

FABIUS-POMPEY CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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.



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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)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	37		2	5%	35	95%	10	29%	11	31%	11	31%	3	9%	14	40%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	3	7%	39	93%	12	31%	17	44%	9	23%	1	3%	10	26%
Female	21	3	14%	18	86%	3	17%	11	61%	4	22%	0	0%	4	22%
Male	21	0	0%	21	100%	9	43%	6	29%	5	24%	1	5%	6	29%
General Education Students	36	1	3%	35	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	39	2	5%	37	95%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	41	2	5%	39	95%	12	31%	17	44%	9	23%	1	3%	10	26%
Economically Disadvantaged	17	3	18%	14	82%	7	50%	6	43%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	25	0	0%	25	100%	5	20%	11	44%	8	32%	1	4%	9	36%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	41	3	7%	38	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	42	3	7%	39	93%	12	31%	17	44%	9	23%	1	3%	10	26%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	41	3	7%	38	93%	–	–	–	–	–	–	–	–	–	–
Not Migrant	42	3	7%	39	93%	12	31%	17	44%	9	23%	1	3%	10	26%
Parent Not in Armed Forces	42	3	7%	39	93%	12	31%	17	44%	9	23%	1	3%	10	26%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%
Female	28	4	14%	24	86%	9	38%	7	29%	3	13%	5	21%	8	33%
Male	26	3	12%	23	88%	4	17%	8	35%	5	22%	6	26%	11	48%
General Education Students	49	6	12%	43	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	53	6	11%	47	89%	13	28%	15	32%	8	17%	11	23%	19	40%
Economically Disadvantaged	25	5	20%	20	80%	8	40%	5	25%	3	15%	4	20%	7	35%
Not Economically Disadvantaged	29	2	7%	27	93%	5	19%	10	37%	5	19%	7	26%	12	44%
Non-English Language Learner	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%
Not in Foster Care	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%
Not Homeless	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%
Not Migrant	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%
Parent Not in Armed Forces	54	7	13%	47	87%	13	28%	15	32%	8	17%	11	23%	19	40%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Female	20	5	25%	15	75%	1	7%	6	40%	4	27%	4	27%	8	53%
Male	29	5	17%	24	83%	10	42%	7	29%	3	13%	4	17%	7	29%
General Education Students	45	8	18%	37	82%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Economically Disadvantaged	20	4	20%	16	80%	6	38%	9	56%	0	0%	1	6%	1	6%
Not Economically Disadvantaged	29	6	21%	23	79%	5	22%	4	17%	7	30%	7	30%	14	61%
Non-English Language Learner	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Not in Foster Care	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Not Homeless	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Not Migrant	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%
Parent Not in Armed Forces	49	10	20%	39	80%	11	28%	13	33%	7	18%	8	21%	15	38%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%
Female	27	5	19%	22	81%	1	5%	4	18%	9	41%	8	36%	17	77%
Male	24	4	17%	20	83%	1	5%	10	50%	7	35%	2	10%	9	45%
General Education Students	40	4	10%	36	90%	0	0%	12	33%	14	39%	10	28%	24	67%
Students with Disabilities	11	5	45%	6	55%	2	33%	2	33%	2	33%	0	0%	2	33%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	45	7	16%	38	84%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	50	8	16%	42	84%	2	5%	14	33%	16	38%	10	24%	26	62%
Economically Disadvantaged	18	3	17%	15	83%	2	13%	7	47%	3	20%	3	20%	6	40%
Not Economically Disadvantaged	33	6	18%	27	82%	0	0%	7	26%	13	48%	7	26%	20	74%
Non-English Language Learner	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%
Not in Foster Care	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%
Not Homeless	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%
Not Migrant	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%
Parent Not in Armed Forces	51	9	18%	42	82%	2	5%	14	33%	16	38%	10	24%	26	62%

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%
Grade 4	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%
Grade 5	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%
Grade 6	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Combined 6	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Grade 7	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Combined 7	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Grade 8	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Regents 8	—	—	—	11	22%	0	0%	0	0%	0	0%	11	100%	11	100%
Combined 8	51	8	16%	43	84%	4	9%	11	26%	17	40%	11	26%	28	65%
Grades 3-8	295	33	11%	262	89%	44	17%	91	35%	91	35%	36	14%	127	48%

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%
Female	38	3	8%	35	92%	6	17%	18	51%	9	26%	2	6%	11	31%
Male	24	1	4%	23	96%	6	26%	10	43%	6	26%	1	4%	7	30%
General Education Students	59	4	7%	55	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	57	3	5%	54	95%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%
Economically Disadvantaged	22	4	18%	18	82%	7	39%	8	44%	2	11%	1	6%	3	17%
Not Economically Disadvantaged	40	0	0%	40	100%	5	13%	20	50%	13	33%	2	5%	15	38%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	4	7%	55	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%
Not Homeless	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	4	7%	57	93%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	62	4	6%	58	94%	12	21%	28	48%	15	26%	3	5%	18	31%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%
Female	20	0	0%	20	100%	2	10%	8	40%	6	30%	4	20%	10	50%
Male	17	3	18%	14	82%	3	21%	5	36%	5	36%	1	7%	6	43%
General Education Students	36	3	8%	33	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	3	9%	30	91%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%
Economically Disadvantaged	17	1	6%	16	94%	3	19%	7	44%	6	38%	0	0%	6	38%
Not Economically Disadvantaged	20	2	10%	18	90%	2	11%	6	33%	5	28%	5	28%	10	56%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	34	3	9%	31	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%
Not Homeless	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	36	3	8%	33	92%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	37	3	8%	34	92%	5	15%	13	38%	11	32%	5	15%	16	47%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%
Female	21	2	10%	19	90%	4	21%	5	26%	9	47%	1	5%	10	53%
Male	21	2	10%	19	90%	1	5%	4	21%	10	53%	4	21%	14	74%
General Education Students	36	2	6%	34	94%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	39	4	10%	35	90%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%
Economically Disadvantaged	17	4	24%	13	76%	3	23%	6	46%	3	23%	1	8%	4	31%
Not Economically Disadvantaged	25	0	0%	25	100%	2	8%	3	12%	16	64%	4	16%	20	80%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	41	4	10%	37	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	41	4	10%	37	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%
Parent Not in Armed Forces	42	4	10%	38	90%	5	13%	9	24%	19	50%	5	13%	24	63%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Female	28	4	14%	24	86%	6	25%	8	33%	9	38%	1	4%	10	42%
Male	26	1	4%	25	96%	5	20%	7	28%	11	44%	2	8%	13	52%
General Education Students	49	4	8%	45	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	53	5	9%	48	91%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Economically Disadvantaged	25	4	16%	21	84%	9	43%	5	24%	6	29%	1	5%	7	33%
Not Economically Disadvantaged	29	1	3%	28	97%	2	7%	10	36%	14	50%	2	7%	16	57%
Non-English Language Learner	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Not in Foster Care	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Not Homeless	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Not Migrant	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%
Parent Not in Armed Forces	54	5	9%	49	91%	11	22%	15	31%	20	41%	3	6%	23	47%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Female	20	5	25%	15	75%	2	13%	7	47%	2	13%	4	27%	6	40%
Male	29	4	14%	25	86%	5	20%	8	32%	7	28%	5	20%	12	48%
General Education Students	45	7	16%	38	84%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Economically Disadvantaged	20	3	15%	17	85%	5	29%	6	35%	5	29%	1	6%	6	35%
Not Economically Disadvantaged	29	6	21%	23	79%	2	9%	9	39%	4	17%	8	35%	12	52%
Non-English Language Learner	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Not in Foster Care	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Not Homeless	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Not Migrant	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%
Parent Not in Armed Forces	49	9	18%	40	82%	7	18%	15	38%	9	23%	9	23%	18	45%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Female	27	12	44%	15	56%	3	20%	4	27%	8	53%	0	0%	8	53%
Male	24	7	29%	17	71%	1	6%	7	41%	9	53%	0	0%	9	53%
General Education Students	40	14	35%	26	65%	2	8%	7	27%	17	65%	0	0%	17	65%
Students with Disabilities	11	5	45%	6	55%	2	33%	4	67%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	45	16	36%	29	64%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	50	18	36%	32	64%	4	13%	11	34%	17	53%	0	0%	17	53%
Economically Disadvantaged	18	3	17%	15	83%	4	27%	4	27%	7	47%	0	0%	7	47%
Not Economically Disadvantaged	33	16	48%	17	52%	0	0%	7	41%	10	59%	0	0%	10	59%
Non-English Language Learner	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Not in Foster Care	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Not Homeless	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Not Migrant	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%
Parent Not in Armed Forces	51	19	37%	32	63%	4	13%	11	34%	17	53%	0	0%	17	53%

GRADE 8 SCIENCE RESULTS



ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Female	19	0	0%	3	16%	3	16%	3	16%	10	53%	16	84%
Male	25	0	0%	0	0%	7	28%	4	16%	14	56%	25	100%
General Education Students	40	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	41	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Economically Disadvantaged	12	0	0%	1	8%	3	25%	3	25%	5	42%	11	92%
Not Economically Disadvantaged	32	0	0%	2	6%	7	22%	4	13%	19	59%	30	94%
Non-English Language Learner	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Not in Foster Care	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Not Homeless	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Not Migrant	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%
Parent Not in Armed Forces	44	0	0%	3	7%	10	23%	7	16%	24	55%	41	93%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Female	22	2	9%	0	0%	7	32%	7	32%	6	27%	20	91%
Male	28	5	18%	7	25%	12	43%	2	7%	2	7%	16	57%
General Education Students	41	2	5%	5	12%	17	41%	9	22%	8	20%	34	83%
Students with Disabilities	9	5	56%	2	22%	2	22%	0	0%	0	0%	2	22%
Black or African American	1	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1	--	--	--	--	--	--	--	--	--	--	--	--
White	46	--	--	--	--	--	--	--	--	--	--	--	--
Multiracial	2	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Economically Disadvantaged	23	4	17%	6	26%	10	43%	2	9%	1	4%	13	57%
Not Economically Disadvantaged	27	3	11%	1	4%	9	33%	7	26%	7	26%	23	85%
Non-English Language Learner	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Not in Foster Care	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Not Homeless	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Not Migrant	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%
Parent Not in Armed Forces	50	7	14%	7	14%	19	38%	9	18%	8	16%	36	72%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Female	23	2	9%	5	22%	12	52%	1	4%	3	13%	16	70%
Male	20	0	0%	2	10%	9	45%	5	25%	4	20%	18	90%
General Education Students	41	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	39	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Economically Disadvantaged	11	0	0%	3	27%	6	55%	2	18%	0	0%	8	73%
Not Economically Disadvantaged	32	2	6%	4	13%	15	47%	4	13%	7	22%	26	81%
Non-English Language Learner	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Not in Foster Care	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Not Homeless	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Not Migrant	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%
Parent Not in Armed Forces	43	2	5%	7	16%	21	49%	6	14%	7	16%	34	79%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Female	9	0	0%	1	11%	5	56%	2	22%	1	11%	8	89%
Male	12	1	8%	0	0%	5	42%	5	42%	1	8%	11	92%
General Education Students	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	17	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Economically Disadvantaged	5	1	20%	0	0%	3	60%	1	20%	0	0%	4	80%
Not Economically Disadvantaged	16	0	0%	1	6%	7	44%	6	38%	2	13%	15	94%
Non-English Language Learner	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Not in Foster Care	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Not Homeless	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Not Migrant	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%
Parent Not in Armed Forces	21	1	5%	1	5%	10	48%	7	33%	2	10%	19	90%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	47	7	15%	7	15%	22	47%	11	23%	33	70%
Female	21	3	14%	2	10%	11	52%	5	24%	16	76%
Male	26	4	15%	5	19%	11	42%	6	23%	17	65%
General Education Students	40	5	13%	4	10%	20	50%	11	28%	31	78%
Students with Disabilities	7	2	29%	3	43%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--	--	--	--	--	--	--
Black or African American	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1	--	--	--	--	--	--	--	--	--	--
White	43	--	--	--	--	--	--	--	--	--	--
Multiracial	1	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	47	7	15%	7	15%	22	47%	11	23%	33	70%
Economically Disadvantaged	20	6	30%	5	25%	8	40%	1	5%	9	45%
Not Economically Disadvantaged	27	1	4%	2	7%	14	52%	10	37%	24	89%
Non-English Language Learner	47	7	15%	7	15%	22	47%	11	23%	33	70%
Not in Foster Care	47	7	15%	7	15%	22	47%	11	23%	33	70%
Not Homeless	47	7	15%	7	15%	22	47%	11	23%	33	70%
Not Migrant	47	7	15%	7	15%	22	47%	11	23%	33	70%
Parent Not in Armed Forces	47	7	15%	7	15%	22	47%	11	23%	33	70%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	4	7%	13	24%	22	40%	16	29%	38	69%
Female	30	2	7%	7	23%	10	33%	11	37%	21	70%
Male	25	2	8%	6	24%	12	48%	5	20%	17	68%
General Education Students	49	3	6%	11	22%	19	39%	16	33%	35	71%
Students with Disabilities	6	1	17%	2	33%	3	50%	0	0%	3	50%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	50	3	6%	12	24%	19	38%	16	32%	35	70%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	20	2	10%	6	30%	11	55%	1	5%	12	60%
Not Economically Disadvantaged	35	2	6%	7	20%	11	31%	15	43%	26	74%
Non-English Language Learner	55	4	7%	13	24%	22	40%	16	29%	38	69%
Not in Foster Care	55	4	7%	13	24%	22	40%	16	29%	38	69%
Not Homeless	55	4	7%	13	24%	22	40%	16	29%	38	69%
Not Migrant	55	4	7%	13	24%	22	40%	16	29%	38	69%
Parent Not in Armed Forces	55	4	7%	13	24%	22	40%	16	29%	38	69%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	27	2	7%	4	15%	14	52%	7	26%	21	78%
Female	13	2	15%	3	23%	4	31%	4	31%	8	62%
Male	14	0	0%	1	7%	10	71%	3	21%	13	93%
General Education Students	27	2	7%	4	15%	14	52%	7	26%	21	78%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	24	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	27	2	7%	4	15%	14	52%	7	26%	21	78%
Economically Disadvantaged	5	0	0%	1	20%	3	60%	1	20%	4	80%
Not Economically Disadvantaged	22	2	9%	3	14%	11	50%	6	27%	17	77%
Non-English Language Learner	27	2	7%	4	15%	14	52%	7	26%	21	78%
Not in Foster Care	27	2	7%	4	15%	14	52%	7	26%	21	78%
Not Homeless	27	2	7%	4	15%	14	52%	7	26%	21	78%
Not Migrant	27	2	7%	4	15%	14	52%	7	26%	21	78%
Parent Not in Armed Forces	27	2	7%	4	15%	14	52%	7	26%	21	78%

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



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



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.

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	2	4%	43	96%	0	0%	1	2%	8	18%	34	76%	42	93%
Female	17	1	6%	16	94%	0	0%	0	0%	2	12%	14	82%	16	94%
Male	28	1	4%	27	96%	0	0%	1	4%	6	21%	20	71%	26	93%
General Education Students	43	1	—	42	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	42	1	—	41	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	2	4%	43	96%	0	0%	1	2%	8	18%	34	76%	42	93%
Economically Disadvantaged	11	1	9%	10	91%	0	0%	0	0%	4	36%	6	55%	10	91%
Not Economically Disadvantaged	34	1	3%	33	97%	0	0%	1	3%	4	12%	28	82%	32	94%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	1	—	43	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	2	4%	43	96%	0	0%	1	2%	8	18%	34	76%	42	93%
Not Homeless	45	2	4%	43	96%	0	0%	1	2%	8	18%	34	76%	42	93%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	1	—	43	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	2	4%	43	96%	0	0%	1	2%	8	18%	34	76%	42	93%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	18	40%	27	60%	1	2%	1	2%	5	11%	20	44%	25	56%
Female	17	3	18%	14	82%	0	0%	0	0%	3	18%	11	65%	14	82%
Male	28	15	54%	13	46%	1	4%	1	4%	2	7%	9	32%	11	39%
General Education Students	43	17	—	26	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	42	15	—	27	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	18	40%	27	60%	1	2%	1	2%	5	11%	20	44%	25	56%
Economically Disadvantaged	11	8	73%	3	27%	0	0%	1	9%	1	9%	1	9%	2	18%
Not Economically Disadvantaged	34	10	29%	24	71%	1	3%	0	0%	4	12%	19	56%	23	68%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	17	—	27	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	18	40%	27	60%	1	2%	1	2%	5	11%	20	44%	25	56%
Not Homeless	45	18	40%	27	60%	1	2%	1	2%	5	11%	20	44%	25	56%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	17	—	27	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	18	40%	27	60%	1	2%	1	2%	5	11%	20	44%	25	56%

2019 TOTAL COHORT REGENTS IN SCIENCE



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	43	8	19	35	81
Female	16	2	13	14	88
Male	27	6	22	21	78
General Education Students	42	8	19	34	81
Students with Disabilities	1	0	0	1	100
Hispanic or Latino	2	1	50	1	50
White	40	7	18	33	83
Multiracial	1	0	0	1	100
Economically Disadvantaged	10	5	50	5	50
Not Economically Disadvantaged	33	3	9	30	91
English Language Learner	1	1	100	0	0
Non-English Language Learner	42	7	17	35	83
Not in Foster Care	43	8	19	35	81
Not Homeless	43	8	19	35	81
Migrant	1	1	100	0	0
Not Migrant	42	7	17	35	83
Parent Not in Armed Forces	43	8	19	35	81

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	42	93%	3	7%	0	0%	0	0%	2	4%	1	2%	3	7%
Female	17	16	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
Male	28	26	93%	2	7%	0	0%	0	0%	1	4%	1	4%	2	7%
General Education Students	43	40	—	3	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	42	39	—	3	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	42	93%	3	7%	0	0%	0	0%	2	4%	1	2%	3	7%
Economically Disadvantaged	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	34	31	91%	3	9%	0	0%	0	0%	2	6%	1	3%	3	9%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	41	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	42	93%	3	7%	0	0%	0	0%	2	4%	1	2%	3	7%
Not Homeless	45	42	93%	3	7%	0	0%	0	0%	2	4%	1	2%	3	7%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	41	—	3	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	42	93%	3	7%	0	0%	0	0%	2	4%	1	2%	3	7%

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



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	41	33	80	8	20
Female	15	11	73	4	27
Male	26	22	85	4	15
General Education Students	40	32	80	8	20
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	39	31	79	8	21
Multiracial	1	1	100	0	0
Economically Disadvantaged	9	8	89	1	11
Not Economically Disadvantaged	32	25	78	7	22
Non-English Language Learner	41	33	80	8	20
Not in Foster Care	41	33	80	8	20
Not Homeless	41	33	80	8	20
Not Migrant	41	33	80	8	20
Parent Not in Armed Forces	41	33	80	8	20

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

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

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

NEW YORK STATE NAEP GRADE 4

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

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%

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FABIUS-POMPEY CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	65	10	15%	2	1	50%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	63	1	2%
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	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%

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FABIUS-POMPEY CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	65	10	15%	2	1	50%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
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TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	63	1	2%
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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	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%

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FABIUS-POMPEY CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

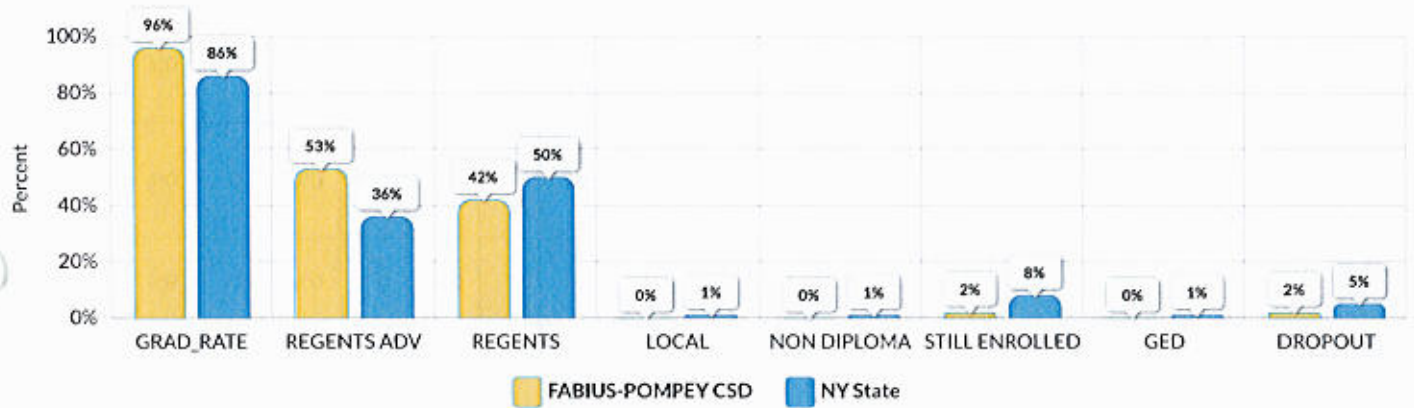
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. 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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	44	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
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	45	43	96%	24	53%	19	42%	0	0%	0	0%	1	2%	0	0%	1	2%

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FABIUS-POMPEY CSD 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.

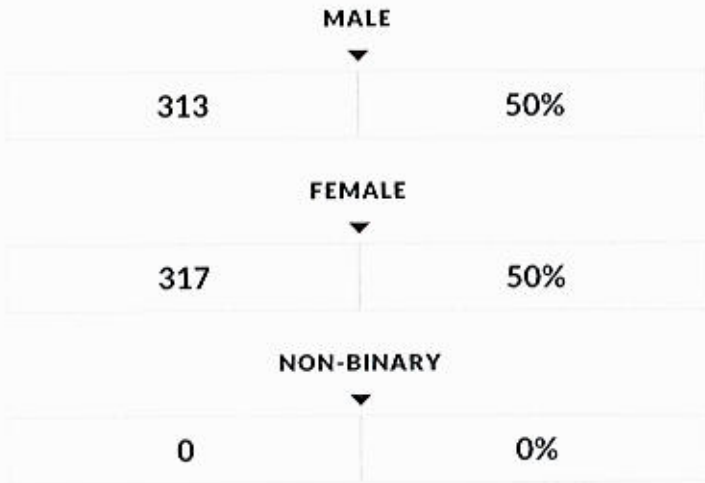
Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	43	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	27	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	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	42	42	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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.

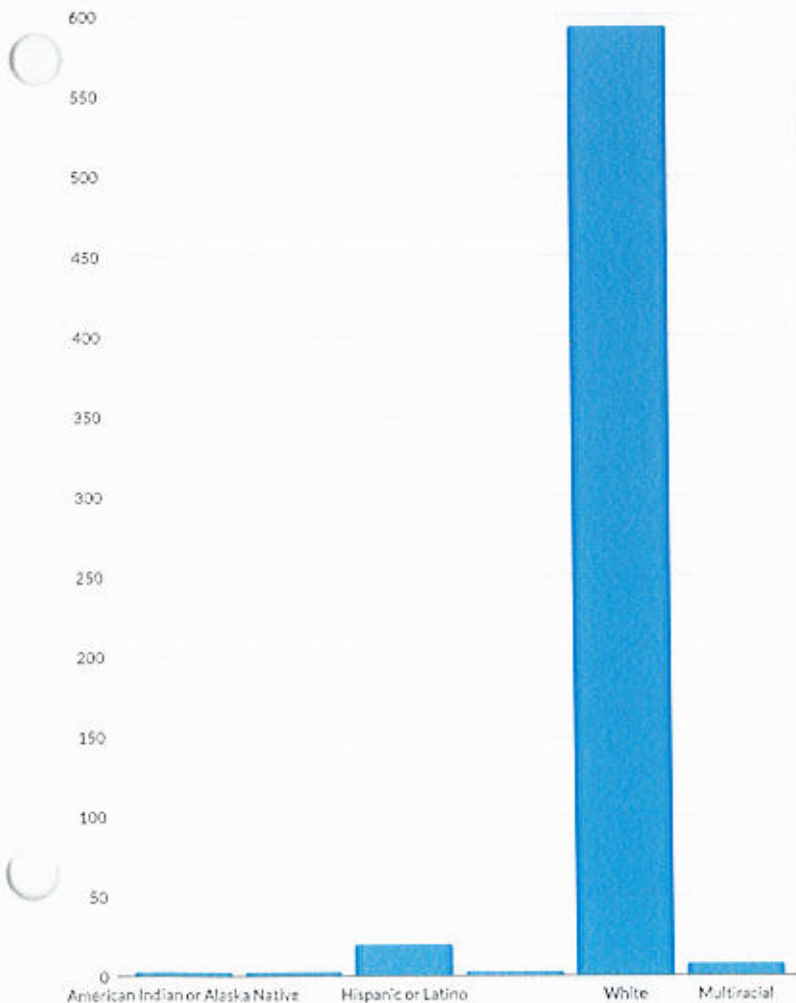
FABIUS-POMPEY CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 630

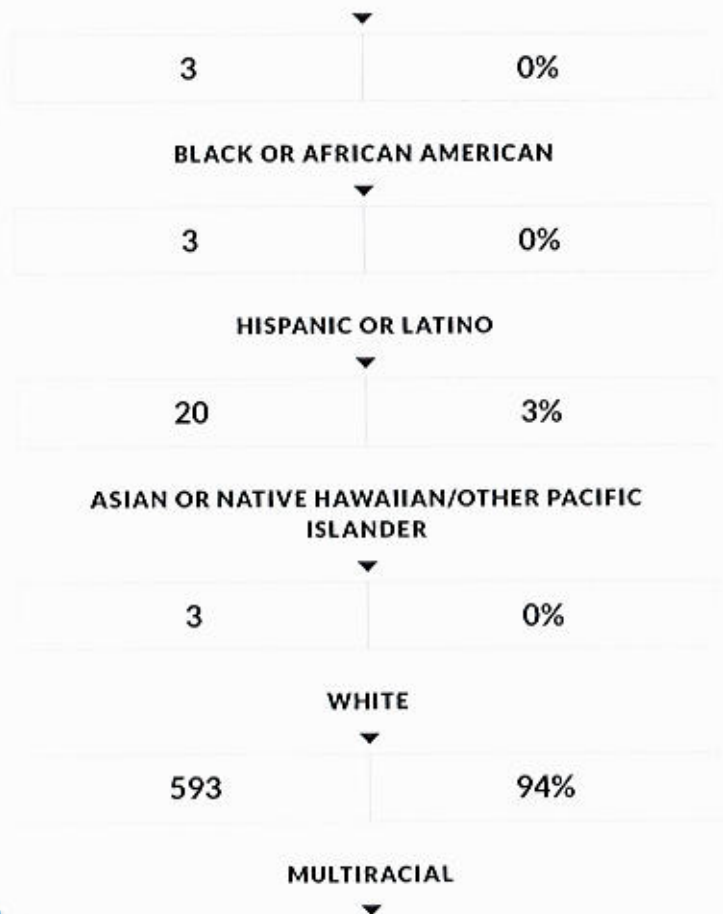
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



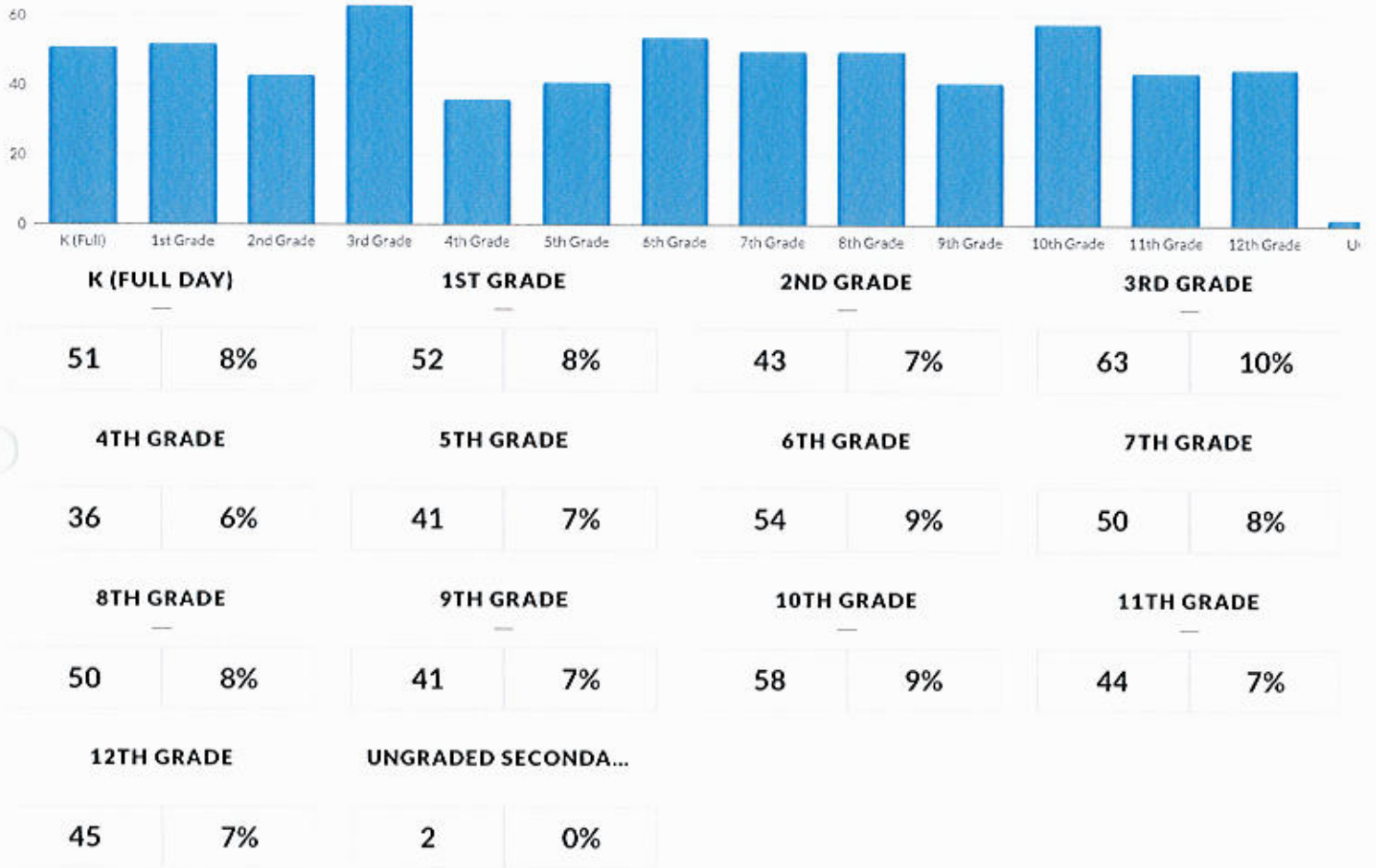
ENROLLMENT BY ETHNICITY (Detailed)



OTHER GROUPS



ENROLLMENT BY GRADE



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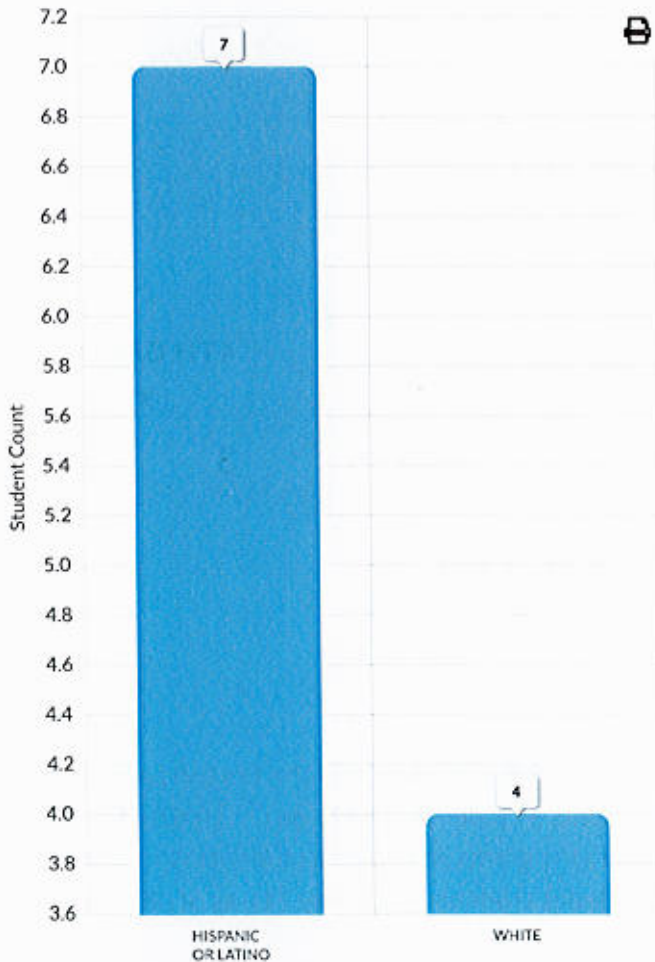
FABIUS-POMPEY CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 11
K-12 Former ELL Enrollment: 0

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



1 Spanish

2 Arabic

3 English

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS



7

DEVELOPING



6

LONG TERM



0

SIFE



0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE



13

ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM



0

TRANSITIONAL BILINGUAL EDUCATION PROGRAM



0

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FABIUS-POMPEY CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
645	127	19.69% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	108	85.04	19	14.96
Female	55	84.62	10	15.38
Male	53	85.48	9	14.52
American Indian/Alaska Native	0	0	0	0
Black	1	100	0	0
Hispanic	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6
Female	33	50.77	1	1.54	2	3.08	17	26.15	2	3.08	10	15.38
Male	40	64.52	2	3.23	2	3.23	11	17.74	1	1.61	6	9.68
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	100	0	0	0	0	0	0	0	0	0	0
White	71	57.72	3	2.44	4	3.25	26	21.14	3	2.44	16	13.01
Multiracial	0	0	0	0	0	0	2	100	0	0	0	0
General Education Students	66	57.39	3	2.61	4	3.48	26	22.61	2	1.74	14	12.17
Students with Disabilities	7	58.33	0	0	0	0	2	16.67	1	8.33	2	16.67
Not English Language Learner	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	19	63.33	0	0	1	3.33	7	23.33	2	6.67	1	3.33
Not Economically Disadvantaged	54	55.67	3	3.09	3	3.09	21	21.65	1	1.03	15	15.46
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6
Homeless	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6
Not in Foster Care	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6
Parent Not in Armed Forces	73	57.48	3	2.36	4	3.15	28	22.05	3	2.36	16	12.6

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
645	127	19.69% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	22	17.32	92	72.44	13	10.24
Female	14	21.54	42	64.62	9	13.85
Male	8	12.9	50	80.65	4	6.45
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	1	100	0	0
Hispanic	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	1	100	0	0
White	20	16.26	90	73.17	13	10.57
Multiracial	2	100	0	0	0	0
General Education Students	21	18.26	83	72.17	11	9.57
Students with Disabilities	1	8.33	9	75	2	16.67
Not English Language Learner	22	17.32	92	72.44	13	10.24
English Language Learner	0	0	0	0	0	0
Economically Disadvantaged	7	23.33	20	66.67	3	10
Not Economically Disadvantaged	15	15.46	72	74.23	10	10.31
Migrant	0	0	0	0	0	0
Not Migrant	22	17.32	92	72.44	13	10.24
Homeless	0	0	0	0	0	0
Not Homeless	22	17.32	92	72.44	13	10.24
Not in Foster Care	22	17.32	92	72.44	13	10.24
Parent Not in Armed Forces	22	17.32	92	72.44	13	10.24

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Not Homeless	30	23.62	97	76.38
Not in Foster Care	30	23.62	97	76.38
Parent Not in Armed Forces	30	23.62	97	76.38

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
645	127	19.69% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.79	126	99.21
Female	0	0	65	100
Male	1	1.61	61	98.39
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	1	100
White	1	.81	122	99.19
Multiracial	0	0	2	100
General Education Students	1	.87	114	99.13
Students with Disabilities	0	0	12	100
Not English Language Learner	1	.79	126	99.21
English Language Learner	0	0	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0
White	5	4.07	0	0	0	0	4	3.25	6	4.88	2	1.63	3	2.44	100	81.3	3	2.44
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
General Education Students	5	4.35	0	0	0	0	4	3.48	5	4.35	2	1.74	4	3.48	92	80	3	2.61
Students with Disabilities	0	0	0	0	0	0	0	0	1	8.33	0	0	0	0	11	91.67	0	0
Not English Language Learner	5	3.94	0	0	0	0	4	3.15	6	4.72	2	1.57	4	3.15	103	81.1	3	2.36
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	1	3.33	0	0	0	0	0	0	1	3.33	0	0	3	10	22	73.33	3	10
Not Economically Disadvantaged	4	4.12	0	0	0	0	4	4.12	5	5.15	2	2.06	1	1.03	81	83.51	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	5	3.94	0	0	0	0	4	3.15	6	4.72	2	1.57	4	3.15	103	81.1	3	2.36
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	5	3.94	0	0	0	0	4	3.15	6	4.72	2	1.57	4	3.15	103	81.1	3	2.36
Not in Foster Care	5	3.94	0	0	0	0	4	3.15	6	4.72	2	1.57	4	3.15	103	81.1	3	2.36
Parent Not in Armed Forces	5	3.94	0	0	0	0	4	3.15	6	4.72	2	1.57	4	3.15	103	81.1	3	2.36

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
645	127	19.69% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	21	16.54	10	7.87	93	73.23	3	2.36
Female	10	15.38	5	7.69	48	73.85	2	3.08
Male	11	17.74	5	8.06	45	72.58	1	1.61
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	1	100	0	0	0	0
White	20	16.26	9	7.32	91	73.98	3	2.44
Multiracial	0	0	0	0	2	100	0	0
General Education Students	18	15.65	10	8.7	84	73.04	3	2.61
Students with Disabilities	3	25	0	0	9	75	0	0
Not English Language Learner	21	16.54	10	7.87	93	73.23	3	2.36
English Language Learner	0	0	0	0	0	0	0	0
Economically Disadvantaged	7	23.33	2	6.67	21	70	0	0
Not Economically Disadvantaged	14	14.43	8	8.25	72	74.23	3	3.09
Migrant	0	0	0	0	0	0	0	0
Not Migrant	21	16.54	10	7.87	93	73.23	3	2.36
Homeless	0	0	0	0	0	0	0	0
Not Homeless	21	16.54	10	7.87	93	73.23	3	2.36
Not in Foster Care	21	16.54	10	7.87	93	73.23	3	2.36
Parent Not in Armed Forces	21	16.54	10	7.87	93	73.23	3	2.36