

POWELLS LANE 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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	279	125.1	2
	Math	276	124.6	
	Combined	555	124.9	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	50	—
	Math	5	110	
	Combined	10	—	
Black or African American	ELA	73	133.6	2
	Math	74	116.9	
	Combined	147	125.2	
Hispanic or Latino	ELA	177	119.2	2
	Math	174	122.4	
	Combined	351	120.8	
White	ELA	20	152.5	3
	Math	19	160.5	
	Combined	39	156.4	
English Language Learner	ELA	113	93.8	3
	Math	114	105.3	
	Combined	227	99.6	
Students with Disabilities	ELA	34	70.6	2
	Math	33	59.1	
	Combined	67	64.9	
Economically Disadvantaged	ELA	196	117.9	3
	Math	191	119.4	
	Combined	387	118.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	284	122.9	3
	Math	288	119.4	
	Combined	572	121.2	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	50	—
	Math	5	110	
	Combined	10	—	
Black or African American	ELA	76	128.3	3
	Math	76	113.8	
	Combined	152	121.1	
Hispanic or Latino	ELA	180	117.2	2
	Math	183	116.4	
	Combined	363	116.8	
White	ELA	20	152.5	3
	Math	20	152.5	
	Combined	40	152.5	
English Language Learner	ELA	113	93.8	3
	Math	116	103.4	
	Combined	229	98.7	
Students with Disabilities	ELA	36	66.7	3
	Math	36	54.2	
	Combined	72	60.4	
Economically Disadvantaged	ELA	198	116.7	3
	Math	199	114.6	
	Combined	397	115.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	140	45%	34%	0.8	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	3	—	—	—	—
Hispanic or Latino	134	45%	34%	0.8	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	140	45%	34%	0.8	2
Students with Disabilities	17	—	—	—	—
Economically Disadvantaged	103	45%	30%	0.7	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	498	165	33.1%	2
American Indian or Alaska Native	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	120	40	33.3%	2
Hispanic or Latino	329	108	32.8%	2
Multiracial	—	—	—	—
White	38	13	34.2%	2
English Language Learner	210	67	31.9%	2
Students with Disabilities	59	15	25.4%	3
Economically Disadvantaged	336	118	35.1%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	307	93.5%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	X	82	91.5%
Hispanic or Latino	X	191	93.7%
Multiracial	—	0	—
White	—	25	—
English Language Learner	X	84	94.1%
Students with Disabilities	—	38	—
Economically Disadvantaged	X	211	94.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	312	91.4%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	X	82	92.7%
Hispanic or Latino	X	196	90.3%
Multiracial	—	0	—
White	—	25	—
English Language Learner	X	89	92.1%
Students with Disabilities	—	38	—
Economically Disadvantaged	X	213	91.6%

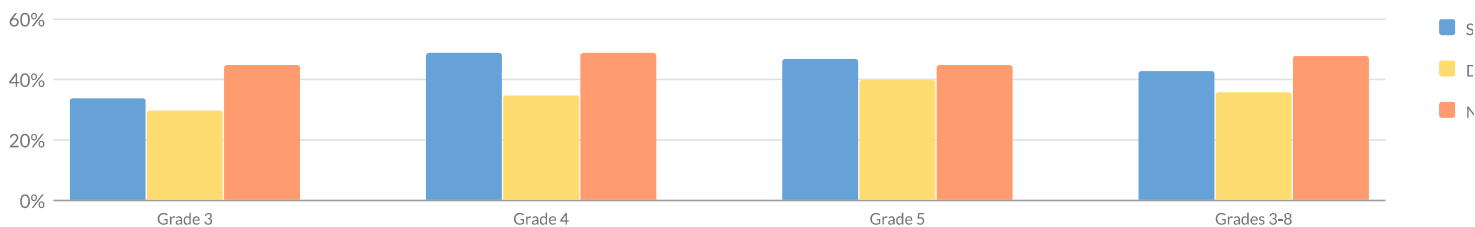
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 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.

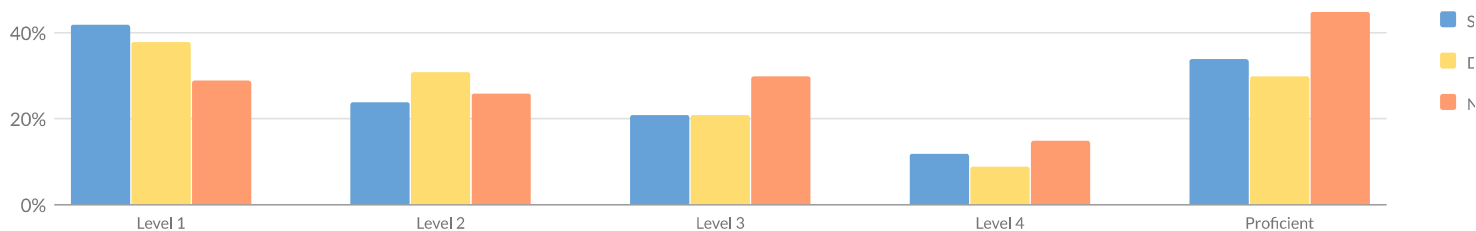
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%
Grade 4	99	7	7%	92	93%	14	15%	33	36%	31	34%	14	15%	45	49%
Grade 5	109	13	12%	96	88%	21	22%	30	31%	28	29%	17	18%	45	47%
Grades 3-8	312	26	8%	286	92%	76	27%	87	30%	80	28%	43	15%	123	43%

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.

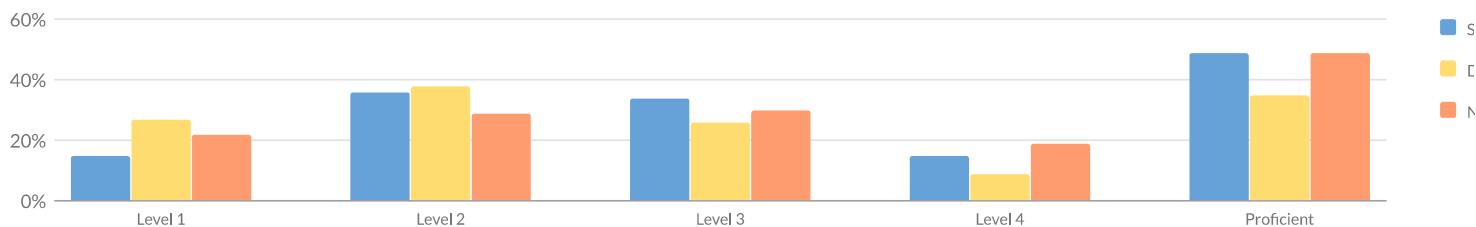


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%
Female	57	3	5%	54	95%	23	43%	15	28%	12	22%	4	7%	16	30%
Male	47	3	6%	44	94%	18	41%	9	20%	9	20%	8	18%	17	39%
General Education Students	94	6	6%	88	94%	36	41%	20	23%	20	23%	12	14%	32	36%
Students with Disabilities	10	0	0%	10	100%	5	50%	4	40%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	24	1	4%	23	96%	10	43%	3	13%	7	30%	3	13%	10	43%
Hispanic or Latino	64	5	8%	59	92%	26	44%	17	29%	12	20%	4	7%	16	27%
White	12	0	0%	12	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	16	100%	5	31%	4	25%	2	13%	5	31%	7	44%
Economically Disadvantaged	68	2	3%	66	97%	29	44%	18	27%	15	23%	4	6%	19	29%
Not Economically Disadvantaged	36	4	11%	32	89%	12	38%	6	19%	6	19%	8	25%	14	44%
English Language Learner	35	4	11%	31	89%	21	68%	8	26%	2	6%	0	0%	2	6%
Non-English Language Learner	69	2	3%	67	97%	20	30%	16	24%	19	28%	12	18%	31	46%
Not in Foster Care	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%
Not Homeless	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%
Not Migrant	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%
Parent Not in Armed Forces	104	6	6%	98	94%	41	42%	24	24%	21	21%	12	12%	33	34%

GRADE 4 ELA RESULTS

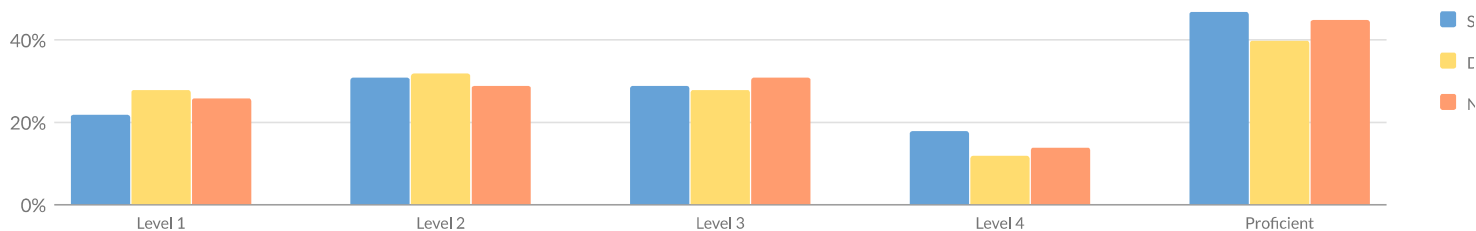
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	7	7%	92	93%	14	15%	33	36%	31	34%	14	15%	45	49%
Female	49	4	8%	45	92%	4	9%	18	40%	14	31%	9	20%	23	51%
Male	50	3	6%	47	94%	10	21%	15	32%	17	36%	5	11%	22	47%
General Education Students	87	6	7%	81	93%	9	11%	29	36%	29	36%	14	17%	43	53%
Students with Disabilities	12	1	8%	11	92%	5	45%	4	36%	2	18%	0	0%	2	18%
Black or African American	29	2	7%	27	93%	4	15%	10	37%	10	37%	3	11%	13	48%
Hispanic or Latino	63	5	8%	58	92%	10	17%	21	36%	16	28%	11	19%	27	47%
White	7	0	0%	7	100%	0	0%	2	29%	5	71%	0	0%	5	71%
Economically Disadvantaged	73	5	7%	68	93%	12	18%	21	31%	25	37%	10	15%	35	51%
Not Economically Disadvantaged	26	2	8%	24	92%	2	8%	12	50%	6	25%	4	17%	10	42%
English Language Learner	25	4	16%	21	84%	7	33%	11	52%	3	14%	0	0%	3	14%
Non-English Language Learner	74	3	4%	71	96%	7	10%	22	31%	28	39%	14	20%	42	59%
Not in Foster Care	99	7	7%	92	93%	14	15%	33	36%	31	34%	14	15%	45	49%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	96	7	7%	89	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	7	7%	92	93%	14	15%	33	36%	31	34%	14	15%	45	49%
Parent Not in Armed Forces	99	7	7%	92	93%	14	15%	33	36%	31	34%	14	15%	45	49%

GRADE 5 ELA RESULTS

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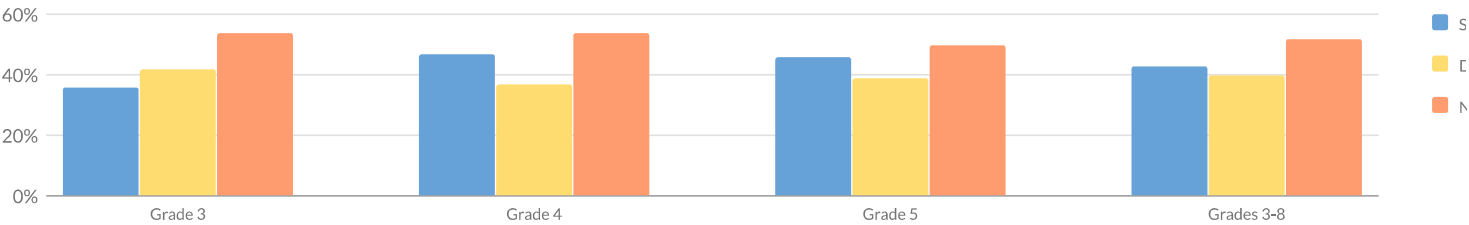


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	109	13	12%	96	88%	21	22%	30	31%	28	29%	17	18%	45	47%
Female	51	9	18%	42	82%	5	12%	13	31%	17	40%	7	17%	24	57%
Male	58	4	7%	54	93%	16	30%	17	31%	11	20%	10	19%	21	39%
General Education Students	93	10	11%	83	89%	15	18%	26	31%	25	30%	17	20%	42	51%
Students with Disabilities	16	3	19%	13	81%	6	46%	4	31%	3	23%	0	0%	3	23%
American Indian or Alaska Native	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	29	4	14%	25	86%	5	20%	7	28%	8	32%	5	20%	13	52%
Hispanic or Latino	69	8	12%	61	88%	14	23%	20	33%	16	26%	11	18%	27	44%
White	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	72	7	10%	65	90%	18	28%	21	32%	16	25%	10	15%	26	40%
Not Economically Disadvantaged	37	6	16%	31	84%	3	10%	9	29%	12	39%	7	23%	19	61%
English Language Learner	29	3	10%	26	90%	12	46%	13	50%	1	4%	0	0%	1	4%
Non-English Language Learner	80	10	13%	70	88%	9	13%	17	24%	27	39%	17	24%	44	63%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	13	12%	95	88%	—	—	—	—	—	—	—	—	—	—
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	105	13	12%	92	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	109	13	12%	96	88%	21	22%	30	31%	28	29%	17	18%	45	47%
Parent Not in Armed Forces	109	13	12%	96	88%	21	22%	30	31%	28	29%	17	18%	45	47%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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SUMMARY RESULTS

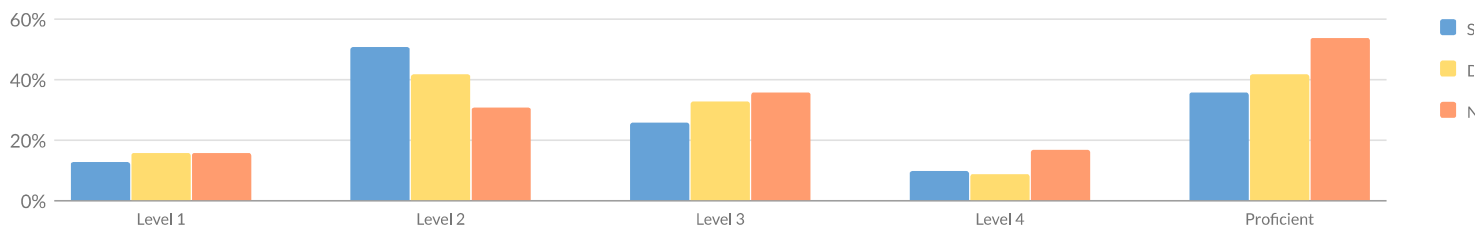


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%
Grade 4	99	7	7%	92	93%	24	26%	25	27%	32	35%	11	12%	43	47%
Grade 5	109	15	14%	94	86%	38	40%	13	14%	25	27%	18	19%	43	46%
Grades 3-8	312	27	9%	285	91%	75	26%	88	31%	83	29%	39	14%	122	43%

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

GRADE 3 MATH RESULTS

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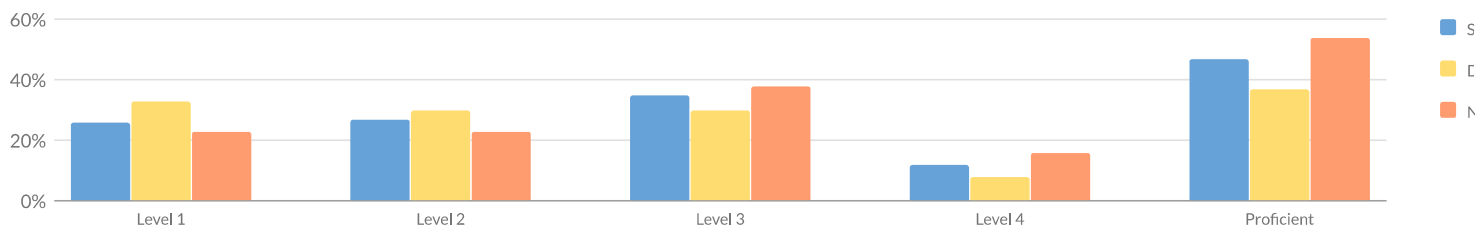


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%
Female	57	1	2%	56	98%	6	11%	34	61%	12	21%	4	7%	16	29%
Male	47	4	9%	43	91%	7	16%	16	37%	14	33%	6	14%	20	47%
General Education Students	94	4	4%	90	96%	11	12%	46	51%	23	26%	10	11%	33	37%
Students with Disabilities	10	1	10%	9	90%	2	22%	4	44%	3	33%	0	0%	3	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	24	1	4%	23	96%	3	13%	12	52%	5	22%	3	13%	8	35%
Hispanic or Latino	64	3	5%	61	95%	10	16%	32	52%	16	26%	3	5%	19	31%
White	12	1	8%	11	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	1	6%	15	94%	0	0%	6	40%	5	33%	4	27%	9	60%
Economically Disadvantaged	68	4	6%	64	94%	8	13%	36	56%	17	27%	3	5%	20	31%
Not Economically Disadvantaged	36	1	3%	35	97%	5	14%	14	40%	9	26%	7	20%	16	46%
English Language Learner	35	0	0%	35	100%	8	23%	24	69%	3	9%	0	0%	3	9%
Non-English Language Learner	69	5	7%	64	93%	5	8%	26	41%	23	36%	10	16%	33	52%
Not in Foster Care	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%
Not Homeless	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%
Not Migrant	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%
Parent Not in Armed Forces	104	5	5%	99	95%	13	13%	50	51%	26	26%	10	10%	36	36%

GRADE 4 MATH RESULTS

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

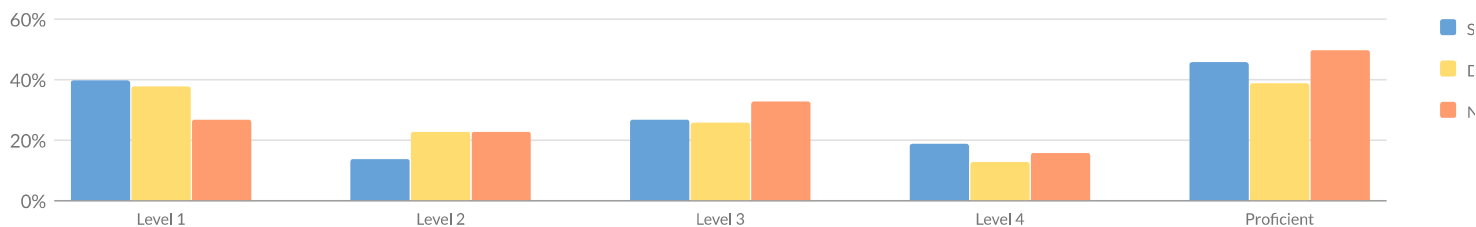


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	7	7%	92	93%	24	26%	25	27%	32	35%	11	12%	43	47%
Female	49	5	10%	44	90%	12	27%	12	27%	14	32%	6	14%	20	45%
Male	50	2	4%	48	96%	12	25%	13	27%	18	38%	5	10%	23	48%
General Education Students	87	6	7%	81	93%	16	20%	22	27%	32	40%	11	14%	43	53%
Students with Disabilities	12	1	8%	11	92%	8	73%	3	27%	0	0%	0	0%	0	0%
Black or African American	29	3	10%	26	90%	9	35%	10	38%	5	19%	2	8%	7	27%
Hispanic or Latino	63	4	6%	59	94%	13	22%	14	24%	23	39%	9	15%	32	54%
White	7	0	0%	7	100%	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	73	4	5%	69	95%	16	23%	20	29%	24	35%	9	13%	33	48%
Not Economically Disadvantaged	26	3	12%	23	88%	8	35%	5	22%	8	35%	2	9%	10	43%
English Language Learner	25	3	12%	22	88%	8	36%	7	32%	7	32%	0	0%	7	32%
Non-English Language Learner	74	4	5%	70	95%	16	23%	18	26%	25	36%	11	16%	36	51%
Not in Foster Care	99	7	7%	92	93%	24	26%	25	27%	32	35%	11	12%	43	47%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	96	7	7%	89	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	7	7%	92	93%	24	26%	25	27%	32	35%	11	12%	43	47%
Parent Not in Armed Forces	99	7	7%	92	93%	24	26%	25	27%	32	35%	11	12%	43	47%

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.



Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	109	15	14%	94	86%	38	40%	13	14%	25	27%	18	19%	43	46%
Female	51	9	18%	42	82%	14	33%	6	14%	14	33%	8	19%	22	52%
Male	58	6	10%	52	90%	24	46%	7	13%	11	21%	10	19%	21	40%
General Education Students	93	12	13%	81	87%	28	35%	12	15%	24	30%	17	21%	41	51%
Students with Disabilities	16	3	19%	13	81%	10	77%	1	8%	1	8%	1	8%	2	15%
American Indian or Alaska Native	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	29	2	7%	27	93%	7	26%	9	33%	7	26%	4	15%	11	41%
Hispanic or Latino	69	12	17%	57	83%	28	49%	3	5%	16	28%	10	18%	26	46%
White	6	1	17%	5	83%	2	40%	0	0%	2	40%	1	20%	3	60%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	72	10	14%	62	86%	29	47%	9	15%	14	23%	10	16%	24	39%
Not Economically Disadvantaged	37	5	14%	32	86%	9	28%	4	13%	11	34%	8	25%	19	59%
English Language Learner	29	4	14%	25	86%	22	88%	1	4%	2	8%	0	0%	2	8%
Non-English Language Learner	80	11	14%	69	86%	16	23%	12	17%	23	33%	18	26%	41	59%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	15	14%	93	86%	—	—	—	—	—	—	—	—	—	—
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	105	15	14%	90	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	109	15	14%	94	86%	38	40%	13	14%	25	27%	18	19%	43	46%
Parent Not in Armed Forces	109	15	14%	94	86%	38	40%	13	14%	25	27%	18	19%	43	46%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 1	31	0	0%	31	100%	1	3%	12	39%	11	35%	7	23%	0	0%
Grade 2	33	0	0%	33	100%	2	6%	2	6%	7	21%	17	52%	5	15%
Grade 3	35	1	3%	34	97%	2	6%	3	9%	13	38%	14	41%	2	6%
Grade 4	25	1	4%	24	96%	0	0%	2	8%	3	13%	14	58%	5	21%
Grade 5	29	0	0%	29	100%	3	10%	1	3%	5	17%	16	55%	4	14%

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	40	8	20%	1	0	0%
THIS DISTRICT	365	51	14%	6	1	17%
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	34	0	0%
THIS DISTRICT	345	7	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%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	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%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	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%
Asian or Native Hawaiian/Other Pacific Islander	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%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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