	0%	4	67%	0	0%	2	33%	6	100%
Economically Disadvantaged	79	27	34%	14	18%	23	29%	9	11%	6	8%	38	48%
Not Economically Disadvantaged	156	29	19%	26	17%	59	38%	14	9%	28	18%	101	65%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	229	51	22%	39	17%	82	36%	23	10%	34	15%	139	61%
Not in Foster Care	235	56	24%	40	17%	82	35%	23	10%	34	14%	139	59%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	232	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	235	56	24%	40	17%	82	35%	23	10%	34	14%	139	59%
Parent Not in Armed Forces	235	56	24%	40	17%	82	35%	23	10%	34	14%	139	59%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Female	78	2	3%	13	17%	31	40%	18	23%	14	18%	63	81%
Male	52	4	8%	3	6%	21	40%	16	31%	8	15%	45	87%
General Education Students	127	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	5	38%	5	38%	1	8%	1	8%	7	54%
White	106	5	5%	8	8%	44	42%	30	28%	19	18%	93	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	3	50%	1	17%	1	17%	1	17%	3	50%
Economically Disadvantaged	24	1	4%	6	25%	9	38%	5	21%	3	13%	17	71%
Not Economically Disadvantaged	106	5	5%	10	9%	43	41%	29	27%	19	18%	91	86%
Non-English Language Learner	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not in Foster Care	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not Homeless	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not Migrant	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Parent Not in Armed Forces	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	230	23	10%	30	13%	111	48%	66	29%	177	77%
Female	127	12	9%	14	11%	64	50%	37	29%	101	80%
Male	103	11	11%	16	16%	47	46%	29	28%	76	74%
General Education Students	179	10	6%	11	6%	95	53%	63	35%	158	88%
Students with Disabilities	51	13	25%	19	37%	16	31%	3	6%	19	37%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	9	2	22%	1	11%	4	44%	2	22%	6	67%
Hispanic or Latino	50	9	18%	9	18%	25	50%	7	14%	32	64%
White	162	10	6%	20	12%	77	48%	55	34%	132	81%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	0	0%	5	56%	2	22%	7	78%
Economically Disadvantaged	81	16	20%	20	25%	32	40%	13	16%	45	56%
Not Economically Disadvantaged	149	7	5%	10	7%	79	53%	53	36%	132	89%
English Language Learner	9	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	221	17	8%	28	13%	110	50%	66	30%	176	80%
Not in Foster Care	230	23	10%	30	13%	111	48%	66	29%	177	77%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	227	—	—	—	—	—	—	—	—	—	—
Not Migrant	230	23	10%	30	13%	111	48%	66	29%	177	77%
Parent Not in Armed Forces	230	23	10%	30	13%	111	48%	66	29%	177	77%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	210	14	7%	14	7%	88	42%	94	45%	182	87%
Female	103	7	7%	10	10%	39	38%	47	46%	86	83%
Male	107	7	7%	4	4%	49	46%	47	44%	96	90%
General Education Students	173	7	4%	9	5%	70	40%	87	50%	157	91%
Students with Disabilities	37	7	19%	5	14%	18	49%	7	19%	25	68%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	3	9%	1	3%	14	42%	15	45%	29	88%
White	166	10	6%	12	7%	69	42%	75	45%	144	87%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	5	45%	4	36%	9	82%
Economically Disadvantaged	70	10	14%	5	7%	29	41%	26	37%	55	79%
Not Economically Disadvantaged	140	4	3%	9	6%	59	42%	68	49%	127	91%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	206	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	210	14	7%	14	7%	88	42%	94	45%	182	87%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	208	—	—	—	—	—	—	—	—	—	—
Not Migrant	210	14	7%	14	7%	88	42%	94	45%	182	87%
Parent Not in Armed Forces	210	14	7%	14	7%	88	42%	94	45%	182	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	91	1	1%	11	12%	52	57%	27	30%	79	87%
Female	45	0	0%	7	16%	23	51%	15	33%	38	84%
Male	46	1	2%	4	9%	29	63%	12	26%	41	89%
General Education Students	90	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	79	0	0%	8	10%	46	58%	25	32%	71	90%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	3	25%	6	50%	2	17%	8	67%
Economically Disadvantaged	15	0	0%	3	20%	10	67%	2	13%	12	80%
Not Economically Disadvantaged	76	1	1%	8	11%	42	55%	25	33%	67	88%
Non-English Language Learner	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not in Foster Care	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not Homeless	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not Migrant	91	1	1%	11	12%	52	57%	27	30%	79	87%
Parent Not in Armed Forces	91	1	1%	11	12%	52	57%	27	30%	79	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	33	5	15%	6	18%	10	30%	12	36%	22	67%
Female	15	2	13%	3	20%	5	33%	5	33%	10	67%
Male	18	3	17%	3	17%	5	28%	7	39%	12	67%
General Education Students	32	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	29	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	5	15%	6	18%	10	30%	12	36%	22	67%
Economically Disadvantaged	6	1	17%	1	17%	3	50%	1	17%	4	67%
Not Economically Disadvantaged	27	4	15%	5	19%	7	26%	11	41%	18	67%
Non-English Language Learner	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not in Foster Care	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not Homeless	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not Migrant	33	5	15%	6	18%	10	30%	12	36%	22	67%
Parent Not in Armed Forces	33	5	15%	6	18%	10	30%	12	36%	22	67%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



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



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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	12	100	0	0
Female	3	3	100	0	0
Male	9	9	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	3	3	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	3	3	100	0	0
White	6	6	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	12	12	100	0	0
Homeless	2	2	100	0	0
Not Homeless	10	10	100	0	0
Not Migrant	12	12	100	0	0
Parent Not in Armed Forces	12	12	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	15	6%	226	94%	14	6%	11	5%	31	13%	170	71%	201	83%
Female	126	10	8%	116	92%	3	2%	3	2%	14	11%	96	76%	110	87%
Male	115	5	4%	110	96%	11	10%	8	7%	17	15%	74	64%	91	79%
General Education Students	197	7	4%	190	96%	4	2%	6	3%	18	9%	162	82%	180	91%
Students with Disabilities	44	8	18%	36	82%	10	23%	5	11%	13	30%	8	18%	21	48%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	0	0%	1	20%	0	0%	3	60%	3	60%
Black or African American	6	1	17%	5	83%	1	17%	0	0%	1	17%	3	50%	4	67%
Hispanic or Latino	32	5	16%	27	84%	1	3%	2	6%	7	22%	17	53%	24	75%
White	192	8	4%	184	96%	12	6%	8	4%	22	11%	142	74%	164	85%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	83	10	12%	73	88%	9	11%	4	5%	16	19%	44	53%	60	72%
Not Economically Disadvantaged	158	5	3%	153	97%	5	3%	7	4%	15	9%	126	80%	141	89%
English Language Learner	6	3	50%	3	50%	2	33%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	235	12	5%	223	95%	12	5%	10	4%	31	13%	170	72%	201	86%
Not in Foster Care	241	15	6%	226	94%	14	6%	11	5%	31	13%	170	71%	201	83%
Homeless	9	1	11%	8	89%	3	33%	1	11%	1	11%	3	33%	4	44%
Not Homeless	232	14	6%	218	94%	11	5%	10	4%	30	13%	167	72%	197	85%
Not Migrant	241	15	6%	226	94%	14	6%	11	5%	31	13%	170	71%	201	83%
Parent Not in Armed Forces	241	15	6%	226	94%	14	6%	11	5%	31	13%	170	71%	201	83%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	99	41%	142	59%	7	3%	10	4%	46	19%	79	33%	125	52%
Female	126	48	38%	78	62%	4	3%	5	4%	19	15%	50	40%	69	55%
Male	115	51	44%	64	56%	3	3%	5	4%	27	23%	29	25%	56	49%
General Education Students	197	61	31%	136	69%	5	3%	10	5%	44	22%	77	39%	121	61%
Students with Disabilities	44	38	86%	6	14%	2	5%	0	0%	2	5%	2	5%	4	9%
Asian or Native Hawaiian/Other Pacific Islander	5	2	40%	3	60%	0	0%	0	0%	1	20%	2	40%	3	60%
Black or African American	6	3	50%	3	50%	0	0%	1	17%	1	17%	1	17%	2	33%
Hispanic or Latino	32	15	47%	17	53%	2	6%	3	9%	7	22%	5	16%	12	38%
White	192	77	40%	115	60%	5	3%	6	3%	36	19%	68	35%	104	54%
Multiracial	6	2	33%	4	67%	0	0%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	83	47	57%	36	43%	3	4%	3	4%	20	24%	10	12%	30	36%
Not Economically Disadvantaged	158	52	33%	106	67%	4	3%	7	4%	26	16%	69	44%	95	60%
English Language Learner	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	235	95	40%	140	60%	6	3%	10	4%	45	19%	79	34%	124	53%
Not in Foster Care	241	99	41%	142	59%	7	3%	10	4%	46	19%	79	33%	125	52%
Homeless	9	6	67%	3	33%	1	11%	0	0%	2	22%	0	0%	2	22%
Not Homeless	232	93	40%	139	60%	6	3%	10	4%	44	19%	79	34%	123	53%
Not Migrant	241	99	41%	142	59%	7	3%	10	4%	46	19%	79	33%	125	52%
Parent Not in Armed Forces	241	99	41%	142	59%	7	3%	10	4%	46	19%	79	33%	125	52%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	228	89	39	139	61
Female	118	43	36	75	64
Male	110	46	42	64	58
General Education Students	193	59	31	134	69
Students with Disabilities	35	30	86	5	14
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Black or African American	5	3	60	2	40
Hispanic or Latino	28	12	43	16	57
White	185	71	38	114	62
Multiracial	6	2	33	4	67
Economically Disadvantaged	73	39	53	34	47
Not Economically Disadvantaged	155	50	32	105	68
English Language Learner	4	3	75	1	25
Non-English Language Learner	224	86	38	138	62
Not in Foster Care	228	89	39	139	61
Homeless	7	5	71	2	29
Not Homeless	221	84	38	137	62
Not Migrant	228	89	39	139	61
Parent Not in Armed Forces	228	89	39	139	61

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	97	40%	144	60%	16	7%	16	7%	56	23%	56	23%	112	46%
Female	126	49	39%	77	61%	7	6%	8	6%	33	26%	29	23%	62	49%
Male	115	48	42%	67	58%	9	8%	8	7%	23	20%	27	23%	50	43%
General Education Students	197	63	32%	134	68%	13	7%	15	8%	51	26%	55	28%	106	54%
Students with Disabilities	44	34	77%	10	23%	3	7%	1	2%	5	11%	1	2%	6	14%
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	0	0%	0	0%	0	0%	2	40%	2	40%
Black or African American	6	3	50%	3	50%	1	17%	0	0%	2	33%	0	0%	2	33%
Hispanic or Latino	32	14	44%	18	56%	5	16%	1	3%	10	31%	2	6%	12	38%
White	192	75	39%	117	61%	10	5%	15	8%	43	22%	49	26%	92	48%
Multiracial	6	2	33%	4	67%	0	0%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	83	46	55%	37	45%	9	11%	3	4%	17	20%	8	10%	25	30%
Not Economically Disadvantaged	158	51	32%	107	68%	7	4%	13	8%	39	25%	48	30%	87	55%
English Language Learner	6	2	33%	4	67%	3	50%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	235	95	40%	140	60%	13	6%	16	7%	55	23%	56	24%	111	47%
Not in Foster Care	241	97	40%	144	60%	16	7%	16	7%	56	23%	56	23%	112	46%
Homeless	9	5	56%	4	44%	3	33%	0	0%	0	0%	1	11%	1	11%
Not Homeless	232	92	40%	140	60%	13	6%	16	7%	56	24%	55	24%	111	48%
Not Migrant	241	97	40%	144	60%	16	7%	16	7%	56	23%	56	23%	112	46%
Parent Not in Armed Forces	241	97	40%	144	60%	16	7%	16	7%	56	23%	56	23%	112	46%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	226	88	39	138	61
Female	116	44	38	72	62
Male	110	44	40	66	60
General Education Students	191	61	32	130	68
Students with Disabilities	35	27	77	8	23
Asian or Native Hawaiian/Other Pacific Islander	4	2	50	2	50
Black or African American	5	3	60	2	40
Hispanic or Latino	26	11	42	15	58
White	185	70	38	115	62
Multiracial	6	2	33	4	67
Economically Disadvantaged	71	39	55	32	45
Not Economically Disadvantaged	155	49	32	106	68
English Language Learner	3	1	33	2	67
Non-English Language Learner	223	87	39	136	61
Not in Foster Care	226	88	39	138	61
Homeless	7	4	57	3	43
Not Homeless	219	84	38	135	62
Not Migrant	226	88	39	138	61
Parent Not in Armed Forces	226	88	39	138	61

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	205	85%	36	15%	0	0%	2	1%	30	12%	4	2%	34	14%
Female	126	105	83%	21	17%	0	0%	1	1%	17	13%	3	2%	20	16%
Male	115	100	87%	15	13%	0	0%	1	1%	13	11%	1	1%	14	12%
General Education Students	197	163	83%	34	17%	0	0%	1	1%	30	15%	3	2%	33	17%
Students with Disabilities	44	42	95%	2	5%	0	0%	1	2%	0	0%	1	2%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Black or African American	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	32	25	78%	7	22%	0	0%	1	3%	3	9%	3	9%	6	19%
White	192	167	87%	25	13%	0	0%	1	1%	23	12%	1	1%	24	13%
Multiracial	6	4	67%	2	33%	0	0%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	83	74	89%	9	11%	0	0%	1	1%	4	5%	4	5%	8	10%
Not Economically Disadvantaged	158	131	83%	27	17%	0	0%	1	1%	26	16%	0	0%	26	16%
English Language Learner	6	4	67%	2	33%	0	0%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	235	201	86%	34	14%	0	0%	1	0%	29	12%	4	2%	33	14%
Not in Foster Care	241	205	85%	36	15%	0	0%	2	1%	30	12%	4	2%	34	14%
Homeless	9	7	78%	2	22%	0	0%	0	0%	0	0%	2	22%	2	22%
Not Homeless	232	198	85%	34	15%	0	0%	2	1%	30	13%	2	1%	32	14%
Not Migrant	241	205	85%	36	15%	0	0%	2	1%	30	12%	4	2%	34	14%
Parent Not in Armed Forces	241	205	85%	36	15%	0	0%	2	1%	30	12%	4	2%	34	14%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	221	192	87	29	13
Female	114	97	85	17	15
Male	107	95	89	12	11
General Education Students	186	158	85	28	15
Students with Disabilities	35	34	97	1	3
Asian or Native Hawaiian/Other Pacific Islander	4	3	75	1	25
Black or African American	5	5	100	0	0
Hispanic or Latino	24	21	88	3	13
White	182	159	87	23	13
Multiracial	6	4	67	2	33
Economically Disadvantaged	66	63	95	3	5
Not Economically Disadvantaged	155	129	83	26	17
English Language Learner	2	2	100	0	0
Non-English Language Learner	219	190	87	29	13
Not in Foster Care	221	192	87	29	13
Homeless	5	5	100	0	0
Not Homeless	216	187	87	29	13
Not Migrant	221	192	87	29	13
Parent Not in Armed Forces	221	192	87	29	13

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	215	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	10%
Female	126	109	87%	17	13%	0	0%	0	0%	14	11%	3	2%	17	13%
Male	115	106	92%	9	8%	0	0%	1	1%	8	7%	0	0%	8	7%
General Education Students	197	171	87%	26	13%	0	0%	1	1%	22	11%	3	2%	25	13%
Students with Disabilities	44	44	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Black or African American	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	32	28	88%	4	13%	0	0%	1	3%	2	6%	1	3%	3	9%
White	192	172	90%	20	10%	0	0%	0	0%	18	9%	2	1%	20	10%
Multiracial	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	83	78	94%	5	6%	0	0%	1	1%	1	1%	3	4%	4	5%
Not Economically Disadvantaged	158	137	87%	21	13%	0	0%	0	0%	21	13%	0	0%	21	13%
English Language Learner	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	235	210	89%	25	11%	0	0%	0	0%	22	9%	3	1%	25	11%
Not in Foster Care	241	215	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	10%
Homeless	9	7	78%	2	22%	0	0%	0	0%	0	0%	2	22%	2	22%
Not Homeless	232	208	90%	24	10%	0	0%	1	0%	22	9%	1	0%	23	10%
Not Migrant	241	215	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	10%
Parent Not in Armed Forces	241	215	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	10%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	13	13	100	0	0
Female	3	3	100	0	0
Male	10	10	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	4	4	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	3	3	100	0	0
White	6	6	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	6	6	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	12	12	100	0	0
Not in Foster Care	13	13	100	0	0
Homeless	2	2	100	0	0
Not Homeless	11	11	100	0	0
Not Migrant	13	13	100	0	0
Parent Not in Armed Forces	13	13	100	0	0

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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ROCKY POINT UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

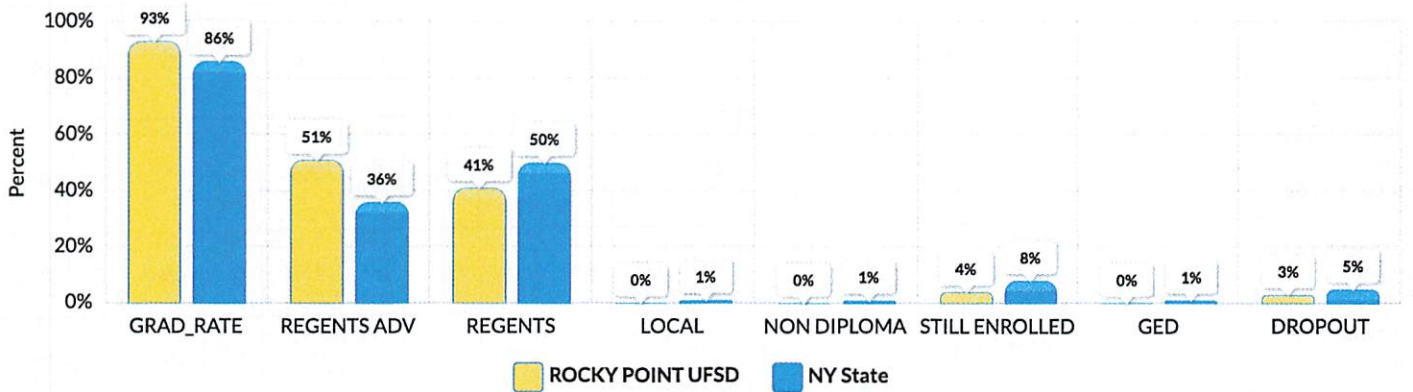
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



Outcomes for All Students



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	241	223	93%	124	51%	99	41%	0	0%	0	0%	10	4%	0	0%	8	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	241	223	93%	124	51%	99	41%	0	0%	0	0%	10	4%	0	0%	8	3%

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ROCKY POINT UFSD GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Female	116	115	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Male	107	106	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	189	188	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Students with Disabilities	34	33	97%	0	0%	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	182	180	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	70	70	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	153	151	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	221	219	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Homeless	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	215	213	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%

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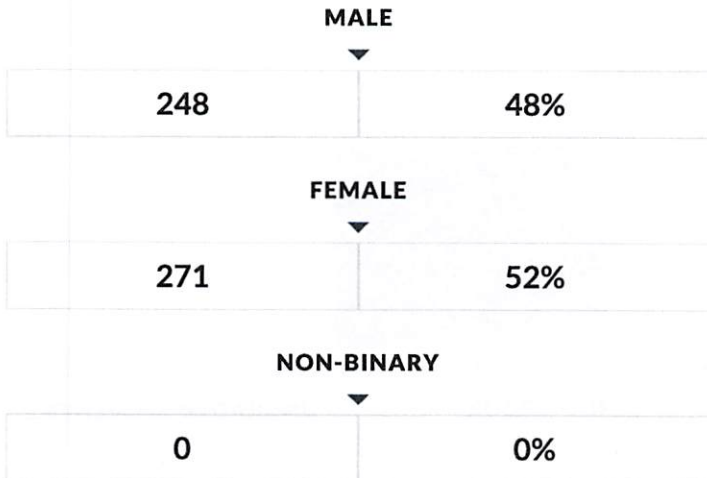
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

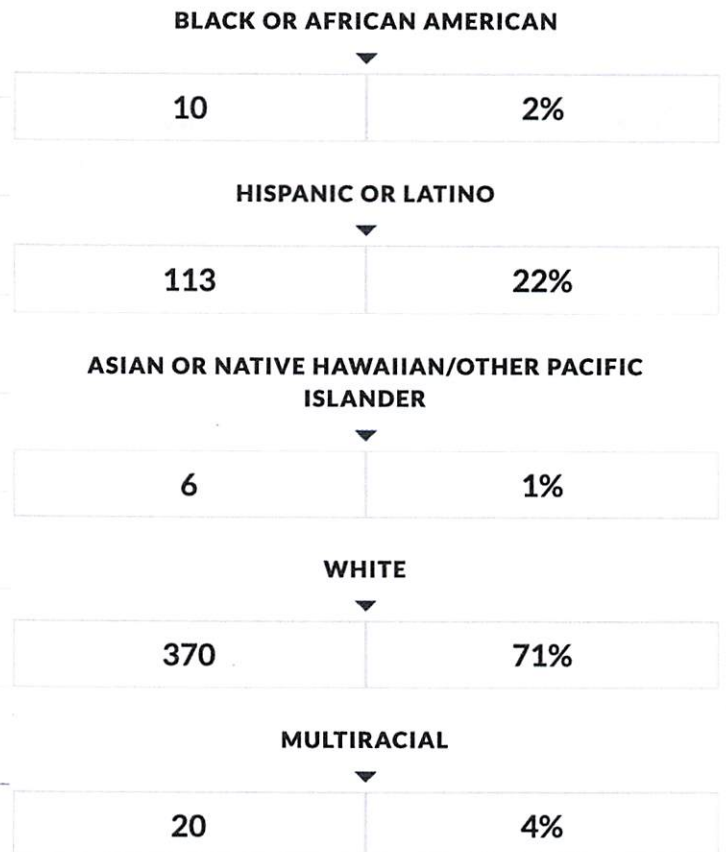
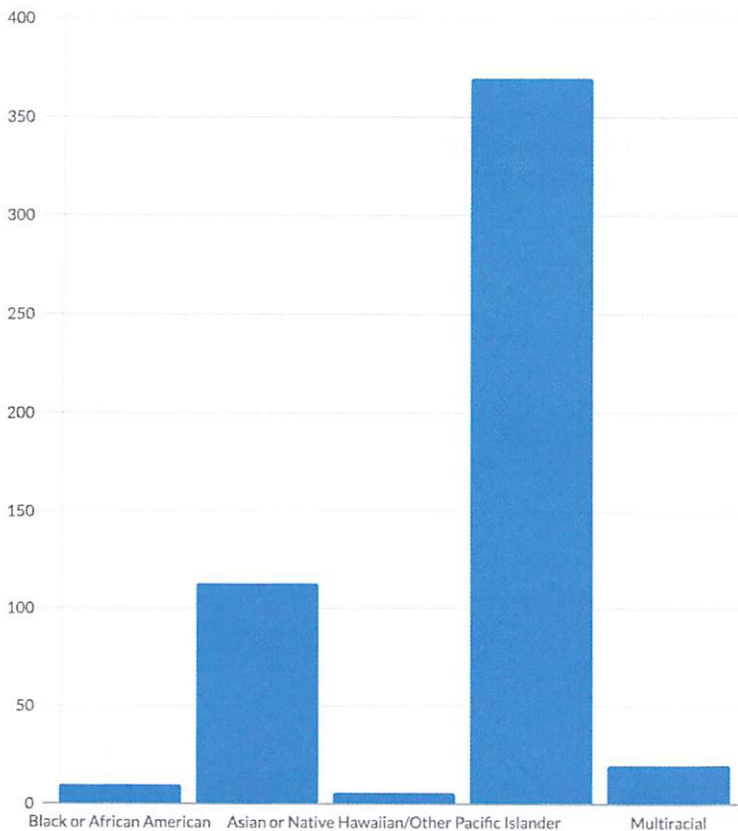
FRANK J CARASITI ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 519

ENROLLMENT



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

33	6%
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89	17%
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182	35%
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MIGRANT

HOMELESS

FOSTER CARE

PARENT IN ARMED FORCES

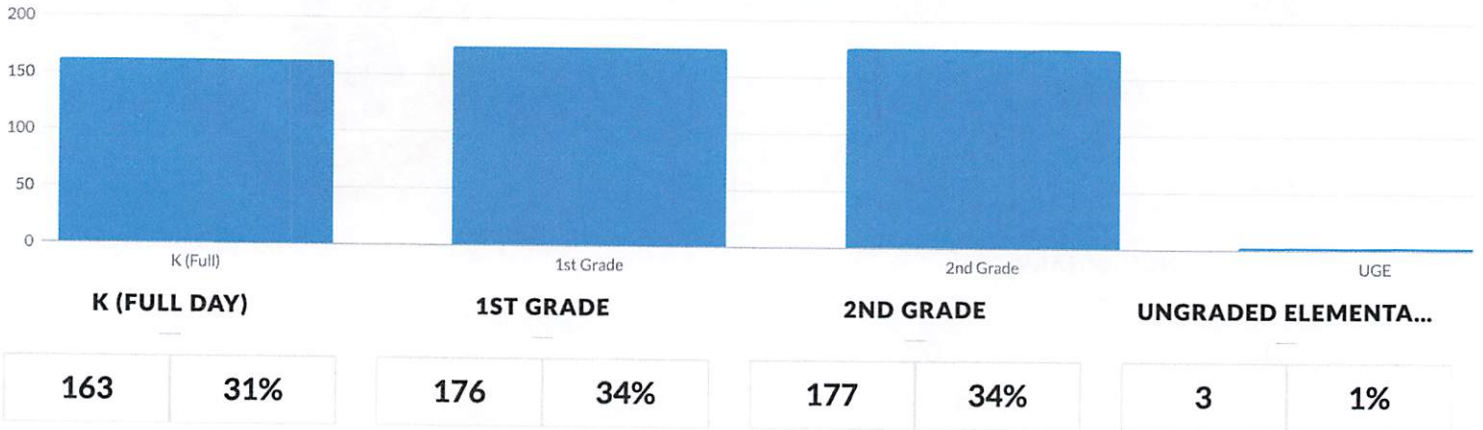
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8	2%
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ENROLLMENT BY GRADE



FRANK J CARASITI ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

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

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement: Potential Targeted Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement: Potential Targeted Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement: Potential Targeted Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	83	101.2	2
	Math	86	125.6	
	Combined	169	113.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	22	54.5	1
	Math	22	90.9	
	Combined	44	72.7	
Multiracial	ELA	4	—	—
	Math	3	—	
	Combined	7	—	
White	ELA	54	122.2	2
	Math	58	139.7	
	Combined	112	131.3	
English Language Learner	ELA	12	29.2	1
	Math	12	50	
	Combined	24	39.6	
Students with Disabilities	ELA	11	0	—
	Math	10	60	
	Combined	21	—	
Economically Disadvantaged	ELA	26	53.8	1
	Math	27	85.2	
	Combined	53	69.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	164	51.2	1
	Math	164	65.9	
	Combined	328	58.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	39	30.8	1
	Math	39	51.3	
	Combined	78	41	
Multiracial	ELA	6	33.3	—
	Math	6	50	
	Combined	12	—	
White	ELA	117	56.4	1
	Math	117	69.2	
	Combined	234	62.8	
English Language Learner	ELA	16	21.9	1
	Math	16	37.5	
	Combined	32	29.7	
Students with Disabilities	ELA	40	23.8	2
	Math	40	32.5	
	Combined	80	28.1	
Economically Disadvantaged	ELA	60	23.3	1
	Math	60	38.3	
	Combined	120	30.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	22	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	22	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	22	–	–	–	–
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	21	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	367	88	24%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–
Black or African American	7	–	–	–
Hispanic or Latino	88	26	29.5%	2
Multiracial	11	–	–	–
White	257	50	19.5%	3
English Language Learner	26	–	–	–
Students with Disabilities	88	27	30.7%	3
Economically Disadvantaged	142	45	31.7%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	173	48%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	X	41	53.7%
Multiracial	—	6	—
White	X	123	43.9%
English Language Learner	—	16	—
Students with Disabilities	—	37	—
Economically Disadvantaged	X	63	41.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	173	49.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	X	41	53.7%
Multiracial	—	6	—
White	X	123	47.2%
English Language Learner	—	16	—
Students with Disabilities	—	37	—
Economically Disadvantaged	X	63	42.9%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	12	1	8%	11	92%	1	9%	2	18%	1	9%	7	64%	0	0%
Grade 1	12	0	0%	12	100%	0	0%	5	42%	4	33%	2	17%	1	8%
Grade 2	11	0	0%	11	100%	1	9%	2	18%	3	27%	5	45%	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%

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	54	9	17%	1	1	100%
THIS DISTRICT	237	25	11%	5	3	60%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	53	0	0%
THIS DISTRICT	236	2	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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JOSEPH A EDGAR INTERMEDIATE SCH DATA

2022-23 2021-22 Archive



STUDENT DATA



Enrollment Data

SCHOOL DATA



School Report Card

JOSEPH A EDGAR INTERMEDIATE SCH AT A GLANCE 2022-23

Gloss:

TOTAL STUDENTS



592

More Enrollment
Details

SCHOOL CLIMATE



ACCOUNTABILITY SUPPORT MODELS



LOCAL SUPPORT AND IMPROVEMENT

More Information

ASSESSMENT RESULTS



More Information

PRINCIPAL: LINDA GREENING

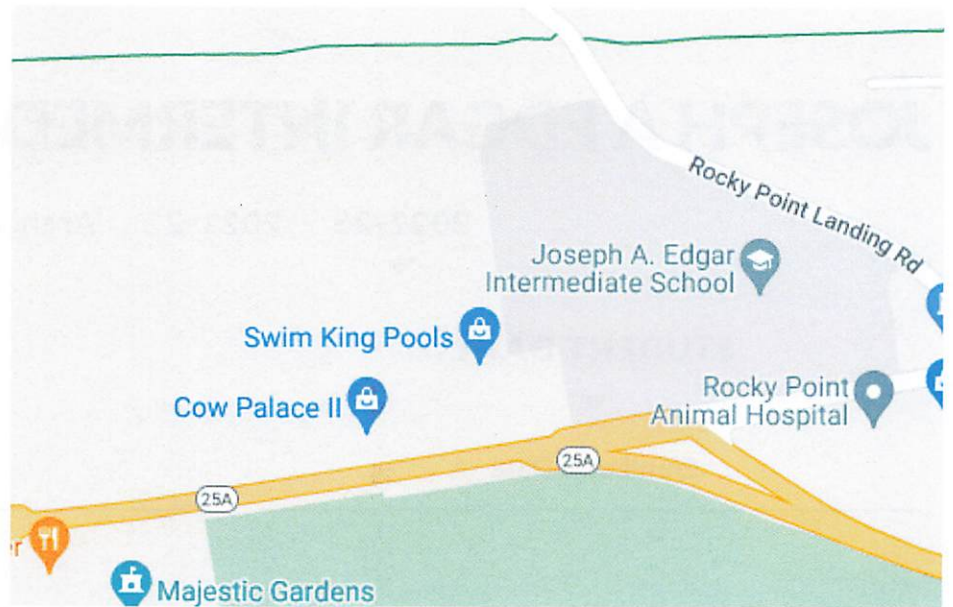
LEGAL NAME: JOSEPH A EDGAR IMTERMEDIATE SCHOOL

BEDS CODE: 580209020001

INSTITUTION ID: 800000037593

PHONE: (631) 849-7404

**WEBSITE:
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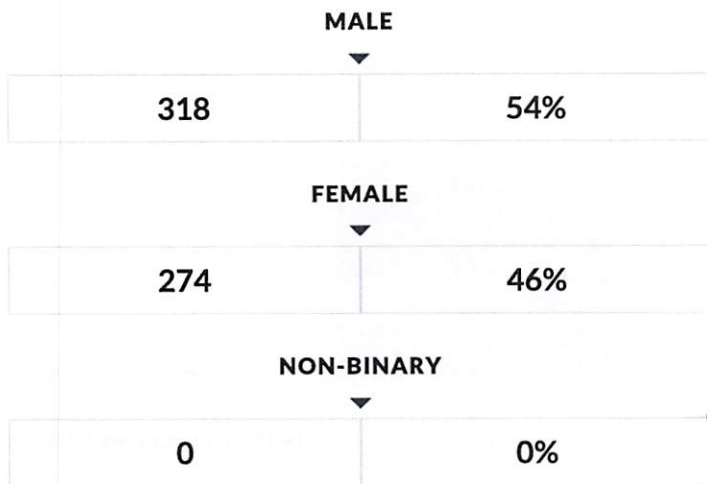
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

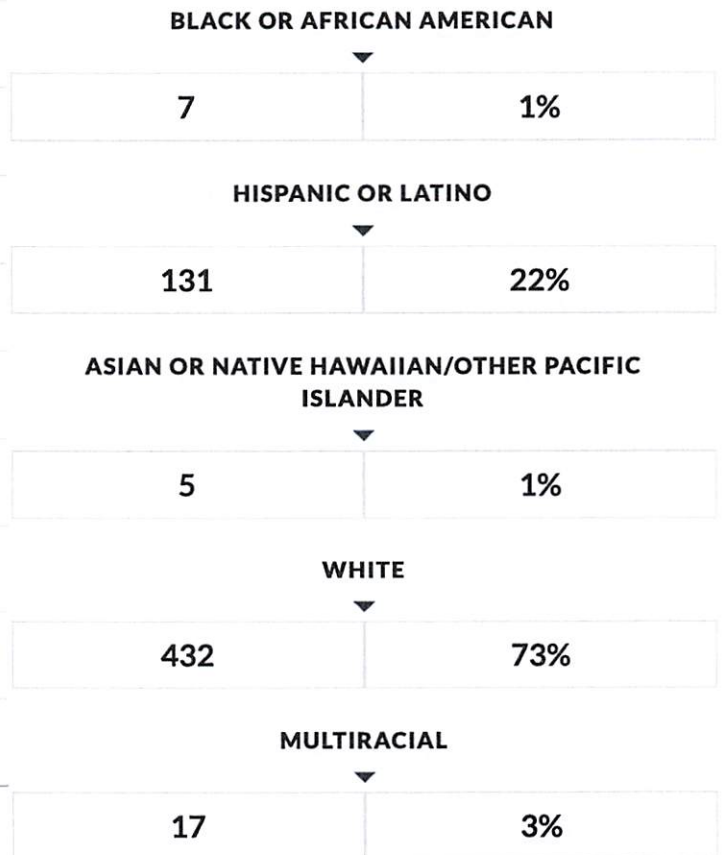
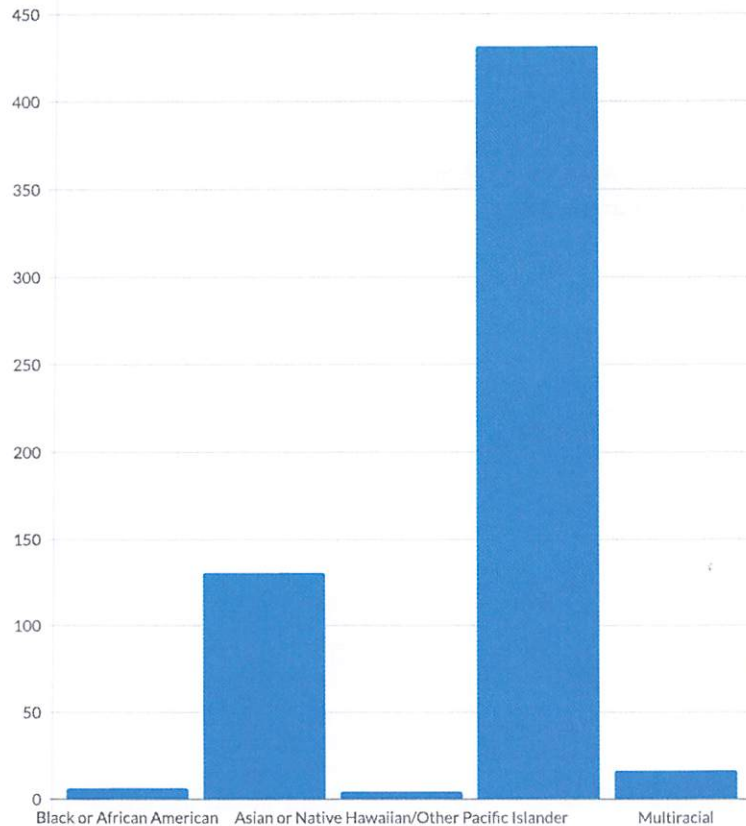
JOSEPH A EDGAR INTERMEDIATE SCH ENROLLMENT (2022 - 23)

K-12 Enrollment: 592

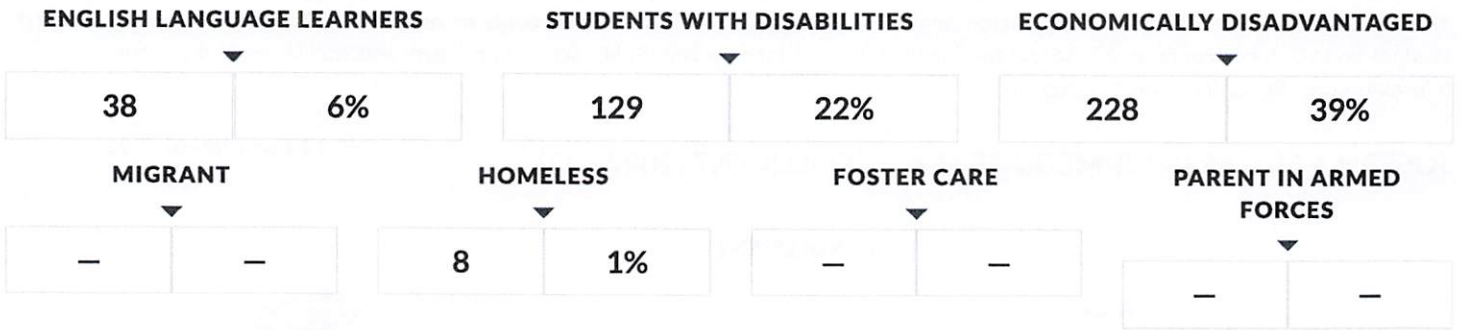
ENROLLMENT BY GENDER



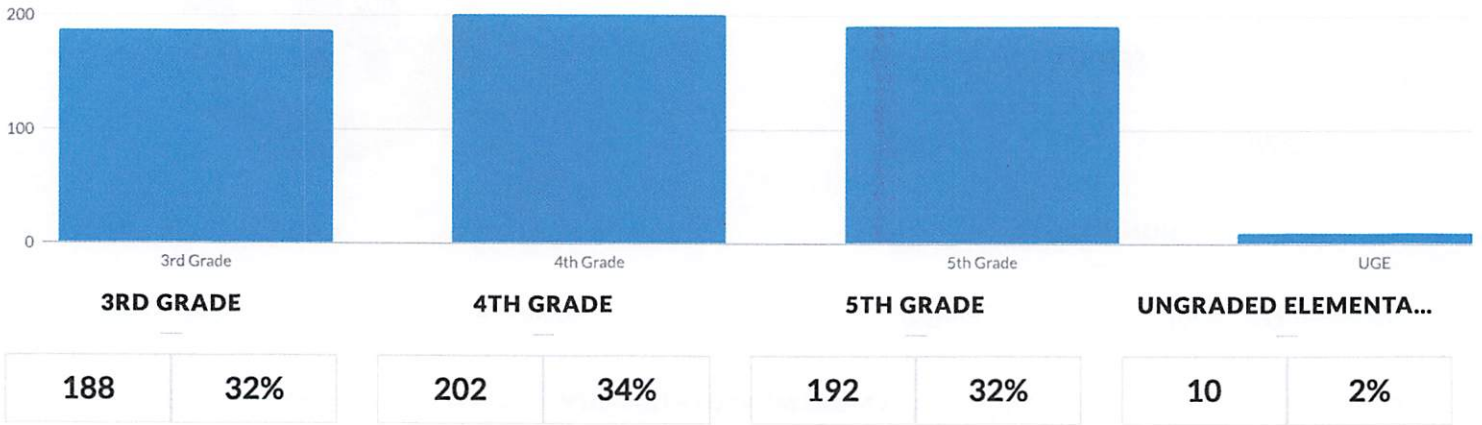
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



JOSEPH A EDGAR INTERMEDIATE SCH - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

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

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement: Potential Targeted Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement: Potential Targeted Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	223	93.9	2
	Math	225	118.4	
	Combined	448	106.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	57	55.3	1
	Math	54	81.5	
	Combined	111	68	
Multiracial	ELA	9	88.9	—
	Math	8	131.3	
	Combined	17	—	
White	ELA	151	107.3	2
	Math	157	129.3	
	Combined	308	118.5	
English Language Learner	ELA	26	40.4	1
	Math	26	46.2	
	Combined	52	43.3	
Students with Disabilities	ELA	40	46.3	2
	Math	40	77.5	
	Combined	80	61.9	
Economically Disadvantaged	ELA	82	68.3	2
	Math	80	92.5	
	Combined	162	80.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	547	38.3	1
	Math	549	48.5	
	Combined	1,096	43.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	100	—
	Math	5	120	
	Combined	10	—	
Black or African American	ELA	6	50	—
	Math	6	50	
	Combined	12	—	
Hispanic or Latino	ELA	121	26	1
	Math	121	36.4	
	Combined	242	31.2	
Multiracial	ELA	14	57.1	—
	Math	14	75	
	Combined	28	—	
White	ELA	402	40.3	1
	Math	404	50.2	
	Combined	806	45.3	
English Language Learner	ELA	47	22.3	1
	Math	47	25.5	
	Combined	94	23.9	
Students with Disabilities	ELA	124	14.9	1
	Math	126	24.6	
	Combined	250	19.8	
Economically Disadvantaged	ELA	209	26.8	1
	Math	210	35.2	
	Combined	419	31	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	37	41%	41%	1	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	30	41%	40%	1.0	2
Multiracial	0	–	–	–	–
White	5	–	–	–	–
English Language Learner	37	41%	41%	1	3
Students with Disabilities	7	–	–	–	–
Economically Disadvantaged	32	41%	41%	1	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	603	126	20.9%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–
Black or African American	8	–	–	–
Hispanic or Latino	138	35	25.4%	3
Multiracial	17	–	–	–
White	435	86	19.8%	3
English Language Learner	53	16	30.2%	2
Students with Disabilities	145	37	25.5%	3
Economically Disadvantaged	234	73	31.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	582	39%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	6	—
Hispanic or Latino	X	131	45.8%
Multiracial	—	15	—
White	X	425	35.8%
English Language Learner	—	38	—
Students with Disabilities	X	118	28%
Economically Disadvantaged	X	222	37.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	585	39.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	7	—
Hispanic or Latino	X	131	43.5%
Multiracial	—	15	—
White	X	427	37%
English Language Learner	—	38	—
Students with Disabilities	X	120	27.5%
Economically Disadvantaged	X	224	36.2%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Grade 4	201	135	67%	66	33%	19	29%	26	39%	16	24%	5	8%	21	32%
Grade 5	194	126	65%	68	35%	29	43%	29	43%	10	15%	0	0%	10	15%
Grades 3-8	590	363	62%	227	38%	82	36%	80	35%	55	24%	10	4%	65	29%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Female	85	45	53%	40	47%	16	40%	9	23%	12	30%	3	8%	15	38%
Male	110	57	52%	53	48%	18	34%	16	30%	17	32%	2	4%	19	36%
General Education Students	152	72	47%	80	53%	22	28%	24	30%	29	36%	5	6%	34	43%
Students with Disabilities	43	30	70%	13	30%	12	92%	1	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	19	42%	26	58%	16	62%	6	23%	3	12%	1	4%	4	15%
White	141	80	57%	61	43%	16	26%	17	28%	24	39%	4	7%	28	46%
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	72	42	58%	30	42%	15	50%	12	40%	3	10%	0	0%	3	10%
Not Economically Disadvantaged	123	60	49%	63	51%	19	30%	13	21%	26	41%	5	8%	31	49%
English Language Learner	15	4	27%	11	73%	10	91%	1	9%	0	0%	0	0%	0	0%
Non-English Language Learner	180	98	54%	82	46%	24	29%	24	29%	29	35%	5	6%	34	41%
Not in Foster Care	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	194	101	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Not Migrant	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%
Parent Not in Armed Forces	195	102	52%	93	48%	34	37%	25	27%	29	31%	5	5%	34	37%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	201	135	67%	66	33%	19	29%	26	39%	16	24%	5	8%	21	32%
Female	103	70	68%	33	32%	7	21%	14	42%	9	27%	3	9%	12	36%
Male	98	65	66%	33	34%	12	36%	12	36%	7	21%	2	6%	9	27%
General Education Students	159	104	65%	55	35%	12	22%	22	40%	16	29%	5	9%	21	38%
Students with Disabilities	42	31	74%	11	26%	7	64%	4	36%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	42	26	62%	16	38%	-	-	-	-	-	-	-	-	-	-
White	148	102	69%	46	31%	11	24%	20	43%	13	28%	2	4%	15	33%
Multiracial	6	4	67%	2	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	53	33	62%	20	38%	8	40%	6	30%	3	15%	3	15%	6	30%
Economically Disadvantaged	74	54	73%	20	27%	10	50%	3	15%	5	25%	2	10%	7	35%
Not Economically Disadvantaged	127	81	64%	46	36%	9	20%	23	50%	11	24%	3	7%	14	30%
English Language Learner	10	7	70%	3	30%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	191	128	67%	63	33%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	201	135	67%	66	33%	19	29%	26	39%	16	24%	5	8%	21	32%
Homeless	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	197	131	66%	66	34%	19	29%	26	39%	16	24%	5	8%	21	32%
Not Migrant	201	135	67%	66	33%	19	29%	26	39%	16	24%	5	8%	21	32%
Parent Not in Armed Forces	201	135	67%	66	33%	19	29%	26	39%	16	24%	5	8%	21	32%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	126	65%	68	35%	29	43%	29	43%	10	15%	0	0%	10	15%
Female	86	60	70%	26	30%	7	27%	17	65%	2	8%	0	0%	2	8%
Male	108	66	61%	42	39%	22	52%	12	29%	8	19%	0	0%	8	19%
General Education Students	155	96	62%	59	38%	22	37%	27	46%	10	17%	0	0%	10	17%
Students with Disabilities	39	30	77%	9	23%	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	45	27	60%	18	40%	14	78%	3	17%	1	6%	0	0%	1	6%
White	141	96	68%	45	32%	15	33%	22	49%	8	18%	0	0%	8	18%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	4	80%	1	20%	0	0%	1	20%
Economically Disadvantaged	81	48	59%	33	41%	18	55%	10	30%	5	15%	0	0%	5	15%
Not Economically Disadvantaged	113	78	69%	35	31%	11	31%	19	54%	5	14%	0	0%	5	14%
English Language Learner	13	8	62%	5	38%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	181	118	65%	63	35%	24	38%	29	46%	10	16%	0	0%	10	16%
Not in Foster Care	194	126	65%	68	35%	29	43%	29	43%	10	15%	0	0%	10	15%
Homeless	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	190	124	65%	66	35%	–	–	–	–	–	–	–	–	–	–
Not Migrant	194	126	65%	68	35%	29	43%	29	43%	10	15%	0	0%	10	15%
Parent Not in Armed Forces	194	126	65%	68	35%	29	43%	29	43%	10	15%	0	0%	10	15%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	195	99	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%
Grade 4	201	126	63%	75	37%	21	28%	17	23%	35	47%	2	3%	37	49%
Grade 5	194	136	70%	58	30%	21	36%	18	31%	18	31%	1	2%	19	33%
Grades 3-8	590	361	61%	229	39%	60	26%	70	31%	94	41%	5	2%	99	43%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	99	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%
Female	85	46	54%	39	46%	10	26%	15	38%	13	33%	1	3%	14	36%
Male	110	53	48%	57	52%	8	14%	20	35%	28	49%	1	2%	29	51%
General Education Students	152	68	45%	84	55%	14	17%	28	33%	40	48%	2	2%	42	50%
Students with Disabilities	43	31	72%	12	28%	4	33%	7	58%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	45	19	42%	26	58%	8	31%	12	46%	6	23%	0	0%	6	23%
White	141	76	54%	65	46%	9	14%	22	34%	32	49%	2	3%	34	52%
Multiracial	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	72	41	57%	31	43%	9	29%	13	42%	9	29%	0	0%	9	29%
Not Economically Disadvantaged	123	58	47%	65	53%	9	14%	22	34%	32	49%	2	3%	34	52%
English Language Learner	15	4	27%	11	73%	7	64%	4	36%	0	0%	0	0%	0	0%
Non-English Language Learner	180	95	53%	85	47%	11	13%	31	36%	41	48%	2	2%	43	51%
Not in Foster Care	195	99	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	194	98	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%
Not Migrant	195	99	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%
Parent Not in Armed Forces	195	99	51%	96	49%	18	19%	35	36%	41	43%	2	2%	43	45%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	201	126	63%	75	37%	21	28%	17	23%	35	47%	2	3%	37	49%
Female	103	67	65%	36	35%	11	31%	7	19%	17	47%	1	3%	18	50%
Male	98	59	60%	39	40%	10	26%	10	26%	18	46%	1	3%	19	49%
General Education Students	159	98	62%	61	38%	13	21%	15	25%	31	51%	2	3%	33	54%
Students with Disabilities	42	28	67%	14	33%	8	57%	2	14%	4	29%	0	0%	4	29%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	42	25	60%	17	40%	–	–	–	–	–	–	–	–	–	–
White	148	94	64%	54	36%	12	22%	14	26%	27	50%	1	2%	28	52%
Multiracial	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	53	32	60%	21	40%	9	43%	3	14%	8	38%	1	5%	9	43%
Economically Disadvantaged	74	49	66%	25	34%	10	40%	5	20%	10	40%	0	0%	10	40%
Not Economically Disadvantaged	127	77	61%	50	39%	11	22%	12	24%	25	50%	2	4%	27	54%
English Language Learner	10	6	60%	4	40%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	191	120	63%	71	37%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	201	126	63%	75	37%	21	28%	17	23%	35	47%	2	3%	37	49%
Homeless	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Not Homeless	197	123	62%	74	38%	–	–	–	–	–	–	–	–	–	–
Not Migrant	201	126	63%	75	37%	21	28%	17	23%	35	47%	2	3%	37	49%
Parent Not in Armed Forces	201	126	63%	75	37%	21	28%	17	23%	35	47%	2	3%	37	49%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	136	70%	58	30%	21	36%	18	31%	18	31%	1	2%	19	33%
Female	86	66	77%	20	23%	8	40%	8	40%	4	20%	0	0%	4	20%
Male	108	70	65%	38	35%	13	34%	10	26%	14	37%	1	3%	15	39%
General Education Students	155	104	67%	51	33%	16	31%	17	33%	17	33%	1	2%	18	35%
Students with Disabilities	39	32	82%	7	18%	5	71%	1	14%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	45	31	69%	14	31%	8	57%	5	36%	1	7%	0	0%	1	7%
White	141	102	72%	39	28%	13	33%	10	26%	15	38%	1	3%	16	41%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	3	60%	2	40%	0	0%	2	40%
Economically Disadvantaged	81	56	69%	25	31%	10	40%	11	44%	4	16%	0	0%	4	16%
Not Economically Disadvantaged	113	80	71%	33	29%	11	33%	7	21%	14	42%	1	3%	15	45%
English Language Learner	13	10	77%	3	23%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	181	126	70%	55	30%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	194	136	70%	58	30%	21	36%	18	31%	18	31%	1	2%	19	33%
Homeless	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	190	134	71%	56	29%	–	–	–	–	–	–	–	–	–	–
Not Migrant	194	136	70%	58	30%	21	36%	18	31%	18	31%	1	2%	19	33%
Parent Not in Armed Forces	194	136	70%	58	30%	21	36%	18	31%	18	31%	1	2%	19	33%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	15	0	0%	15	100%	0	0%	0	0%	3	20%	9	60%	3	20%
Grade 4	10	0	0%	10	100%	0	0%	0	0%	1	10%	6	60%	3	30%
Grade 5	13	0	0%	13	100%	0	0%	1	8%	1	8%	9	69%	2	15%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	54	4	7%	1	1	100%
THIS DISTRICT	237	25	11%	5	3	60%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	54	0	0%
THIS DISTRICT	236	2	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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ROCKY POINT MIDDLE SCHOOL DATA

[2022-23](#) [2021-22](#) [Archive](#)

STUDENT DATA

[Enrollment Data](#)

SCHOOL DATA

[School Report Card](#)

ROCKY POINT MIDDLE SCHOOL AT A GLANCE 2022-23

[Gloss:](#)

TOTAL STUDENTS



638

[More Enrollment Details](#)

SCHOOL CLIMATE



ACCOUNTABILITY SUPPORT MODELS



LOCAL SUPPORT AND IMPROVEMENT

[More Information](#)

ASSESSMENT RESULTS



[More Information](#)

PRINCIPAL: DAWN MEYERS

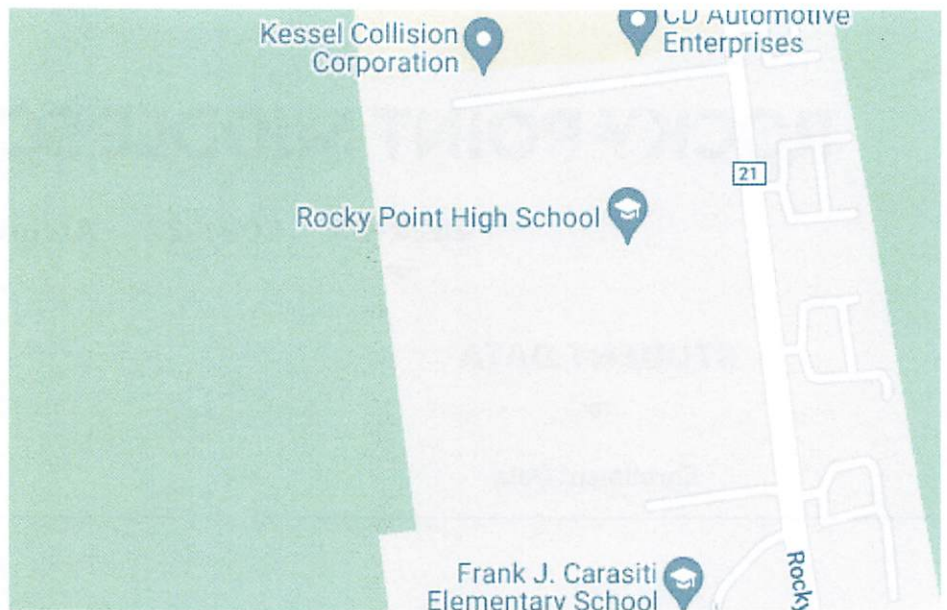
LEGAL NAME: ROCKY POINT MIDDLE SCHOOL

BEDS CODE: 580209020004

INSTITUTION ID: 800000056012

PHONE: (631) 849-7301

**WEBSITE:
WWW.ROCKYPOINTSCHOOLS.ORG**



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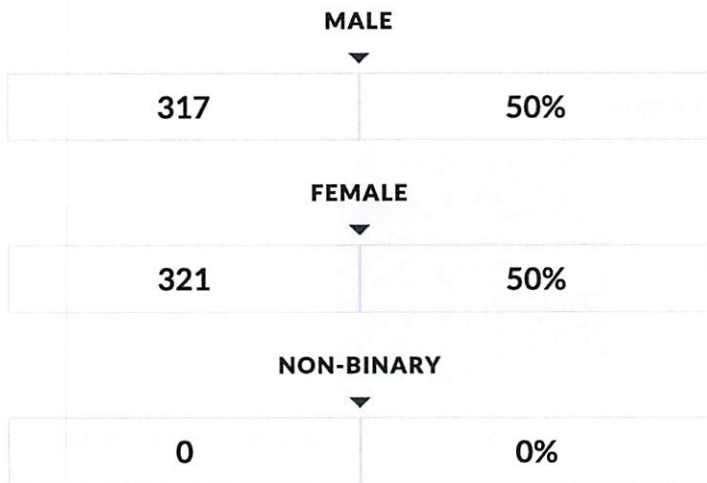
THIS DOCUMENT WAS CREATED ON: APRIL 8, 2024, 1:34 PM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

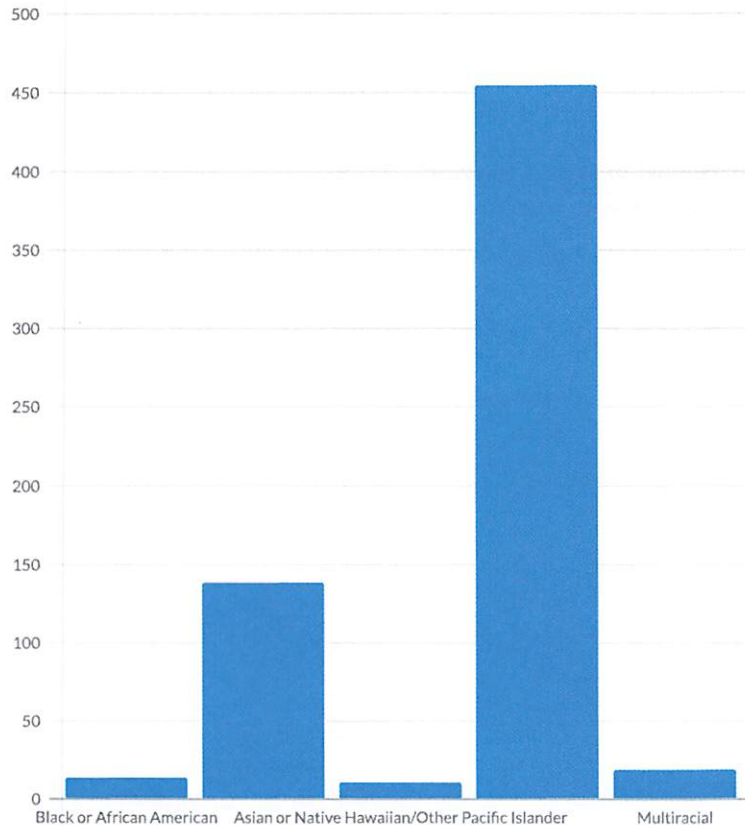
ROCKY POINT MIDDLE SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 638

ENROLLMENT I



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



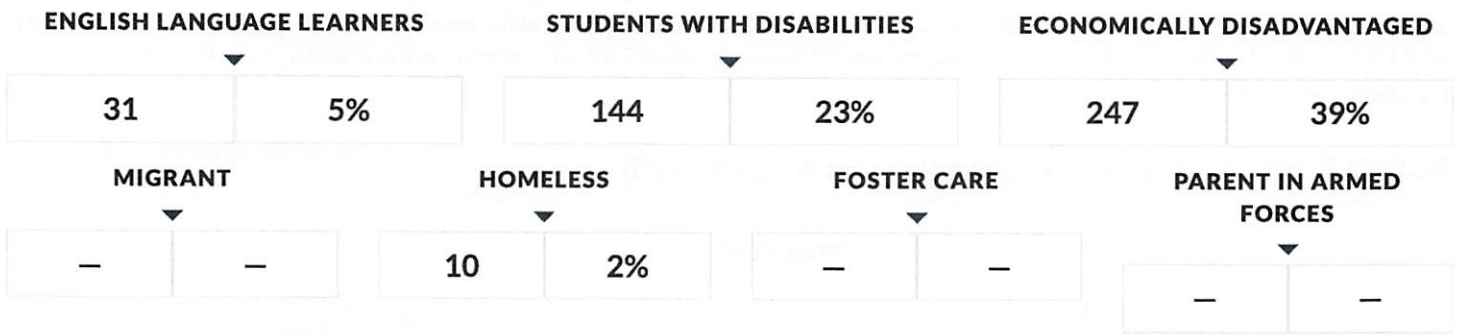
WHITE



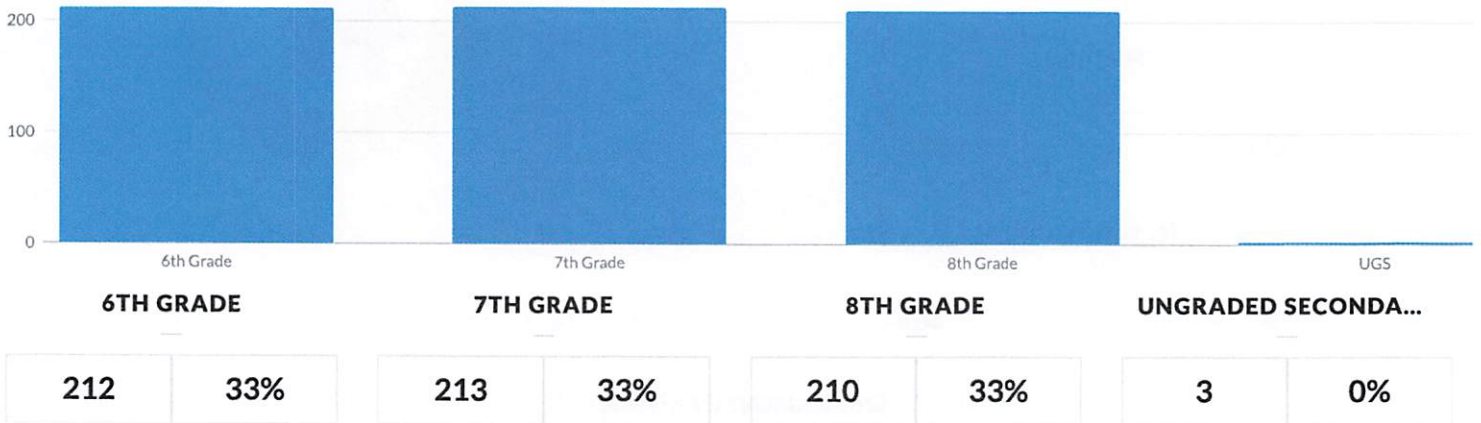
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

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

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	147	94.2	2
	Math	168	137.5	
	Combined	315	117.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	155	-
	Math	10	185	
	Combined	20	-	
Black or African American	ELA	5	80	-
	Math	6	108.3	
	Combined	11	-	
Hispanic or Latino	ELA	27	64.8	2
	Math	29	105.2	
	Combined	56	85.7	
Multiracial	ELA	4	-	-
	Math	4	-	
	Combined	8	-	
White	ELA	101	96.5	2
	Math	119	143.3	
	Combined	220	121.8	
English Language Learner	ELA	9	33.3	-
	Math	7	92.9	
	Combined	16	-	
Students with Disabilities	ELA	22	29.5	2
	Math	23	43.5	
	Combined	45	36.7	
Economically Disadvantaged	ELA	50	73	2
	Math	46	114.1	
	Combined	96	92.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	599	23.1	1
	Math	599	38.6	
	Combined	1,198	30.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	155	—
	Math	10	185	
	Combined	20	—	
Black or African American	ELA	11	36.4	—
	Math	11	59.1	
	Combined	22	—	
Hispanic or Latino	ELA	129	13.6	1
	Math	129	23.6	
	Combined	258	18.6	
Multiracial	ELA	18	22.2	1
	Math	18	27.8	
	Combined	36	25	
White	ELA	430	22.7	1
	Math	430	39.7	
	Combined	860	31.2	
English Language Learner	ELA	33	9.1	1
	Math	33	19.7	
	Combined	66	14.4	
Students with Disabilities	ELA	142	6	1
	Math	142	7.7	
	Combined	284	6.9	
Economically Disadvantaged	ELA	230	15.9	1
	Math	230	22.8	
	Combined	460	19.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	29	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	25	–	–	–	–
Multiracial	0	–	–	–	–
White	4	–	–	–	–
English Language Learner	29	–	–	–	–
Students with Disabilities	6	–	–	–	–
Economically Disadvantaged	26	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	652	121	18.6%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–
Black or African American	16	–	–	–
Hispanic or Latino	143	23	16.1%	3
Multiracial	19	–	–	–
White	463	91	19.7%	3
English Language Learner	40	11	27.5%	3
Students with Disabilities	154	35	22.7%	3
Economically Disadvantaged	258	77	29.8%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	640	23.8%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	11	–
Black or African American	–	12	–
Hispanic or Latino	X	139	20.9%
Multiracial	–	19	–
White	X	459	22.7%
English Language Learner	–	31	–
Students with Disabilities	X	144	16%
Economically Disadvantaged	X	250	21.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	640	26.9%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	11	–
Black or African American	–	12	–
Hispanic or Latino	X	139	21.6%
Multiracial	–	19	–
White	X	459	26.6%
English Language Learner	–	31	–
Students with Disabilities	X	144	16.7%
Economically Disadvantaged	X	250	19.6%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	215	154	72%	61	28%	22	36%	21	34%	12	20%	6	10%	18	30%
Grade 7	216	162	75%	54	25%	27	50%	17	31%	7	13%	3	6%	10	19%
Grade 8	211	174	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%
Grades 3-8	642	490	76%	152	24%	60	39%	47	31%	31	20%	14	9%	45	30%

GRADE 6 ELA RESULTS

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



GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	162	75%	54	25%	27	50%	17	31%	7	13%	3	6%	10	19%
Female	103	79	77%	24	23%	15	63%	5	21%	2	8%	2	8%	4	17%
Male	113	83	73%	30	27%	12	40%	12	40%	5	17%	1	3%	6	20%
General Education Students	163	115	71%	48	29%	22	46%	16	33%	7	15%	3	6%	10	21%
Students with Disabilities	53	47	89%	6	11%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	49	33	67%	16	33%	10	63%	5	31%	0	0%	1	6%	1	6%
White	150	119	79%	31	21%	15	48%	9	29%	5	16%	2	6%	7	23%
Multiracial	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	10	59%	7	41%	2	29%	3	43%	2	29%	0	0%	2	29%
Economically Disadvantaged	83	62	75%	21	25%	11	52%	7	33%	2	10%	1	5%	3	14%
Not Economically Disadvantaged	133	100	75%	33	25%	16	48%	10	30%	5	15%	2	6%	7	21%
English Language Learner	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	208	157	75%	51	25%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	214	161	75%	53	25%	—	—	—	—	—	—	—	—	—	—
Homeless	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	208	156	75%	52	25%	—	—	—	—	—	—	—	—	—	—
Not Migrant	216	162	75%	54	25%	27	50%	17	31%	7	13%	3	6%	10	19%
Parent Not in Armed Forces	216	162	75%	54	25%	27	50%	17	31%	7	13%	3	6%	10	19%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	174	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%
Female	116	96	83%	20	17%	3	15%	5	25%	9	45%	3	15%	12	60%
Male	95	78	82%	17	18%	8	47%	4	24%	3	18%	2	12%	5	29%
General Education Students	160	131	82%	29	18%	6	21%	7	24%	12	41%	4	14%	16	55%
Students with Disabilities	51	43	84%	8	16%	5	63%	2	25%	0	0%	1	13%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	44	38	86%	6	14%	–	–	–	–	–	–	–	–	–	–
White	154	126	82%	28	18%	8	29%	7	25%	8	29%	5	18%	13	46%
Multiracial	8	6	75%	2	25%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	54	45	83%	9	17%	3	33%	2	22%	4	44%	0	0%	4	44%
Economically Disadvantaged	84	70	83%	14	17%	7	50%	5	36%	1	7%	1	7%	2	14%
Not Economically Disadvantaged	127	104	82%	23	18%	4	17%	4	17%	11	48%	4	17%	15	65%
English Language Learner	11	8	73%	3	27%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	200	166	83%	34	17%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	210	173	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	210	173	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%
Not Migrant	211	174	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%
Parent Not in Armed Forces	211	174	82%	37	18%	11	30%	9	24%	12	32%	5	14%	17	46%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	215	155	72%	60	28%	17	28%	17	28%	22	37%	4	7%	26	43%
Combined 6	215	155	72%	60	28%	17	28%	17	28%	22	37%	4	7%	26	43%
Grade 7	216	171	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%
Combined 7	216	171	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%
Grade 8	212	188	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%
Regents 8	—	—	—	43	20%	0	0%	0	0%	4	9%	39	91%	43	100%
Combined 8	212	145	68%	67	32%	12	18%	7	10%	8	12%	40	60%	48	72%
Grades 3-8	643	471	73%	172	27%	45	26%	36	21%	39	23%	52	30%	91	53%

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

GRADE 6 MATH RESULTS

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



GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	171	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%
Female	103	85	83%	18	17%	10	56%	3	17%	2	11%	3	17%	5	28%
Male	113	86	76%	27	24%	6	22%	9	33%	7	26%	5	19%	12	44%
General Education Students	163	125	77%	38	23%	10	26%	11	29%	9	24%	8	21%	17	45%
Students with Disabilities	53	46	87%	7	13%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	49	38	78%	11	22%	4	36%	4	36%	1	9%	2	18%	3	27%
White	150	122	81%	28	19%	11	39%	7	25%	5	18%	5	18%	10	36%
Multiracial	9	7	78%	2	22%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	11	65%	6	35%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	83	69	83%	14	17%	3	21%	6	43%	2	14%	3	21%	5	36%
Not Economically Disadvantaged	133	102	77%	31	23%	13	42%	6	19%	7	23%	5	16%	12	39%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	208	163	78%	45	22%	16	36%	12	27%	9	20%	8	18%	17	38%
In Foster Care	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	214	169	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%
Homeless	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–
Not Homeless	208	164	79%	44	21%	–	–	–	–	–	–	–	–	–	–
Not Migrant	216	171	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%
Parent Not in Armed Forces	216	171	79%	45	21%	16	36%	12	27%	9	20%	8	18%	17	38%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	188	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%
Female	117	106	91%	11	9%	5	45%	4	36%	2	18%	0	0%	2	18%
Male	95	82	86%	13	14%	7	54%	3	23%	2	15%	1	8%	3	23%
General Education Students	161	145	90%	16	10%	7	44%	6	38%	2	13%	1	6%	3	19%
Students with Disabilities	51	43	84%	8	16%	5	63%	1	13%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	44	39	89%	5	11%	—	—	—	—	—	—	—	—	—	—
White	155	139	90%	16	10%	9	56%	4	25%	3	19%	0	0%	3	19%
Multiracial	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	46	85%	8	15%	3	38%	3	38%	1	13%	1	13%	2	25%
Economically Disadvantaged	84	74	88%	10	12%	5	50%	3	30%	2	20%	0	0%	2	20%
Not Economically Disadvantaged	128	114	89%	14	11%	7	50%	4	29%	2	14%	1	7%	3	21%
English Language Learner	11	10	91%	1	9%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	201	178	89%	23	11%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	211	187	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	211	187	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%
Not Migrant	212	188	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%
Parent Not in Armed Forces	212	188	89%	24	11%	12	50%	7	29%	4	17%	1	4%	5	21%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	212	190	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Regents 8	—	—	—	57	27%	0	0%	1	2%	24	42%	32	56%	56	98%
Combined 8	212	133	63%	79	37%	3	4%	4	5%	36	46%	36	46%	72	91%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	190	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Female	117	105	90%	12	10%	1	8%	3	25%	5	42%	3	25%	8	67%
Male	95	85	89%	10	11%	2	20%	0	0%	7	70%	1	10%	8	80%
General Education Students	161	147	91%	14	9%	0	0%	2	14%	9	64%	3	21%	12	86%
Students with Disabilities	51	43	84%	8	16%	3	38%	1	13%	3	38%	1	13%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	44	41	93%	3	7%	—	—	—	—	—	—	—	—	—	—
White	155	140	90%	15	10%	3	20%	2	13%	6	40%	4	27%	10	67%
Multiracial	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	47	87%	7	13%	0	0%	1	14%	6	86%	0	0%	6	86%
Economically Disadvantaged	84	75	89%	9	11%	1	11%	2	22%	4	44%	2	22%	6	67%
Not Economically Disadvantaged	128	115	90%	13	10%	2	15%	1	8%	8	62%	2	15%	10	77%
English Language Learner	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	201	179	89%	22	11%	3	14%	3	14%	12	55%	4	18%	16	73%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	211	189	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	211	189	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Not Migrant	212	190	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%
Parent Not in Armed Forces	212	190	90%	22	10%	3	14%	3	14%	12	55%	4	18%	16	73%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%
Female	25	0	0%	0	0%	3	12%	6	24%	16	64%	25	100%
Male	18	0	0%	0	0%	1	6%	4	22%	13	72%	18	100%
General Education Students	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	37	0	0%	0	0%	4	11%	9	24%	24	65%	37	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	38	0	0%	0	0%	4	11%	9	24%	25	66%	38	100%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	42	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%
Not Homeless	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%
Not Migrant	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%
Parent Not in Armed Forces	43	0	0%	0	0%	4	9%	10	23%	29	67%	43	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	0	0%	1	2%	24	42%	32	56%	56	98%
Female	36	0	0%	1	3%	18	50%	17	47%	35	97%
Male	21	0	0%	0	0%	6	29%	15	71%	21	100%
General Education Students	57	0	0%	1	2%	24	42%	32	56%	56	98%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	–	–	–	–	–	–	–	–	–	–
White	47	0	0%	0	0%	19	40%	28	60%	47	100%
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	5	50%	4	40%	9	90%
Economically Disadvantaged	6	0	0%	0	0%	3	50%	3	50%	6	100%
Not Economically Disadvantaged	51	0	0%	1	2%	21	41%	29	57%	50	98%
Non-English Language Learner	57	0	0%	1	2%	24	42%	32	56%	56	98%
Not in Foster Care	57	0	0%	1	2%	24	42%	32	56%	56	98%
Not Homeless	57	0	0%	1	2%	24	42%	32	56%	56	98%
Not Migrant	57	0	0%	1	2%	24	42%	32	56%	56	98%
Parent Not in Armed Forces	57	0	0%	1	2%	24	42%	32	56%	56	98%

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

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

Grade	Total		Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 6	12	0	0%	12	100%	0	0%	0	0%	1	8%	8	67%	3	25%	
Grade 7	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	0	0%	
Grade 8	11	0	0%	11	100%	0	0%	1	9%	0	0%	4	36%	6	55%	

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	65	8	12%	2	1	50%
THIS DISTRICT	237	25	11%	5	3	60%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	65	1	2%
THIS DISTRICT	236	2	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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ROCKY POINT HIGH SCHOOL DATA

2022-23 2021-22 Archive



STUDENT DATA



Enrollment Data

SCHOOL DATA



School Report Card

High School Graduation Rate

High School Graduation Pathways Data

ROCKY POINT HIGH SCHOOL AT A GLANCE 2022-23

Gloss:



Pathways data for the cohort student group.

TOTAL STUDENTS



922

More Enrollment Details

SCHOOL CLIMATE



ACCOUNTABILITY SUPPORT MODELS



LOCAL SUPPORT AND IMPROVEMENT

More Information

4-YEAR GRADUATION RATE



94%

More Information

**PRINCIPAL: JAMES
MOELLER**

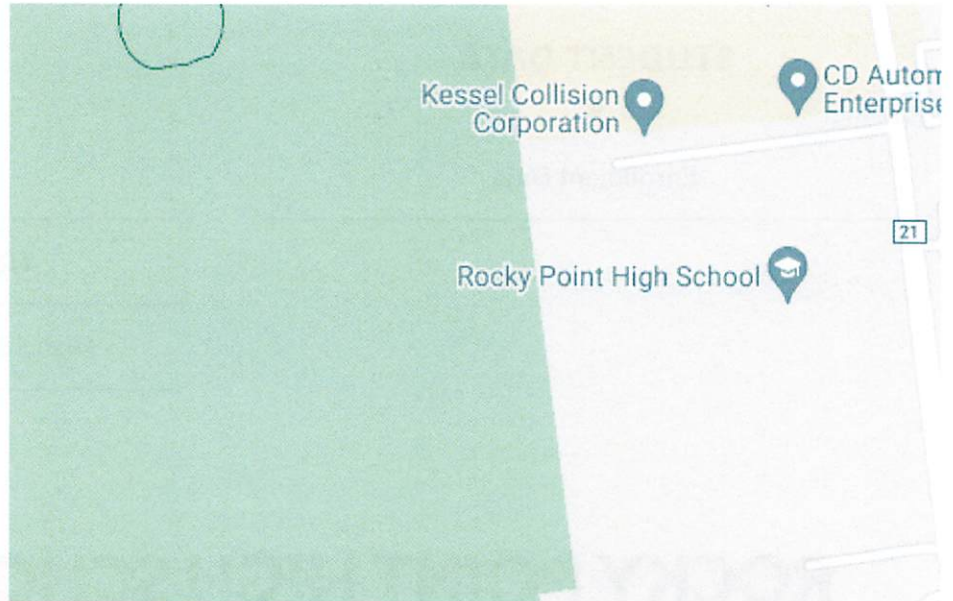
**LEGAL NAME: ROCKY POINT HIGH
SCHOOL**

BEDS CODE: 580209020002

INSTITUTION ID: 800000037614

PHONE: (631) 849-7505

**WEBSITE:
WWW.ROCKYPOINTSCHOOLS.ORG**



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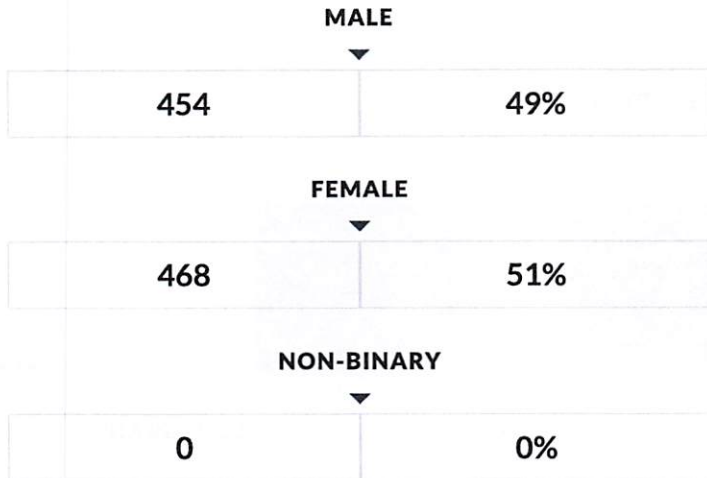
THIS DOCUMENT WAS CREATED ON: APRIL 8, 2024, 1:41 PM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

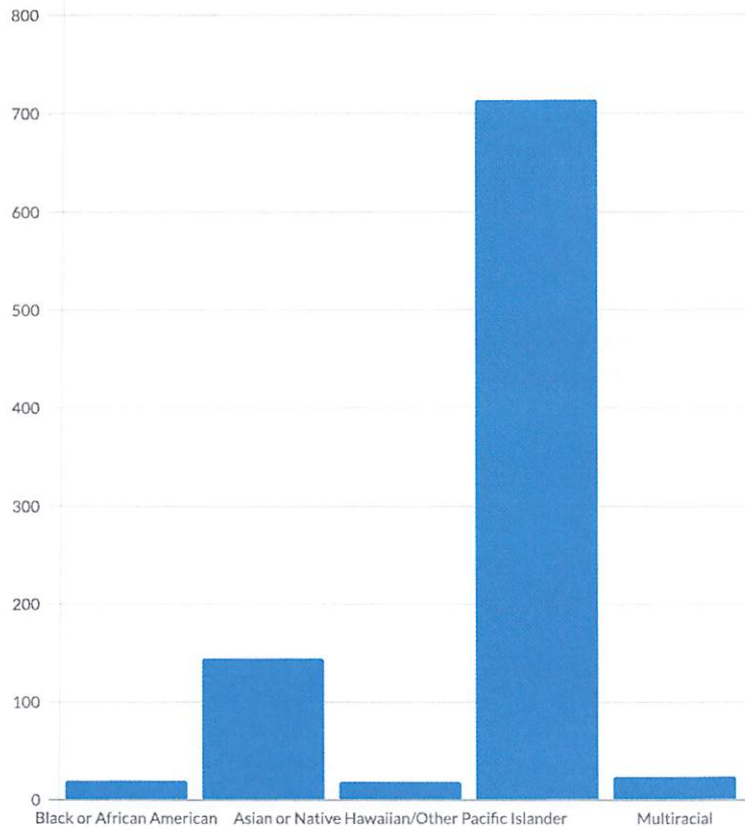
ROCKY POINT HIGH SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 922

ENROLLMENT I



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

28	3%
----	----

STUDENTS WITH DISABILITIES

175	19%
-----	-----

ECONOMICALLY DISADVANTAGED

308	33%
-----	-----

MIGRANT

—	—
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HOMELESS

19	2%
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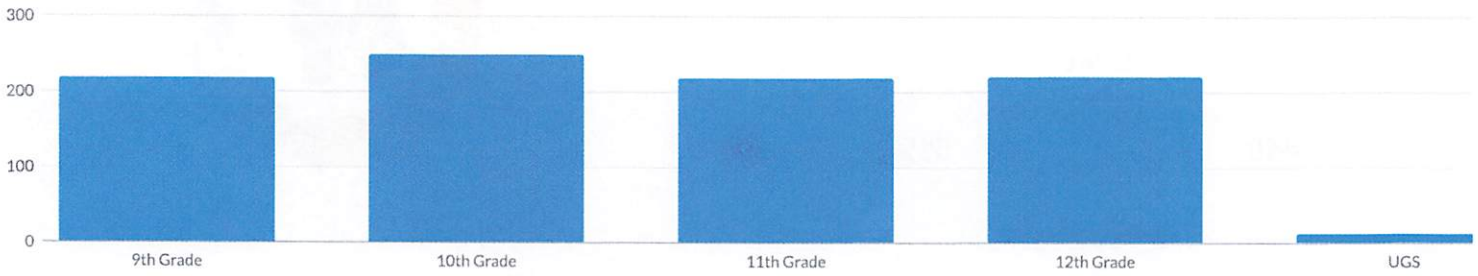
FOSTER CARE

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PARENT IN ARMED FORCES

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ENROLLMENT BY GRADE



9TH GRADE

219	24%
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10TH GRADE

250	27%
-----	-----

11TH GRADE

219	24%
-----	-----

12TH GRADE

221	24%
-----	-----

UNGRADED SECONDA...

13	1%
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ROCKY POINT HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

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

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

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	1	–	–	–
English Language Learner	–	–	–	–
Students with Disabilities	1	–	–	–
Economically Disadvantaged	–	–	–	–

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	218	195.2	160.1	4
	Math	107	127.6		
	Science	112	156.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	2	—		
	Science	1	—		
Black or African American	ELA	5	160	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	26	176.9	134.6	3
	Math	15	90		
	Science	17	138.2		
Multiracial	ELA	5	220	—	—
	Math	2	—		
	Science	2	—		
White	ELA	178	198.6	163.2	4
	Math	85	131.8		
	Science	89	157.3		
English Language Learner	ELA	3	—	—	—
	Math	2	—		
	Science	4	—		
Students with Disabilities	ELA	34	83.8	98.6	3
	Math	5	100		
	Science	8	118.8		
Economically Disadvantaged	ELA	70	166.4	130.3	3
	Math	31	98.4		
	Science	29	124.1		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	224	190	122.5	4
	Math	170	80.3		
	Science	207	84.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	-	-
	Math	4	-		
	Science	5	50		
Black or African American	ELA	6	133.3	-	-
	Math	6	50		
	Science	6	66.7		
Hispanic or Latino	ELA	28	164.3	105.4	3
	Math	23	58.7		
	Science	27	87		
Multiracial	ELA	5	220	-	-
	Math	4	-		
	Science	5	100		
White	ELA	180	196.4	126.6	4
	Math	133	84.2		
	Science	164	85.4		
English Language Learner	ELA	6	0	-	-
	Math	3	-		
	Science	5	40		
Students with Disabilities	ELA	37	77	47.8	2
	Math	18	27.8		
	Science	28	33.9		
Economically Disadvantaged	ELA	74	157.4	92.8	3
	Math	58	52.6		
	Science	64	56.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	255	240	94.1%	95.4%	3
	5-year	247	239	96.8%		
	6-year	241	230	95.4%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Black or African American	4-year	4	—	—	—	—
	5-year	6	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	33	27	81.8%	81.8%	2
	5-year	27	—	—		
	6-year	24	—	—		
Multiracial	4-year	7	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
White	4-year	204	196	96.1%	97.3%	3
	5-year	207	202	97.6%		
	6-year	209	205	98.1%		
English Language Learner	4-year	11	—	—	—	—
	5-year	2	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	48	41	85.4%	89.8%	3
	5-year	39	35	89.7%		
	6-year	36	34	94.4%		
Economically Disadvantaged	4-year	92	82	89.1%	89.5%	3
	5-year	81	75	92.6%		
	6-year	75	65	86.7%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	18	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	15	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	18	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	13	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	937	197	21%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	–	–	–
Black or African American	21	–	–	–
Hispanic or Latino	154	44	28.6%	3
Multiracial	24	–	–	–
White	719	143	19.9%	4
English Language Learner	35	16	45.7%	2
Students with Disabilities	181	50	27.6%	4
Economically Disadvantaged	320	111	34.7%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	221	99.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	5	—
Hispanic or Latino	—	27	—
Multiracial	—	5	—
White	✓	180	100%
English Language Learner	—	3	—
Students with Disabilities	—	34	—
Economically Disadvantaged	✓	71	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	168	63.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	5	—
Hispanic or Latino	—	23	—
Multiracial	—	4	—
White	✗	133	63.9%
English Language Learner	—	1	—
Students with Disabilities	—	15	—
Economically Disadvantaged	✗	55	54.6%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	25	14%	33	18%	74	40%	31	17%	21	11%	126	68%
Female	94	11	12%	18	19%	35	37%	18	19%	12	13%	65	69%
Male	90	14	16%	15	17%	39	43%	13	14%	9	10%	61	68%
General Education Students	137	14	10%	16	12%	60	44%	27	20%	20	15%	107	78%
Students with Disabilities	47	11	23%	17	36%	14	30%	4	9%	1	2%	19	40%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	8	1	13%	1	13%	5	63%	1	13%	0	0%	6	75%
Hispanic or Latino	39	9	23%	9	23%	15	38%	3	8%	3	8%	21	54%
White	128	13	10%	21	16%	52	41%	26	20%	16	13%	94	73%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	2	22%	2	22%	1	11%	2	22%	5	56%
Economically Disadvantaged	78	18	23%	15	19%	30	38%	11	14%	4	5%	45	58%
Not Economically Disadvantaged	106	7	7%	18	17%	44	42%	20	19%	17	16%	81	76%
English Language Learner	11	7	64%	3	27%	1	9%	0	0%	0	0%	1	9%
Non-English Language Learner	173	18	10%	30	17%	73	42%	31	18%	21	12%	125	72%
Not in Foster Care	184	25	14%	33	18%	74	40%	31	17%	21	11%	126	68%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	180	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	184	25	14%	33	18%	74	40%	31	17%	21	11%	126	68%
Parent Not in Armed Forces	184	25	14%	33	18%	74	40%	31	17%	21	11%	126	68%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	233	55	24%	40	17%	81	35%	23	10%	34	15%	138	59%
Female	117	26	22%	19	16%	43	37%	10	9%	19	16%	72	62%
Male	116	29	25%	21	18%	38	33%	13	11%	15	13%	66	57%
General Education Students	202	39	19%	32	16%	76	38%	23	11%	32	16%	131	65%
Students with Disabilities	31	16	52%	8	26%	5	16%	0	0%	2	6%	7	23%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	1	20%	1	20%	2	40%	4	80%
Black or African American	5	3	60%	0	0%	2	40%	0	0%	0	0%	2	40%
Hispanic or Latino	39	15	38%	7	18%	10	26%	6	15%	1	3%	17	44%
White	178	37	21%	32	18%	64	36%	16	9%	29	16%	109	61%
Multiracial	6	0	0%	0	0%	4	67%	0	0%	2	33%	6	100%
Economically Disadvantaged	78	26	33%	14	18%	23	29%	9	12%	6	8%	38	49%
Not Economically Disadvantaged	155	29	19%	26	17%	58	37%	14	9%	28	18%	100	65%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	227	50	22%	39	17%	81	36%	23	10%	34	15%	138	61%
Not in Foster Care	233	55	24%	40	17%	81	35%	23	10%	34	15%	138	59%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	230	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	233	55	24%	40	17%	81	35%	23	10%	34	15%	138	59%
Parent Not in Armed Forces	233	55	24%	40	17%	81	35%	23	10%	34	15%	138	59%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Female	78	2	3%	13	17%	31	40%	18	23%	14	18%	63	81%
Male	52	4	8%	3	6%	21	40%	16	31%	8	15%	45	87%
General Education Students	127	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	1	8%	5	38%	5	38%	1	8%	1	8%	7	54%
White	106	5	5%	8	8%	44	42%	30	28%	19	18%	93	88%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	3	50%	1	17%	1	17%	1	17%	3	50%
Economically Disadvantaged	24	1	4%	6	25%	9	38%	5	21%	3	13%	17	71%
Not Economically Disadvantaged	106	5	5%	10	9%	43	41%	29	27%	19	18%	91	86%
Non-English Language Learner	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not in Foster Care	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not Homeless	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Not Migrant	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%
Parent Not in Armed Forces	130	6	5%	16	12%	52	40%	34	26%	22	17%	108	83%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	169	21	12%	28	17%	86	51%	34	20%	120	71%
Female	88	11	13%	12	14%	45	51%	20	23%	65	74%
Male	81	10	12%	16	20%	41	51%	14	17%	55	68%
General Education Students	122	10	8%	10	8%	71	58%	31	25%	102	84%
Students with Disabilities	47	11	23%	18	38%	15	32%	3	6%	18	38%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	8	2	25%	1	13%	4	50%	1	13%	5	63%
Hispanic or Latino	40	8	20%	8	20%	20	50%	4	10%	24	60%
White	112	9	8%	19	17%	57	51%	27	24%	84	75%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	0	0%	5	56%	2	22%	7	78%
Economically Disadvantaged	72	15	21%	19	26%	28	39%	10	14%	38	53%
Not Economically Disadvantaged	97	6	6%	9	9%	58	60%	24	25%	82	85%
English Language Learner	9	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	160	15	9%	26	16%	85	53%	34	21%	119	74%
Not in Foster Care	169	21	12%	28	17%	86	51%	34	20%	120	71%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	—	—	—	—	—	—	—	—	—	—
Not Migrant	169	21	12%	28	17%	86	51%	34	20%	120	71%
Parent Not in Armed Forces	169	21	12%	28	17%	86	51%	34	20%	120	71%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	209	13	6%	14	7%	88	42%	94	45%	182	87%
Female	103	7	7%	10	10%	39	38%	47	46%	86	83%
Male	106	6	6%	4	4%	49	46%	47	44%	96	91%
General Education Students	173	7	4%	9	5%	70	40%	87	50%	157	91%
Students with Disabilities	36	6	17%	5	14%	18	50%	7	19%	25	69%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	33	3	9%	1	3%	14	42%	15	45%	29	88%
White	165	9	5%	12	7%	69	42%	75	45%	144	87%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	5	45%	4	36%	9	82%
Economically Disadvantaged	69	9	13%	5	7%	29	42%	26	38%	55	80%
Not Economically Disadvantaged	140	4	3%	9	6%	59	42%	68	49%	127	91%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	205	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	209	13	6%	14	7%	88	42%	94	45%	182	87%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	207	–	–	–	–	–	–	–	–	–	–
Not Migrant	209	13	6%	14	7%	88	42%	94	45%	182	87%
Parent Not in Armed Forces	209	13	6%	14	7%	88	42%	94	45%	182	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	91	1	1%	11	12%	52	57%	27	30%	79	87%
Female	45	0	0%	7	16%	23	51%	15	33%	38	84%
Male	46	1	2%	4	9%	29	63%	12	26%	41	89%
General Education Students	90	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	79	0	0%	8	10%	46	58%	25	32%	71	90%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	3	25%	6	50%	2	17%	8	67%
Economically Disadvantaged	15	0	0%	3	20%	10	67%	2	13%	12	80%
Not Economically Disadvantaged	76	1	1%	8	11%	42	55%	25	33%	67	88%
Non-English Language Learner	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not in Foster Care	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not Homeless	91	1	1%	11	12%	52	57%	27	30%	79	87%
Not Migrant	91	1	1%	11	12%	52	57%	27	30%	79	87%
Parent Not in Armed Forces	91	1	1%	11	12%	52	57%	27	30%	79	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	33	5	15%	6	18%	10	30%	12	36%	22	67%
Female	15	2	13%	3	20%	5	33%	5	33%	10	67%
Male	18	3	17%	3	17%	5	28%	7	39%	12	67%
General Education Students	32	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	1	--	--	--	--	--	--	--	--	--	--
Black or African American	2	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1	--	--	--	--	--	--	--	--	--	--
White	29	--	--	--	--	--	--	--	--	--	--
Multiracial	1	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	33	5	15%	6	18%	10	30%	12	36%	22	67%
Economically Disadvantaged	6	1	17%	1	17%	3	50%	1	17%	4	67%
Not Economically Disadvantaged	27	4	15%	5	19%	7	26%	11	41%	18	67%
Non-English Language Learner	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not in Foster Care	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not Homeless	33	5	15%	6	18%	10	30%	12	36%	22	67%
Not Migrant	33	5	15%	6	18%	10	30%	12	36%	22	67%
Parent Not in Armed Forces	33	5	15%	6	18%	10	30%	12	36%	22	67%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)





Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	1	0%	15	7%	45	21%	93	43%	62	29%	200	93%
Female	113	0	0%	5	4%	26	23%	48	42%	34	30%	108	96%
Male	103	1	1%	10	10%	19	18%	45	44%	28	27%	92	89%
General Education Students	187	0	0%	7	4%	41	22%	81	43%	58	31%	180	96%
Students with Disabilities	29	1	3%	8	28%	4	14%	12	41%	4	14%	20	69%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	34	0	0%	4	12%	9	26%	15	44%	6	18%	30	88%
White	170	1	1%	8	5%	34	20%	74	44%	53	31%	161	95%
Multiracial	6	0	0%	2	33%	2	33%	1	17%	1	17%	4	67%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	0	0%	3	50%	2	33%	5	83%
Economically Disadvantaged	59	0	0%	6	10%	13	22%	27	46%	13	22%	53	90%
Not Economically Disadvantaged	157	1	1%	9	6%	32	20%	66	42%	49	31%	147	94%
English Language Learner	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	214	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	216	1	0%	15	7%	45	21%	93	43%	62	29%	200	93%
Homeless	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Not Homeless	211	1	0%	15	7%	45	21%	89	42%	61	29%	195	92%
Not Migrant	216	1	0%	15	7%	45	21%	93	43%	62	29%	200	93%
Parent in Armed Forces	1	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	215	-	-	-	-	-	-	-	-	-	-	-	-

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	12	100	0	0
Female	3	3	100	0	0
Male	9	9	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	3	3	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	3	3	100	0	0
White	6	6	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	12	12	100	0	0
Homeless	2	2	100	0	0
Not Homeless	10	10	100	0	0
Not Migrant	12	12	100	0	0
Parent Not in Armed Forces	12	12	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	11	5%	225	95%	14	6%	11	5%	31	13%	169	72%	200	85%
Female	124	8	6%	116	94%	3	2%	3	2%	14	11%	96	77%	110	89%
Male	112	3	3%	109	97%	11	10%	8	7%	17	15%	73	65%	90	80%
General Education Students	197	7	4%	190	96%	4	2%	6	3%	18	9%	162	82%	180	91%
Students with Disabilities	39	4	10%	35	90%	10	26%	5	13%	13	33%	7	18%	20	51%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	1	17%	0	0%	1	17%	3	50%	4	67%
Hispanic or Latino	31	4	13%	27	87%	1	3%	2	6%	7	23%	17	55%	24	77%
White	189	6	3%	183	97%	12	6%	8	4%	22	12%	141	75%	163	86%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	1	10%	8	80%	9	90%
Economically Disadvantaged	80	8	10%	72	90%	9	11%	4	5%	16	20%	43	54%	59	74%
Not Economically Disadvantaged	156	3	2%	153	98%	5	3%	7	4%	15	10%	126	81%	141	90%
English Language Learner	6	3	50%	3	50%	2	33%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	230	8	3%	222	97%	12	5%	10	4%	31	13%	169	73%	200	87%
Not in Foster Care	236	11	5%	225	95%	14	6%	11	5%	31	13%	169	72%	200	85%
Homeless	9	1	11%	8	89%	3	33%	1	11%	1	11%	3	33%	4	44%
Not Homeless	227	10	4%	217	96%	11	5%	10	4%	30	13%	166	73%	196	86%
Not Migrant	236	11	5%	225	95%	14	6%	11	5%	31	13%	169	72%	200	85%
Parent Not in Armed Forces	236	11	5%	225	95%	14	6%	11	5%	31	13%	169	72%	200	85%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	94	40%	142	60%	7	3%	10	4%	46	19%	79	33%	125	53%
Female	124	46	37%	78	63%	4	3%	5	4%	19	15%	50	40%	69	56%
Male	112	48	43%	64	57%	3	3%	5	4%	27	24%	29	26%	56	50%
General Education Students	197	61	31%	136	69%	5	3%	10	5%	44	22%	77	39%	121	61%
Students with Disabilities	39	33	85%	6	15%	2	5%	0	0%	2	5%	2	5%	4	10%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	50%	3	50%	0	0%	1	17%	1	17%	1	17%	2	33%
Hispanic or Latino	31	14	45%	17	55%	2	6%	3	10%	7	23%	5	16%	12	39%
White	189	74	39%	115	61%	5	3%	6	3%	36	19%	68	36%	104	55%
Multiracial	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	0	0%	0	0%	2	20%	5	50%	7	70%
Economically Disadvantaged	80	44	55%	36	45%	3	4%	3	4%	20	25%	10	13%	30	38%
Not Economically Disadvantaged	156	50	32%	106	68%	4	3%	7	4%	26	17%	69	44%	95	61%
English Language Learner	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	230	90	39%	140	61%	6	3%	10	4%	45	20%	79	34%	124	54%
Not in Foster Care	236	94	40%	142	60%	7	3%	10	4%	46	19%	79	33%	125	53%
Homeless	9	6	67%	3	33%	1	11%	0	0%	2	22%	0	0%	2	22%
Not Homeless	227	88	39%	139	61%	6	3%	10	4%	44	19%	79	35%	123	54%
Not Migrant	236	94	40%	142	60%	7	3%	10	4%	46	19%	79	33%	125	53%
Parent Not in Armed Forces	236	94	40%	142	60%	7	3%	10	4%	46	19%	79	33%	125	53%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	228	89	39	139	61
Female	118	43	36	75	64
Male	110	46	42	64	58
General Education Students	193	59	31	134	69
Students with Disabilities	35	30	86	5	14
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Black or African American	5	3	60	2	40
Hispanic or Latino	28	12	43	16	57
White	185	71	38	114	62
Multiracial	6	2	33	4	67
Economically Disadvantaged	73	39	53	34	47
Not Economically Disadvantaged	155	50	32	105	68
English Language Learner	4	3	75	1	25
Non-English Language Learner	224	86	38	138	62
Not in Foster Care	228	89	39	139	61
Homeless	7	5	71	2	29
Not Homeless	221	84	38	137	62
Not Migrant	228	89	39	139	61
Parent Not in Armed Forces	228	89	39	139	61

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

2019 TOTAL COHORT REGENTS IN SCIENCE

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	93	39%	143	61%	16	7%	16	7%	55	23%	56	24%	111	47%
Female	124	47	38%	77	62%	7	6%	8	6%	33	27%	29	23%	62	50%
Male	112	46	41%	66	59%	9	8%	8	7%	22	20%	27	24%	49	44%
General Education Students	197	63	32%	134	68%	13	7%	15	8%	51	26%	55	28%	106	54%
Students with Disabilities	39	30	77%	9	23%	3	8%	1	3%	4	10%	1	3%	5	13%
Asian or Native Hawaiian/Other Pacific Islander	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	50%	3	50%	1	17%	0	0%	2	33%	0	0%	2	33%
Hispanic or Latino	31	13	42%	18	58%	5	16%	1	3%	10	32%	2	6%	12	39%
White	189	73	39%	116	61%	10	5%	15	8%	42	22%	49	26%	91	48%
Multiracial	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	0	0%	0	0%	1	10%	5	50%	6	60%
Economically Disadvantaged	80	44	55%	36	45%	9	11%	3	4%	16	20%	8	10%	24	30%
Not Economically Disadvantaged	156	49	31%	107	69%	7	4%	13	8%	39	25%	48	31%	87	56%
English Language Learner	6	2	33%	4	67%	3	50%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	230	91	40%	139	60%	13	6%	16	7%	54	23%	56	24%	110	48%
Not in Foster Care	236	93	39%	143	61%	16	7%	16	7%	55	23%	56	24%	111	47%
Homeless	9	5	56%	4	44%	3	33%	0	0%	0	0%	1	11%	1	11%
Not Homeless	227	88	39%	139	61%	13	6%	16	7%	55	24%	55	24%	110	48%
Not Migrant	236	93	39%	143	61%	16	7%	16	7%	55	23%	56	24%	111	47%
Parent Not in Armed Forces	236	93	39%	143	61%	16	7%	16	7%	55	23%	56	24%	111	47%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	226	88	39	138	61
Female	116	44	38	72	62
Male	110	44	40	66	60
General Education Students	191	61	32	130	68
Students with Disabilities	35	27	77	8	23
Asian or Native Hawaiian/Other Pacific Islander	4	2	50	2	50
Black or African American	5	3	60	2	40
Hispanic or Latino	26	11	42	15	58
White	185	70	38	115	62
Multiracial	6	2	33	4	67
Economically Disadvantaged	71	39	55	32	45
Not Economically Disadvantaged	155	49	32	106	68
English Language Learner	3	1	33	2	67
Non-English Language Learner	223	87	39	136	61
Not in Foster Care	226	88	39	138	61
Homeless	7	4	57	3	43
Not Homeless	219	84	38	135	62
Not Migrant	226	88	39	138	61
Parent Not in Armed Forces	226	88	39	138	61

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	200	85%	36	15%	0	0%	2	1%	30	13%	4	2%	34	14%
Female	124	103	83%	21	17%	0	0%	1	1%	17	14%	3	2%	20	16%
Male	112	97	87%	15	13%	0	0%	1	1%	13	12%	1	1%	14	13%
General Education Students	197	163	83%	34	17%	0	0%	1	1%	30	15%	3	2%	33	17%
Students with Disabilities	39	37	95%	2	5%	0	0%	1	3%	0	0%	1	3%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	31	24	77%	7	23%	0	0%	1	3%	3	10%	3	10%	6	19%
White	189	164	87%	25	13%	0	0%	1	1%	23	12%	1	1%	24	13%
Multiracial	6	4	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	7	70%	3	30%	0	0%	0	0%	3	30%	0	0%	3	30%
Economically Disadvantaged	80	71	89%	9	11%	0	0%	1	1%	4	5%	4	5%	8	10%
Not Economically Disadvantaged	156	129	83%	27	17%	0	0%	1	1%	26	17%	0	0%	26	17%
English Language Learner	6	4	67%	2	33%	0	0%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	230	196	85%	34	15%	0	0%	1	0%	29	13%	4	2%	33	14%
Not in Foster Care	236	200	85%	36	15%	0	0%	2	1%	30	13%	4	2%	34	14%
Homeless	9	7	78%	2	22%	0	0%	0	0%	0	0%	2	22%	2	22%
Not Homeless	227	193	85%	34	15%	0	0%	2	1%	30	13%	2	1%	32	14%
Not Migrant	236	200	85%	36	15%	0	0%	2	1%	30	13%	4	2%	34	14%
Parent Not in Armed Forces	236	200	85%	36	15%	0	0%	2	1%	30	13%	4	2%	34	14%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	221	192	87	29	13
Female	114	97	85	17	15
Male	107	95	89	12	11
General Education Students	186	158	85	28	15
Students with Disabilities	35	34	97	1	3
Asian or Native Hawaiian/Other Pacific Islander	4	3	75	1	25
Black or African American	5	5	100	0	0
Hispanic or Latino	24	21	88	3	13
White	182	159	87	23	13
Multiracial	6	4	67	2	33
Economically Disadvantaged	66	63	95	3	5
Not Economically Disadvantaged	155	129	83	26	17
English Language Learner	2	2	100	0	0
Non-English Language Learner	219	190	87	29	13
Not in Foster Care	221	192	87	29	13
Homeless	5	5	100	0	0
Not Homeless	216	187	87	29	13
Not Migrant	221	192	87	29	13
Parent Not in Armed Forces	221	192	87	29	13

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

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	210	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	11%
Female	124	107	86%	17	14%	0	0%	0	0%	14	11%	3	2%	17	14%
Male	112	103	92%	9	8%	0	0%	1	1%	8	7%	0	0%	8	7%
General Education Students	197	171	87%	26	13%	0	0%	1	1%	22	11%	3	2%	25	13%
Students with Disabilities	39	39	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	27	87%	4	13%	0	0%	1	3%	2	6%	1	3%	3	10%
White	189	169	89%	20	11%	0	0%	0	0%	18	10%	2	1%	20	11%
Multiracial	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	8	80%	2	20%	0	0%	0	0%	2	20%	0	0%	2	20%
Economically Disadvantaged	80	75	94%	5	6%	0	0%	1	1%	1	1%	3	4%	4	5%
Not Economically Disadvantaged	156	135	87%	21	13%	0	0%	0	0%	21	13%	0	0%	21	13%
English Language Learner	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	230	205	89%	25	11%	0	0%	0	0%	22	10%	3	1%	25	11%
Not in Foster Care	236	210	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	11%
Homeless	9	7	78%	2	22%	0	0%	0	0%	0	0%	2	22%	2	22%
Not Homeless	227	203	89%	24	11%	0	0%	1	0%	22	10%	1	0%	23	10%
Not Migrant	236	210	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	11%
Parent Not in Armed Forces	236	210	89%	26	11%	0	0%	1	0%	22	9%	3	1%	25	11%

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

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	81	10	12%	2	0	0%
THIS DISTRICT	237	25	11%	5	3	60%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	80	1	1%
THIS DISTRICT	236	2	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%
Female	124	116	94%	72	58%	44	35%	0	0%	0	0%	4	3%	0	0%	4	3%
Male	112	107	96%	52	46%	55	49%	0	0%	0	0%	3	3%	0	0%	2	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	197	189	96%	122	62%	67	34%	0	0%	0	0%	3	2%	0	0%	5	3%
Students with Disabilities	39	34	87%	2	5%	32	82%	0	0%	0	0%	4	10%	0	0%	1	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	5	83%	1	17%	4	67%	0	0%	0	0%	1	17%	0	0%	0	0%
Hispanic or Latino	31	26	84%	12	39%	14	45%	0	0%	0	0%	3	10%	0	0%	2	6%
White	189	182	96%	105	56%	77	41%	0	0%	0	0%	3	2%	0	0%	4	2%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	80	70	88%	25	31%	45	56%	0	0%	0	0%	6	8%	0	0%	4	5%
Not Economically Disadvantaged	156	153	98%	99	63%	54	35%	0	0%	0	0%	1	1%	0	0%	2	1%
English Language Learner	6	2	33%	0	0%	2	33%	0	0%	0	0%	3	50%	0	0%	1	17%
Non-English Language Learner	230	221	96%	124	54%	97	42%	0	0%	0	0%	4	2%	0	0%	5	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	9	8	89%	0	0%	8	89%	0	0%	0	0%	0	0%	0	0%	1	11%
Not Homeless	227	215	95%	124	55%	91	40%	0	0%	0	0%	7	3%	0	0%	5	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%

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ROCKY POINT HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

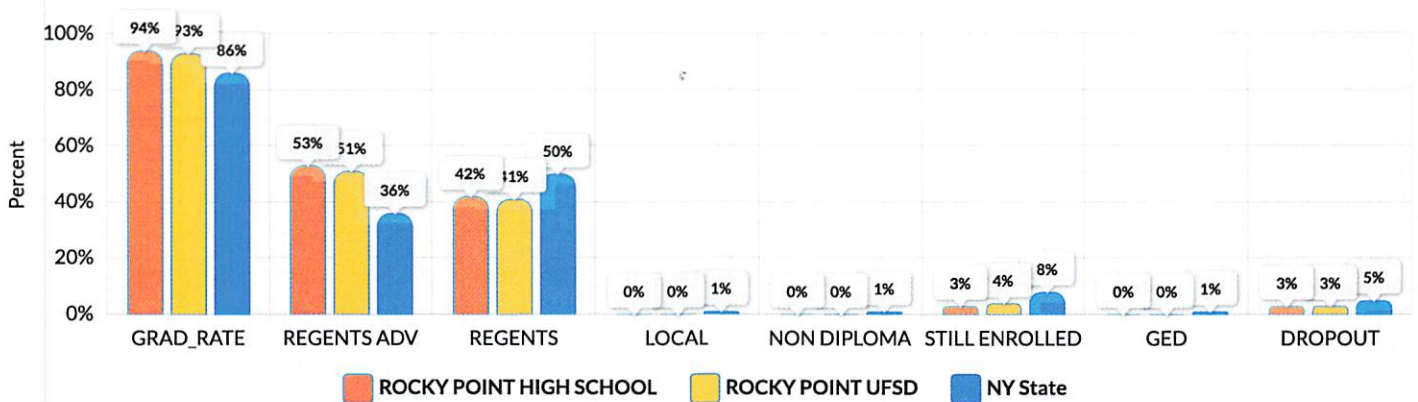
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%
Female	124	116	94%	72	58%	44	35%	0	0%	0	0%	4	3%	0	0%	4	3%
Male	112	107	96%	52	46%	55	49%	0	0%	0	0%	3	3%	0	0%	2	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	197	189	96%	122	62%	67	34%	0	0%	0	0%	3	2%	0	0%	5	3%
Students with Disabilities	39	34	87%	2	5%	32	82%	0	0%	0	0%	4	10%	0	0%	1	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	5	83%	1	17%	4	67%	0	0%	0	0%	1	17%	0	0%	0	0%
Hispanic or Latino	31	26	84%	12	39%	14	45%	0	0%	0	0%	3	10%	0	0%	2	6%
White	189	182	96%	105	56%	77	41%	0	0%	0	0%	3	2%	0	0%	4	2%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	80	70	88%	25	31%	45	56%	0	0%	0	0%	6	8%	0	0%	4	5%
Not Economically Disadvantaged	156	153	98%	99	63%	54	35%	0	0%	0	0%	1	1%	0	0%	2	1%
English Language Learner	6	2	33%	0	0%	2	33%	0	0%	0	0%	3	50%	0	0%	1	17%
Non-English Language Learner	230	221	96%	124	54%	97	42%	0	0%	0	0%	4	2%	0	0%	5	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%
Homeless	9	8	89%	0	0%	8	89%	0	0%	0	0%	0	0%	0	0%	1	11%
Not Homeless	227	215	95%	124	55%	91	40%	0	0%	0	0%	7	3%	0	0%	5	2%

Subgroup	Total Enrolled	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	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	236	223	94%	124	53%	99	42%	0	0%	0	0%	7	3%	0	0%	6	3%

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ROCKY POINT HIGH SCHOOL GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Female	116	115	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Male	107	106	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	189	188	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Students with Disabilities	34	33	97%	0	0%	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	182	180	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	70	70	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	153	151	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	221	219	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Homeless	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	215	213	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	223	221	99%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%

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