



**State of the District:  
An Overview of Quantitative Indicators & Outcomes  
2022-23 School Year**

**Hastings-on-Hudson Public Schools**

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# Report Purpose

- This is the fourth report in the last two years on the State of the Hastings Public Schools. Three previous reports (two Mid-Year Reports and an End-of-Year Report) were qualitative. ([Mid-Year Report-2.2.22](#), [End of Year Update-6.30.22](#), [Mid-Year Report-2.28.23](#))
- Parallel to these reports, we have presented on academic and social emotional data from a quantitative lens over the past few years.
- For this State of the District Report, we are modeling the recent quantitative presentations.
- As part of the *Portrait of a Hastings Learner*, we will develop a reporting approach and time-table, blending qualitative and quantitative analysis, to maximize our understanding of student performance and growth.



# ***A Quantitative Overview***

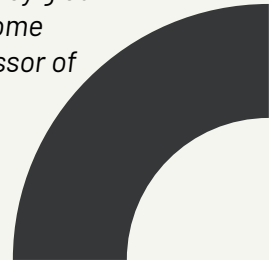
- We examine quantitative indicators and outcomes in three essential areas:
  - Academic Performance
  - Social-Emotional Experiences
  - Behavioral Performance
- In each section, basic data is presented, accompanied by an explanation of the data source and notable findings and learnings.



# A Major Caveat

- The indicators and outcomes presented here are instructive, but not definitive, of strengths and necessary improvements.
- Metrics and quantitative markers are not able to fully capture the complex range of variables and inputs affecting academic, social-emotional or behavioral performance.
- An illuminating perspective from higher education:

*For starters, there is no agreement on what constitutes merit. Some say that a true meritocracy is based on test scores, academic grades, or a combination of the two. But these metrics look at a narrow range of skills. If a college seeks to educate the next generation of leaders, do these academic measures indicate leadership potential? If the college also seeks to educate the next generation of artists, how can they glean artistic potential from academic measures? And what about grit, an individual's capacity to overcome complex challenges? Are grades and test scores a good indicator of grit? (Natasha Warikoo, Professor of Social Science, Tufts University, New York Times Op-Ed, July 5, 2023.)*





# ***Academic Data – Spring 2023***



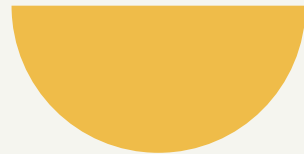
# ***Academic Performance Data Sources***

- Local Renaissance STAR Assessments – Grades K-8
  - Reading
  - Mathematics
- NYS Regents – FMS & HHS
  - Algebra
  - ELA
  - Living Environment
  - US History & Government
  - Global History





***Renaissance STAR***  
**Academic Screening Data**  
**Spring 2023 Reading**



# ***STAR ELA Assessment: Context***

STAR was introduced in Fall 2021.

STAR is administered to all students in grades K-8 three times a year.

Kindergarten students are administered the early literacy screener.





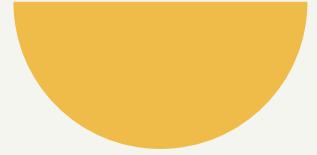
## READING DIAGNOSTIC SCREENER RESULTS: PERCENTAGE AT/ABOVE DISTRICT BENCHMARK % (#Students)

	SPRING 2022	SPRING 2023
G8	62%	73%
G7	75%	85%
G6	79%	79%
G5	76%	87%
G4	93%	93%
G3	95%	91%
G2	88%	84%
G1	83%	89%
K*	82%	91%

Analysis of this data follows on the next slide.

\*Please note that K results reflect performance on the early literacy screener.

# STAR ELA Assessment: Overarching Takeaways



- Large majority of students in Grades K-8 performed at or above the benchmark on the STAR reading diagnostic screener
  - Substantive increase in performance noted for some cohorts of students moving from one grade to the next (K $\Rightarrow$ 1 and 6 $\Rightarrow$ 7)
  - Slight increases noted for some cohorts of students moving from one grade to the next (1 $\Rightarrow$ 2, 2 $\Rightarrow$ 3, and 5 $\Rightarrow$ 6)
  - Increases noted for different cohorts of students within the same grade ( K, 1, 5, 6, 7, and 8)
  - Substantive decrease in performance for one cohort of students (4 $\Rightarrow$ 5)
  - Slight decreases noted for some cohorts (3 $\Rightarrow$ 4 and 7 $\Rightarrow$ 8)



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***Renaissance STAR***  
**Academic Screening Data**  
**Spring 2023 Mathematics**

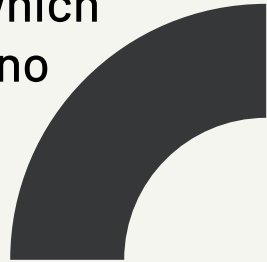


# ***STAR Mathematics Assessment: Context***

STAR was introduced in Fall 2021.

STAR is administered to all students in grades K-8 three times a year.

Kindergarten students are administered the early literacy screener, which incorporates mathematics literacy questions. Consequently, there is no stand alone mathematics screening for kindergarten students.



## MATHEMATICS DIAGNOSTIC SCREENER RESULTS: PERCENTAGE AT/ABOVE DISTRICT BENCHMARK

	SPRING 2022	SPRING 2023
<b>G8</b>	71%	82%
<b>G7</b>	82%	78%
<b>G6</b>	82%	78%
<b>G5</b>	73%	90%
<b>G4</b>	94%	87%
<b>G3</b>	91%	84%
<b>G2</b>	82%	81%
<b>G1</b>	87%	94%

Analysis of this data follows on the next slide.

# STAR Mathematics Assessment: Overarching Takeaways

- Large majority of students in Grades 1-8 performed at or above the benchmark on the STAR mathematics diagnostic screener
  - Substantive increase in performance noted for one cohort of students moving from one grade to the next (5  $\Rightarrow$  6)
  - Slight increase noted for one cohort of students moving from one grade to the next (2  $\Rightarrow$  3)
  - Increases noted for different cohorts of students within the same grade (1, 5, and 8)
  - Substantive decrease in performance for one cohort of students (1  $\Rightarrow$  2)
  - Slight decreases noted for some cohorts (3  $\Rightarrow$  4, 4  $\Rightarrow$  5, and 6  $\Rightarrow$  7)



# ***NYS Regents Performance*** **Spring 2023**



# NYS Regents Assessment: Context

- Regents performance data slides reflect recent data not currently under embargo by NYSED.
- Geometry performance data is omitted due to the small sample size.
- Algebra I data reflects middle school and high school performance. All other data reflects high school performance.
- June 2023 was the first administration of the new US History & Government Regents examination.







# ***NYS Regents Performance Comparative Proficiency Data***

**Hastings High School**

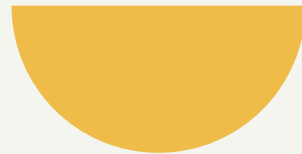
## REGENTS PERFORMANCE PROFICIENCY DATA

	SPRING 2022	SPRING 2023
<b>US HISTORY &amp; GOVERNMENT*</b>	n/a	99%
<b>LIVING ENVIRONMENT</b>	97%	100%
<b>GLOBAL HISTORY</b>	99%	100%
<b>ELA</b>	97%	99%
<b>ALGEBRA I</b>	89%	99%

\*The Regents examination was not administered in 2021-2022 in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam. In Hastings there were 140 students exempt.

# ***Regents Assessment Analysis: Overarching Takeaways***

- Extremely strong performance on Regents examinations across all content areas.
- Improvement since last year on all administered Regents examinations.
- Highly commendable performance on the US History & Government Regents, especially given that it is brand new.



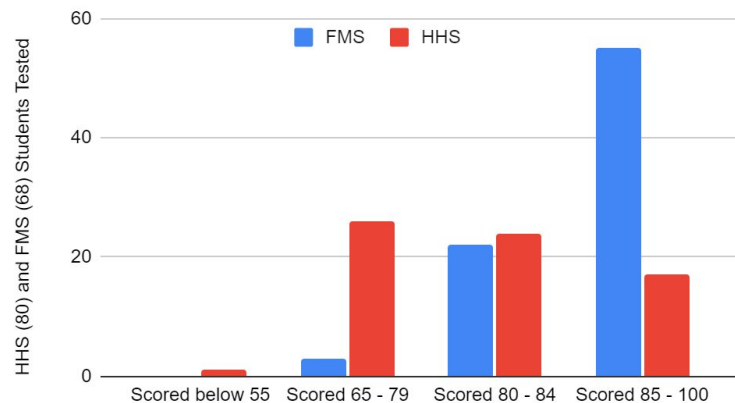


# ***NYS Regents Performance*** **Algebra I**

**Farragut Middle School &  
Hastings High School**



## 2022-2023 Algebra I Regents



2022-2023 Algebra I		148 Students Tested		
Performance Level	FMS	Building Percent	HHS	Building Percent
Scored below 55	0	n/a	1	1%
Scored 65 - 79	3	4%	26	38%
Scored 80 - 84	22	28%	24	35%
Scored 85 - 100	55	69%	17	25%

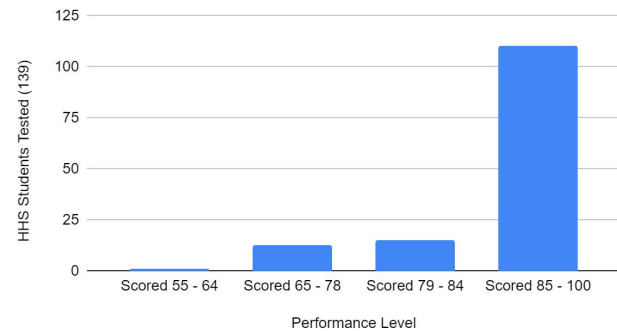


# ***NYS Regents Performance*** **ELA**

**Hastings High School**



2022-2023 Common Core ELA Regents



2022-2023 Common Core ELA Regents		139 Students Tested
Performance Level	HHS	Building Percent
Scored 55 - 64	1	1%
Scored 65 - 78	13	9%
Scored 79 - 84	15	11%
Scored 85 - 100	110	79%



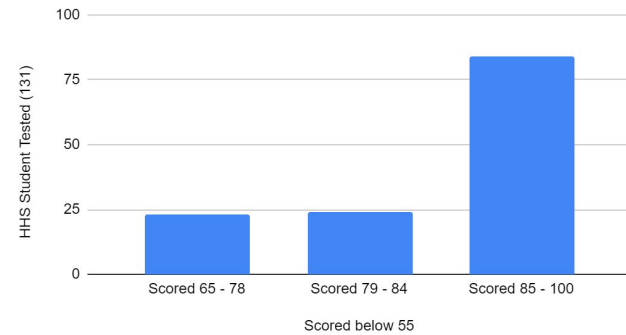
# ***NYS Regents Performance*** **Global History**

**Hastings High School**





2022-2023 Global History Regents



2022-2023 Global History Regents		131 Students Tested
Performance Level	HHS	Building Percent
Scored below 55	0	n/a
Scored 65 - 78	23	18%
Scored 79 - 84	24	18%
Scored 85 - 100	84	64%

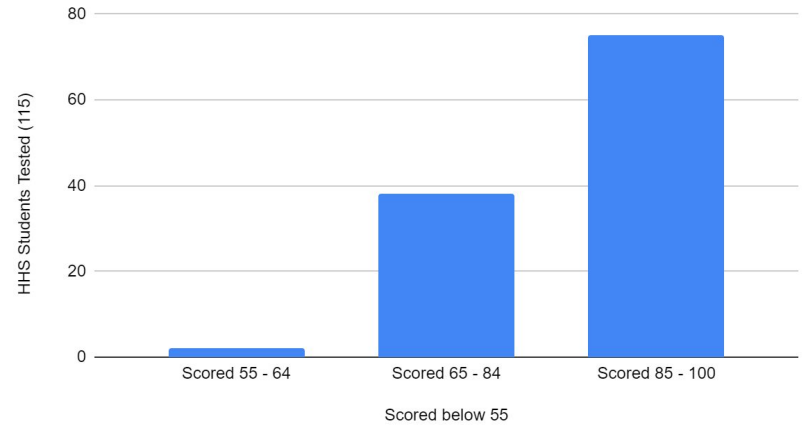


# ***NYS Regents Performance*** **Living Environment**

**Hastings High School**



2022-2023 Living Environment Regents



2022-2023 Living Environment 115 Students Tested		
Performance Level	HHS	Building Percent
Scored below 55	0	n/a
Scored 55 - 64	2	18%
Scored 65 - 84	38	33%
Scored 85 - 100	75	65%

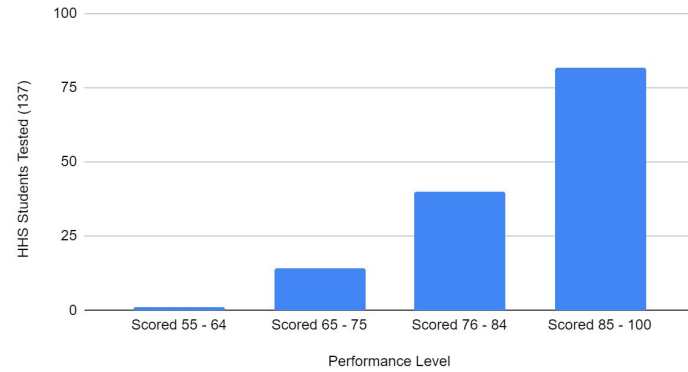


# *NYS Regents Performance* **US History & Government**

**Hastings High School**



2022-2023 US History & Government Regents



<b>2022-2023 US History &amp; Gov't 137 Students Tested</b>		
<b>Performance Level</b>	<b>HHS</b>	<b>Building Percent</b>
Scored 55 - 64	1	1%
Scored 65 - 75	14	10%
Scored 76 - 84	40	29%
Scored 85 - 100	82	60%

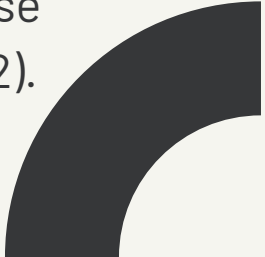


# **Social Emotional Data (K-12)**

## **Spring 2023**

# Social Emotional Assessment: Context



- Panorama has been administered three times annually since the start of the COVID-19 pandemic (2020).
  - This fall, middle and high school students did not participate in the survey. The *Portrait of a Hastings Learner* student survey was administered instead.
  - This spring, there was a much lower participation rate. This was primarily due to technical challenges and delays on the side of the vendor. These data should be interpreted cautiously (53% for students in grades 3-12).
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# Panorama Diagnostic Screener

## Panorama Survey Data: Hillside Elementary School

	Emotion Regulation	Social Awareness	Self-Efficacy	Social Perspective-Taking						
Spring (K-2)	83%	74%	72%	69%						
Winter (K-2)	78%	67%	62%	52%						
Fall (K-2)	80%	74%	63%	57%						
	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (3-4)	69%	67%	73%	80%	69%	65%	76%	74%	86%	91%
Winter (3-4)	70%	69%	74%	80%	68%	65%	75%	71%	86%	91%
Fall (3-4)	68%	73%	75%	78%	66%	58%	76%	66%	83%	90%



## ***Overarching Takeaways (Grades K-2)***



- Looked at four areas for students in Grades K-2: *Emotion Regulation, Social Awareness, Social Perspective-Taking, and Self-Efficacy*
- Spring results range from 69% - 83% favorable, with *Social Perspective-Taking* the main area for growth and *Emotion Regulation* as the main area of strength
- Teachers took the surveys on behalf of individual students



# Overarching Takeaways (Grades 3-4)

- Looked at six areas for students in Grades 3-4 related to Student Competency and Well-Being:
  - *Self-Management*
  - *Positive Feelings*
  - *Self-Efficacy*
  - *Challenging Feelings*
  - *Emotion Regulation*
  - *Supportive Relationships*
- Results show that the majority of students in these grades are reporting favorably in all areas
- Most favorable spring results were reported for *Supportive Relationships* (91%)
- *Positive Feelings* and *Supportive Relationships* have been stable since the fall. All other areas reflect an increase in favorable responses since the fall
- *Emotion Regulation* shows a notable increase since the fall



## ***Overarching Takeaways (Grades 3-4)***

- Looked at four areas for students in Grades 3-4 related to Student Supports and Environment:
  - *Teacher-Student Relationships*
  - *School Climate*
  - *Sense of Belonging*
  - *Engagement*
- Results show that the majority of students in these grades overall are reporting favorably in all areas
- Results are fairly consistent from fall to spring, with the exception of a decrease in *School Climate*



# Panorama Diagnostic Screener

## Panorama Survey Data: Farragut Middle School

	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
<b>Spring (5)</b>	61%	62%	66%	75%	58%	61%	70%	71%	83%	80%
<b>Winter (5)</b>	60%	63%	67%	77%	61%	59%	75%	71%	84%	88%
<b>Fall (5)</b>	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL
	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
<b>Spring (6-8)</b>	37%	49%	59%	61%	65%	63%	69%	67%	82%	86%
<b>Winter (6-8)</b>	60%	63%	67%	77%	57%	59%	62%	62%	83%	84%
<b>Fall (6-8)</b>	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL

## ***Overarching Takeaways (Grade 5)***

- Looked at six areas for students in Grade 5 related to Student Competency and Well-Being:
  - *Self-Management*
  - *Positive Feelings*
  - *Self-Efficacy*
  - *Challenging Feelings*
  - *Emotion Regulation*
  - *Supportive Relationships*
- Results show that the majority of students in these grades overall are reporting favorably in all areas
- Most favorable spring results were reported for *Supportive Relationships*
- All areas have been relatively stable since the winter



## ***Overarching Takeaways (Grade 5)***

- Looked at four areas for students in Grade 5 related to Student Supports and Environment:
  - *Teacher-Student Relationships*
  - *School Climate*
  - *Sense of Belonging*
  - *Engagement*
- Results show that the majority of students in these grades overall are reporting favorably in all areas
- Results are consistent from winter to spring



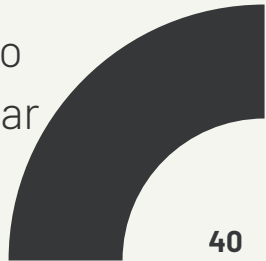
## Overarching Takeaways (Grades 6-8)

- Looked at six areas for students in Grades 6-8 related to Student Competency and Well-Being:
  - *Self-Management*
  - *Positive Feelings*
  - *Self-Efficacy*
  - *Challenging Feelings*
  - *Emotion Regulation*
  - *Supportive Relationships*
- Results show that the majority of students in these grades overall are reporting favorably in all areas
- Most favorable spring results were reported for *Supportive Relationships*
- All areas have been relatively stable since winter, with the exception of an increase in *Positive Feelings*



## ***Overarching Takeaways (Grades 6-8)***

- Looked at four areas for students in Grades 6-8 related to Student Supports and Environment:
  - *Teacher-Student Relationships*
  - *School Climate*
  - *Sense of Belonging*
  - *Engagement*
- Results show that the majority of students in these grades are reporting favorably in all areas
- However, results show substantive decreases in all four areas from winter to spring. We will be examining this decline as we head into the next school year





# Panorama Diagnostic Screener

## Panorama Survey Data: Hastings High School

	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (9-12)	34%	55%	46%	51%	50%	58%	59%	56%	79%	85%
Winter (9-12)	26%	51%	42%	47%	52%	57%	61%	53%	80%	84%
Fall (9-12)	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL	POHL

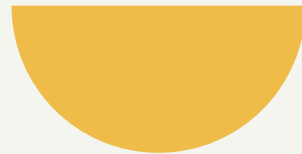
## ***Overarching Takeaways (Grades 9-12)***

- Looked at six areas for students in Grades 9-12 related to Student Competency and Well-Being:
  - *Self-Management*
  - *Positive Feelings*
  - *Self-Efficacy*
  - *Challenging Feelings*
  - *Emotion Regulation*
  - *Supportive Relationships*
- Results show that the majority of students in these grades overall are reporting favorably in all areas
- Most favorable spring results were reported for *Supportive Relationships*
- All areas have been relatively stable since the winter



## Overarching Takeaways (Grades 9-12)

- Looked at four areas for students in Grades 9-12 related to Student Supports and Environment:
  - *Teacher-Student Relationships*
  - *School Climate*
  - *Sense of Belonging*
  - *Engagement*
- Results show that the majority of students in these grades overall are reporting favorably in the areas of *Teacher-Student Relationships* and *School Climate*, but not in the areas of *Engagement* and *Sense of Belonging*
- There are increases noted since winter in all areas. A substantive increase is noted for *Engagement*





# **Behavioral Data (K-12)**

## **Spring 2023**

# ***A Call for Comprehensive Reporting***

- We are a safe, secure and healthy school district. This fact is what we witness daily, and has been confirmed in spring roundtable discussions with students, staff and families
- At the same time, we have experienced behaviors, most notably in the Middle School, that run counter to our norm of ensuring an educational environment in which all students are treated with dignity, respect and care. This development also was confirmed in the spring roundtables
- To make sense of these conflicting truths, we must systematically track, analyze and share data and information on student behavior



# ***A First Step Towards Comprehensive Reporting***

- Two objectives are paramount in comprehensive reporting on student behavior:
  - Increase Transparency & Clarity:
    - Behaviors
    - Consequences - Restorative and Disciplinary
  - Protect Student & Family Privacy
- Today's Presentation:
  - DASA and VADIR Violations
- Future Presentation:
  - Code of Conduct Violations
    - Theme
    - Related Demographic Information





# **DASA, VADIR & Code of Conduct Violations**

# Dignity for All Students Act

“No student shall be subjected to **harassment** or **bullying** by **employees** or **students** on **school property** or at a school **function**; nor shall any student be subjected to **discrimination** based on a person’s **actual** or **perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender** or **sex** by school employees or students on school property or at a school function.”

In 2019, the CROWN Act was signed into law, which ***prohibits racial discrimination based on hair texture and hair styles***, and protects students’ rights to wear their hair however they desire, without threat of discrimination or loss of access to school.

Please see the [\*\*November 2021 presentation to the Board of Education\*\*](#) for additional information about the Dignity for All Students Act.



# Dignity for All Students Act

- Not every insult or report of “bullying” is covered by DASA
- Though every report of bullying, harassment and/or discrimination needs to be investigated and resolved, not every incident is reportable as a DASA event
- Reportable incidents are limited to **material incidents**

# VADIR: Violent and Disruptive Incidents

NYS requires school districts to annually report founded Violent and Disruptive Incidents – A report known as VADIR.

The required categories for reporting are serious:

- Homicide; Forcible Sexual Offenses; Robbery, Assault with Serious Physical Injury; Arson; Kidnapping; Assault with Physical Injury; Reckless Endangerment; Minor Assaults; Intimidation, Harassment, Menacing or Bullying (\*DASA); Burglary; Criminal Mischief; Larceny or Other Theft Offense; Bomb Threat; False Alarm; Riot; Weapons Possession; Use, Possession, or Sale of Drugs; Use, Possession, or Sale of Alcohol; Other Disruptive Incidents.

As documented below, the Hastings Public Schools had 10 founded VADIR incidents in 2022-23, seven of which are within the category of Intimidation, Harassment, Menacing or Bullying, and also are counted as DASA violations.

The other three founded VADIR incidents related to a (1) threatening comment made, (2) bringing an object to school that is not permitted on school property, and (3) vandalism.

# Founded (Material) Incidents VADIR & DASA

	Founded VADIR Incidents	Founded DASA Incidents
<b>HES</b>	0	0
<b>FMS</b>	5* (*5 are Intimidation, Harassment & Bullying →)	5
<b>HHS</b>	5* (*2 are Intimidation, Harassment & Bullying →)	2

# ***DASA & VADIR Analysis: Overarching Takeaways***

- In a district of over 1,600 students, our total number of founded DASA or VADIR incidents is small
- Five of the seven material incidents under DASA have occurred at the middle school
- The number of founded VADIR incidents are comparable for the middle and high school



# ***Code of Conduct Violations: Next Presentation***

- DASA and VADIR incidents are all violations of the Code of Conduct
- There have been many more violations of the Code of Conduct in all three buildings over the year that have not risen to material incidents under DASA. The largest number of Code of Conduct violations have occurred at the middle school (87 incidents over the course of the 2022-2023 school year)
- We will provide a thematic analysis of these Code of Conduct violations, with relevant demographic information, in a presentation to the Board of Education on September 12, 2023



# Behavior Analysis: Next Steps

- We will be augmenting our record keeping systems by shifting to eSchoolData as the sole repository for logging incidents at the building level
  - Enhanced accuracy
  - Enhanced longitudinal data
  - Enhanced data disaggregation
  - Automated reporting to the State
- Previous recordkeeping systems have allowed for individualized (and different) data collection approaches
- Previous systems have required manual analysis
- Differentiated behavioral charters for each building, based on core principles, will be developed as part of our POHL process
- Provide enhanced clarity around disciplinary consequences



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***Thank you***

***Questions & Discussion***

