

SOUND BEACH 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
White	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	3	1	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	2	—	3
Multiracial	—	—	—	—
White	2	1	—	4
English Language Learner	—	—	—	—
Students with Disabilities	3	2	—	4
Economically Disadvantaged	2	1	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	213	122.3	3
	Math	213	143.7	
	Combined	426	133	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	172.2	—
	Math	9	177.8	
	Combined	18	—	
Black or African American	ELA	7	114.3	—
	Math	6	183.3	
	Combined	13	—	
Hispanic or Latino	ELA	28	108.9	2
	Math	25	142	
	Combined	53	124.5	
Multiracial	ELA	8	106.3	—
	Math	9	138.9	
	Combined	17	—	
White	ELA	161	123	2
	Math	164	140.9	
	Combined	325	132	
English Language Learner	ELA	5	60	—
	Math	5	120	
	Combined	10	—	
Students with Disabilities	ELA	51	68.6	3
	Math	48	84.4	
	Combined	99	76.3	
Economically Disadvantaged	ELA	41	96.3	2
	Math	36	125	
	Combined	77	109.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	446	58.4	1
	Math	446	68.6	
	Combined	892	63.5	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	172.2	—
	Math	9	177.8	
	Combined	18	—	
Black or African American	ELA	11	72.7	—
	Math	11	100	
	Combined	22	—	
Hispanic or Latino	ELA	45	67.8	2
	Math	45	78.9	
	Combined	90	73.3	
Multiracial	ELA	12	70.8	—
	Math	12	104.2	
	Combined	24	—	
White	ELA	368	53.8	1
	Math	368	62.8	
	Combined	736	58.3	
English Language Learner	ELA	10	30	—
	Math	10	60	
	Combined	20	—	
Students with Disabilities	ELA	113	31	2
	Math	113	35.8	
	Combined	226	33.4	
Economically Disadvantaged	ELA	79	50	1
	Math	79	57	
	Combined	158	53.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	480	53	11%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—
Black or African American	12	—	—	—
Hispanic or Latino	50	11	22%	3
Multiracial	13	—	—	—
White	395	39	9.9%	4
English Language Learner	11	—	—	—
Students with Disabilities	123	16	13%	4
Economically Disadvantaged	88	19	21.6%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	477	46.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	12	—
Hispanic or Latino	X	50	62%
Multiracial	—	13	—
White	X	392	42.4%
English Language Learner	—	9	—
Students with Disabilities	X	109	43.1%
Economically Disadvantaged	X	88	52.3%

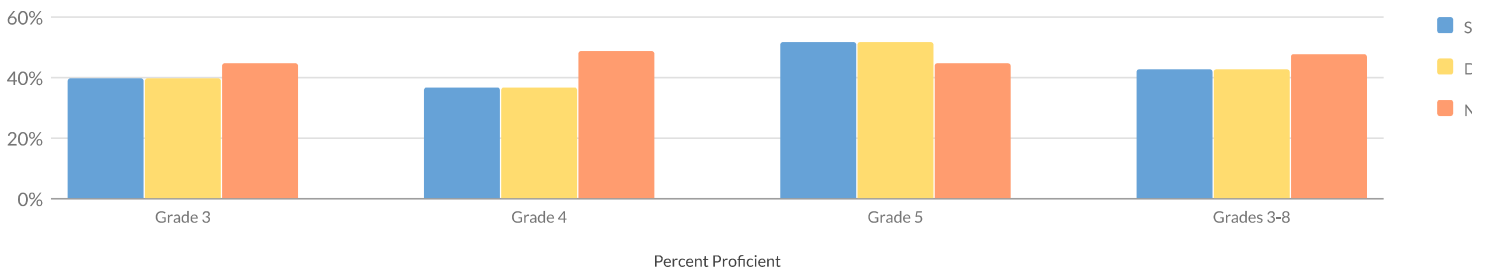
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	477	46.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	12	—
Hispanic or Latino	X	50	56%
Multiracial	—	13	—
White	X	392	42.9%
English Language Learner	—	9	—
Students with Disabilities	X	109	39.5%
Economically Disadvantaged	X	88	45.5%

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.

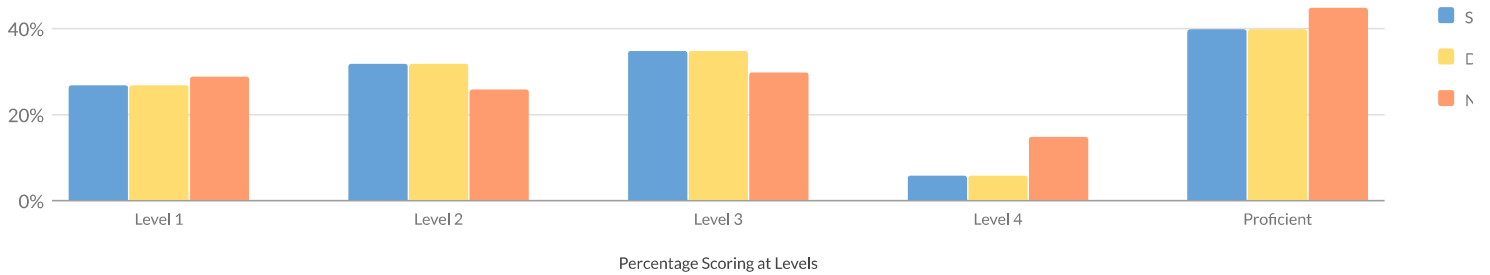
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%
Grade 4	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%
Grade 5	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%
Grades 3-8	477	256	54%	221	46%	55	25%	72	33%	77	35%	17	8%	94	43%

GRADE 3 ELA RESULTS

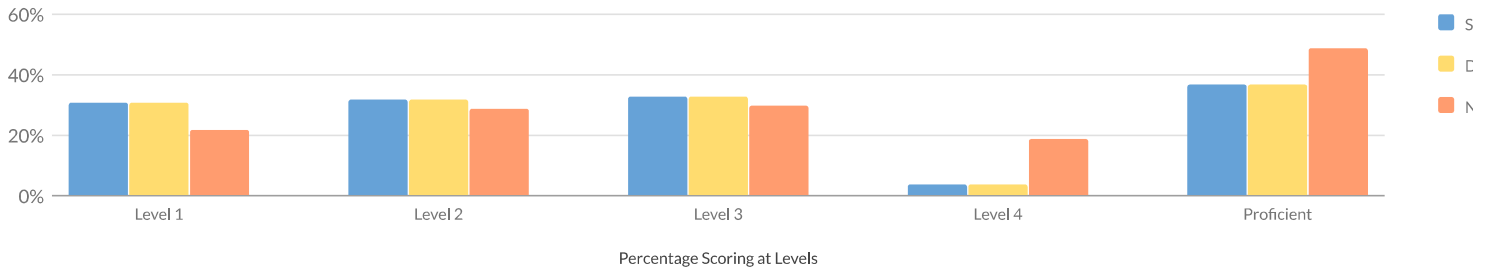
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%
Female	74	30	41%	44	59%	9	20%	14	32%	19	43%	2	5%	21	48%
Male	77	37	48%	40	52%	14	35%	13	33%	10	25%	3	8%	13	33%
General Education Students	114	49	43%	65	57%	12	18%	22	34%	27	42%	4	6%	31	48%
Students with Disabilities	37	18	49%	19	51%	11	58%	5	26%	2	11%	1	5%	3	16%
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	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	6	40%	9	60%	2	22%	4	44%	2	22%	1	11%	3	33%
White	123	58	47%	65	53%	19	29%	20	31%	24	37%	2	3%	26	40%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	2	20%	3	30%	3	30%	2	20%	5	50%
Economically Disadvantaged	32	11	34%	21	66%	7	33%	7	33%	6	29%	1	5%	7	33%
Not Economically Disadvantaged	119	56	47%	63	53%	16	25%	20	32%	23	37%	4	6%	27	43%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	147	65	44%	82	56%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%
Not Homeless	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%
Not Migrant	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%
Parent Not in Armed Forces	151	67	44%	84	56%	23	27%	27	32%	29	35%	5	6%	34	40%

GRADE 4 ELA RESULTS

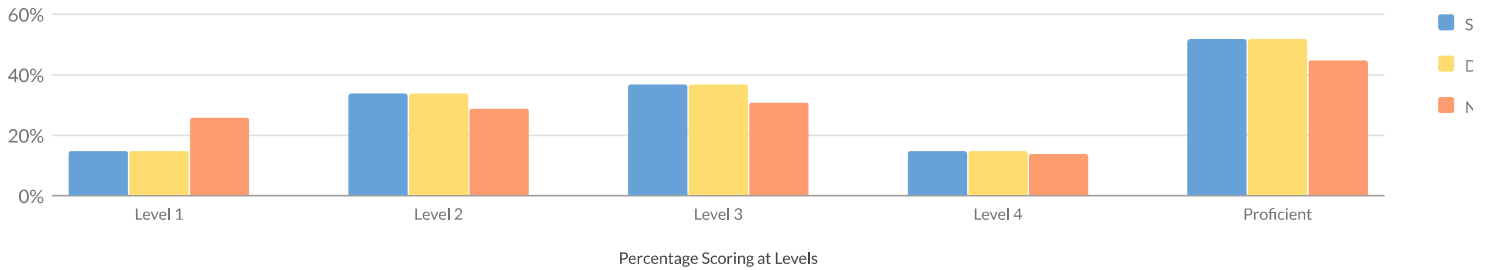
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%
Female	74	38	51%	36	49%	10	28%	9	25%	14	39%	3	8%	17	47%
Male	88	49	56%	39	44%	13	33%	15	38%	11	28%	0	0%	11	28%
General Education Students	120	66	55%	54	45%	11	20%	20	37%	20	37%	3	6%	23	43%
Students with Disabilities	42	21	50%	21	50%	12	57%	4	19%	5	24%	0	0%	5	24%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	6	32%	13	68%	6	46%	4	31%	3	23%	0	0%	3	23%
White	127	74	58%	53	42%	14	26%	18	34%	19	36%	2	4%	21	40%
Multiracial	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	7	44%	9	56%	3	33%	2	22%	3	33%	1	11%	4	44%
Economically Disadvantaged	29	17	59%	12	41%	5	42%	4	33%	2	17%	1	8%	3	25%
Not Economically Disadvantaged	133	70	53%	63	47%	18	29%	20	32%	23	37%	2	3%	25	40%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	161	86	53%	75	47%	23	31%	24	32%	25	33%	3	4%	28	37%
Not in Foster Care	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%
Not Homeless	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%
Not Migrant	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%
Parent Not in Armed Forces	162	87	54%	75	46%	23	31%	24	32%	25	33%	3	4%	28	37%

GRADE 5 ELA RESULTS

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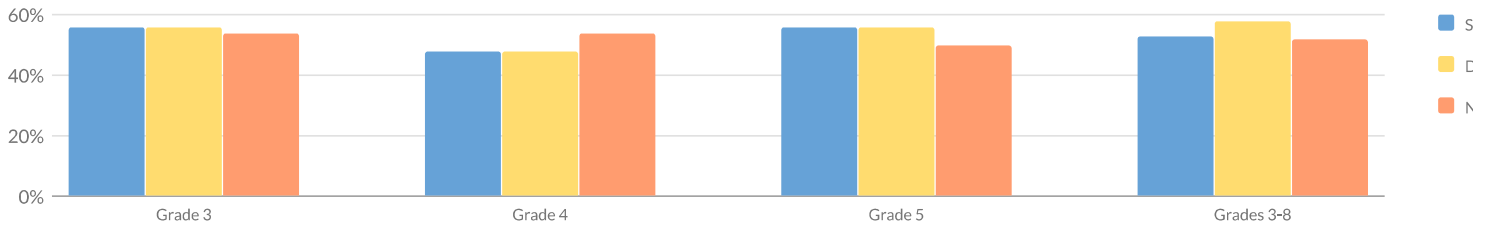


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%
Female	82	48	59%	34	41%	2	6%	11	32%	17	50%	4	12%	21	62%
Male	82	54	66%	28	34%	7	25%	10	36%	6	21%	5	18%	11	39%
General Education Students	134	79	59%	55	41%	4	7%	19	35%	23	42%	9	16%	32	58%
Students with Disabilities	30	23	77%	7	23%	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	7	44%	9	56%	2	22%	2	22%	3	33%	2	22%	5	56%
White	142	94	66%	48	34%	6	13%	18	38%	18	38%	6	13%	24	50%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	27	14	52%	13	48%	5	38%	4	31%	3	23%	1	8%	4	31%
Not Economically Disadvantaged	137	88	64%	49	36%	4	8%	17	35%	20	41%	8	16%	28	57%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	160	100	63%	60	38%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%
Not Homeless	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%
Not Migrant	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%
Parent Not in Armed Forces	164	102	62%	62	38%	9	15%	21	34%	23	37%	9	15%	32	52%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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SUMMARY RESULTS

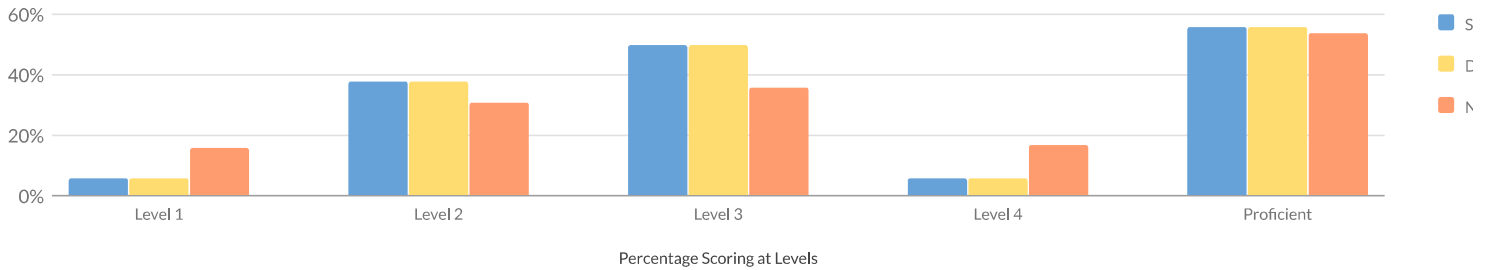


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%
Grade 4	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Grade 5	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%
Grades 3-8	477	257	54%	220	46%	30	14%	73	33%	101	46%	16	7%	117	53%

See report card [Glossary](#) and [Guide](#) for criteria used to include students in this table.

GRADE 3 MATH RESULTS

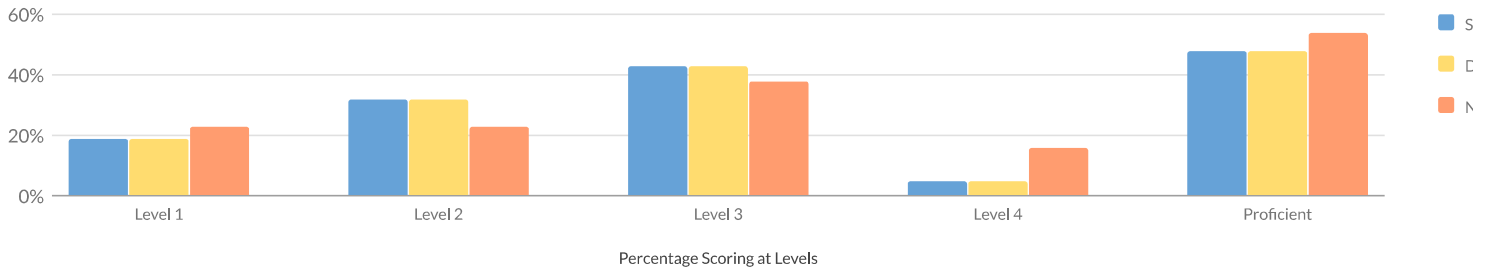
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	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%
Female	74	32	43%	42	57%	2	5%	14	33%	23	55%	3	7%	26	62%
Male	77	39	51%	38	49%	3	8%	16	42%	17	45%	2	5%	19	50%
General Education Students	114	50	44%	64	56%	0	0%	23	36%	37	58%	4	6%	41	64%
Students with Disabilities	37	21	57%	16	43%	5	31%	7	44%	3	19%	1	6%	4	25%
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	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	8	53%	7	47%	0	0%	3	43%	3	43%	1	14%	4	57%
White	123	60	49%	63	51%	5	8%	23	37%	33	52%	2	3%	35	56%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	4	40%	4	40%	2	20%	6	60%
Economically Disadvantaged	32	14	44%	18	56%	3	17%	6	33%	8	44%	1	6%	9	50%
Not Economically Disadvantaged	119	57	48%	62	52%	2	3%	24	39%	32	52%	4	6%	36	58%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	147	69	47%	78	53%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%
Not Homeless	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%
Not Migrant	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%
Parent Not in Armed Forces	151	71	47%	80	53%	5	6%	30	38%	40	50%	5	6%	45	56%

GRADE 4 MATH RESULTS

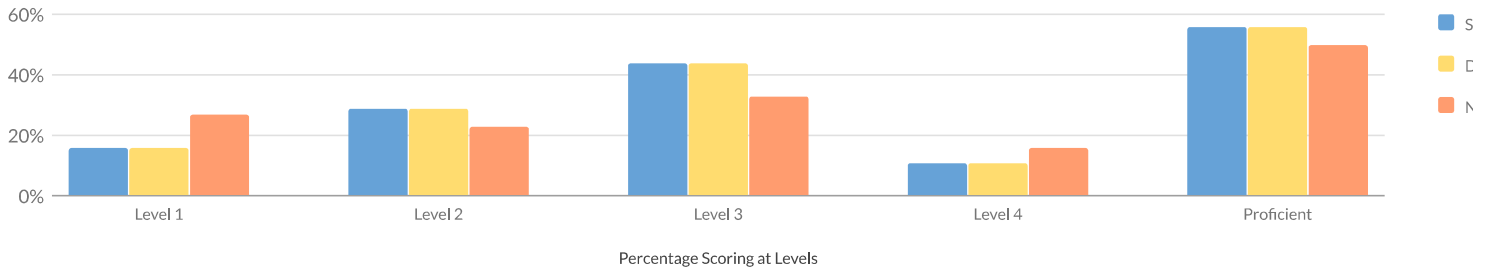
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Female	74	37	50%	37	50%	7	19%	16	43%	12	32%	2	5%	14	38%
Male	88	48	55%	40	45%	8	20%	9	23%	21	53%	2	5%	23	58%
General Education Students	120	64	53%	56	47%	4	7%	19	34%	29	52%	4	7%	33	59%
Students with Disabilities	42	21	50%	21	50%	11	52%	6	29%	4	19%	0	0%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	7	37%	12	63%	3	25%	3	25%	6	50%	0	0%	6	50%
White	127	71	56%	56	44%	11	20%	20	36%	22	39%	3	5%	25	45%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	7	44%	9	56%	1	11%	2	22%	5	56%	1	11%	6	67%
Economically Disadvantaged	29	18	62%	11	38%	2	18%	2	18%	6	55%	1	9%	7	64%
Not Economically Disadvantaged	133	67	50%	66	50%	13	20%	23	35%	27	41%	3	5%	30	45%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	161	84	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Not in Foster Care	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Not Homeless	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Not Migrant	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%
Parent Not in Armed Forces	162	85	52%	77	48%	15	19%	25	32%	33	43%	4	5%	37	48%

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	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%
Female	82	46	56%	36	44%	5	14%	10	28%	17	47%	4	11%	21	58%
Male	82	55	67%	27	33%	5	19%	8	30%	11	41%	3	11%	14	52%
General Education Students	134	77	57%	57	43%	5	9%	17	30%	28	49%	7	12%	35	61%
Students with Disabilities	30	24	80%	6	20%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	7	44%	9	56%	2	22%	1	11%	6	67%	0	0%	6	67%
White	142	93	65%	49	35%	7	14%	16	33%	21	43%	5	10%	26	53%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	27	16	59%	11	41%	4	36%	5	45%	2	18%	0	0%	2	18%
Not Economically Disadvantaged	137	85	62%	52	38%	6	12%	13	25%	26	50%	7	13%	33	63%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	160	99	62%	61	38%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%
Not Homeless	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%
Not Migrant	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%
Parent Not in Armed Forces	164	101	62%	63	38%	10	16%	18	29%	28	44%	7	11%	35	56%

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.

[illegible]

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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	52	18	35%	1	1	100%
THIS DISTRICT	218	45	21%	4	1	25%
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	47	0	0%
THIS DISTRICT	207	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%