

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	271	113.8	2
	Math	269	135.7	
	Combined	540	124.7	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	30	143.3	3
	Math	30	145	
	Combined	60	144.2	
Hispanic or Latino	ELA	227	107	2
	Math	226	131.2	
	Combined	453	119.1	
White	ELA	11	159.1	—
	Math	10	195	
	Combined	21	—	
English Language Learner	ELA	126	84.1	3
	Math	126	117.9	
	Combined	252	101	
Students with Disabilities	ELA	40	58.8	3
	Math	41	84.1	
	Combined	81	71.6	
Economically Disadvantaged	ELA	187	106.4	3
	Math	187	128.1	
	Combined	374	117.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	282	109.4	2
	Math	285	128.1	
	Combined	567	118.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	30	143.3	3
	Math	30	145	
	Combined	60	144.2	
Hispanic or Latino	ELA	237	102.5	2
	Math	239	124.1	
	Combined	476	113.3	
White	ELA	11	159.1	—
	Math	11	177.3	
	Combined	22	—	
English Language Learner	ELA	130	81.5	3
	Math	133	111.7	
	Combined	263	96.8	
Students with Disabilities	ELA	45	52.2	3
	Math	45	76.7	
	Combined	90	64.4	
Economically Disadvantaged	ELA	197	101	3
	Math	200	119.8	
	Combined	397	110.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	175	43%	49%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	173	43%	49%	1.1	3
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	175	43%	49%	1.1	3
Students with Disabilities	30	40%	37%	0.9	2
Economically Disadvantaged	122	44%	50%	1.1	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	554	159	28.7%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—
Black or African American	57	19	33.3%	2
Hispanic or Latino	465	130	28%	2
Multiracial	—	—	—	—
White	25	—	—	—
English Language Learner	278	73	26.3%	3
Students with Disabilities	75	26	34.7%	2
Economically Disadvantaged	379	112	29.6%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	322	91.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	32	—
Hispanic or Latino	X	272	91.9%
Multiracial	—	0	—
White	—	14	—
English Language Learner	X	104	93.3%
Students with Disabilities	X	47	85.1%
Economically Disadvantaged	X	221	91%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	324	90.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	32	—
Hispanic or Latino	X	274	90.5%
Multiracial	—	0	—
White	—	14	—
English Language Learner	X	106	93.4%
Students with Disabilities	X	47	87.2%
Economically Disadvantaged	X	221	89.6%

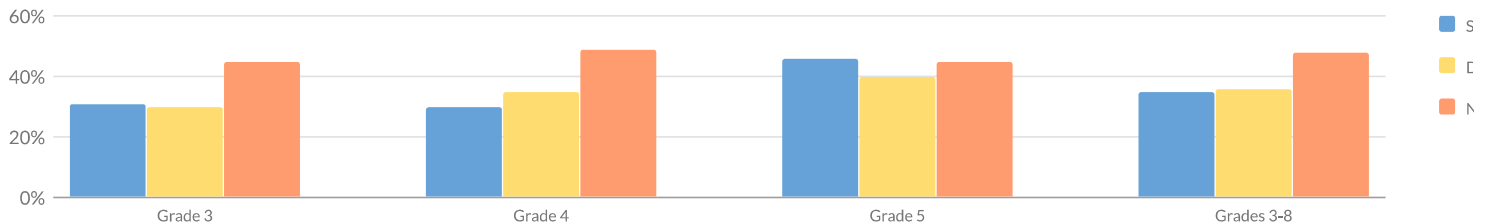
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	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.

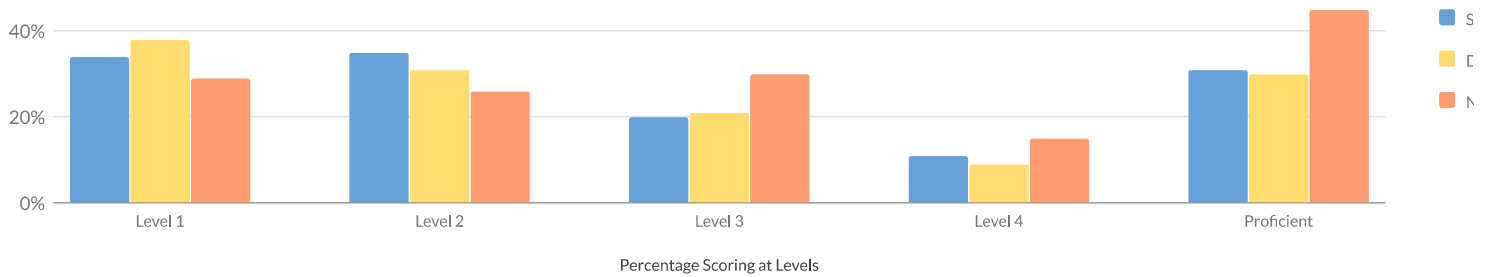
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	117	14	12%	103	88%	35	34%	36	35%	21	20%	11	11%	32	31%
Grade 4	116	14	12%	102	88%	27	26%	44	43%	25	25%	6	6%	31	30%
Grade 5	92	12	13%	80	87%	16	20%	27	34%	29	36%	8	10%	37	46%
Grades 3-8	325	40	12%	285	88%	78	27%	107	38%	75	26%	25	9%	100	35%

GRADE 3 ELA RESULTS

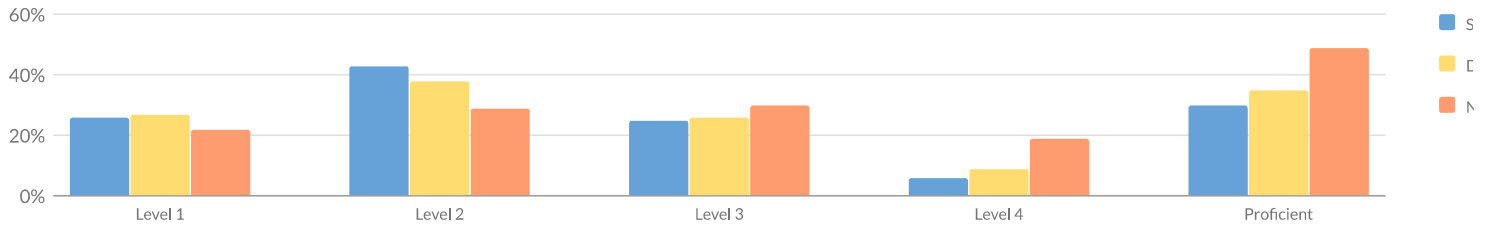
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	14	12%	103	88%	35	34%	36	35%	21	20%	11	11%	32	31%
Female	58	7	12%	51	88%	15	29%	20	39%	11	22%	5	10%	16	31%
Male	59	7	12%	52	88%	20	38%	16	31%	10	19%	6	12%	16	31%
General Education Students	96	13	14%	83	86%	25	30%	29	35%	19	23%	10	12%	29	35%
Students with Disabilities	21	1	5%	20	95%	10	50%	7	35%	2	10%	1	5%	3	15%
Black or African American	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	104	14	13%	90	87%	34	38%	31	34%	17	19%	8	9%	25	28%
White	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	1	8%	5	38%	4	31%	3	23%	7	54%
Economically Disadvantaged	80	9	11%	71	89%	26	37%	26	37%	13	18%	6	8%	19	27%
Not Economically Disadvantaged	37	5	14%	32	86%	9	28%	10	31%	8	25%	5	16%	13	41%
English Language Learner	46	10	22%	36	78%	27	75%	9	25%	0	0%	0	0%	0	0%
Non-English Language Learner	71	4	6%	67	94%	8	12%	27	40%	21	31%	11	16%	32	48%
Not in Foster Care	117	14	12%	103	88%	35	34%	36	35%	21	20%	11	11%	32	31%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	116	14	12%	102	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	117	14	12%	103	88%	35	34%	36	35%	21	20%	11	11%	32	31%
Parent Not in Armed Forces	117	14	12%	103	88%	35	34%	36	35%	21	20%	11	11%	32	31%

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.

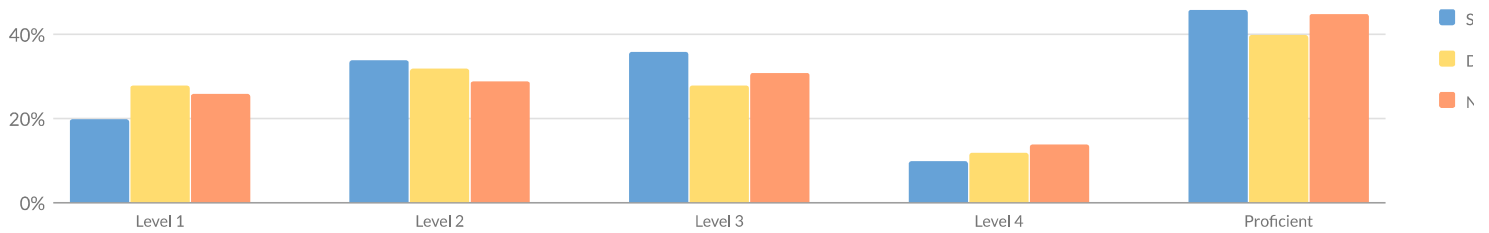


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	14	12%	102	88%	27	26%	44	43%	25	25%	6	6%	31	30%
Female	62	7	11%	55	89%	11	20%	24	44%	14	25%	6	11%	20	36%
Male	54	7	13%	47	87%	16	34%	20	43%	11	23%	0	0%	11	23%
General Education Students	101	10	10%	91	90%	21	23%	41	45%	23	25%	6	7%	29	32%
Students with Disabilities	15	4	27%	11	73%	6	55%	3	27%	2	18%	0	0%	2	18%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	10	2	20%	8	80%	1	13%	5	63%	2	25%	0	0%	2	25%
Hispanic or Latino	95	10	11%	85	89%	26	31%	34	40%	20	24%	5	6%	25	29%
White	9	1	11%	8	89%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	5	56%	3	33%	1	11%	4	44%
Economically Disadvantaged	78	8	10%	70	90%	21	30%	29	41%	16	23%	4	6%	20	29%
Not Economically Disadvantaged	38	6	16%	32	84%	6	19%	15	47%	9	28%	2	6%	11	34%
English Language Learner	41	4	10%	37	90%	20	54%	14	38%	3	8%	0	0%	3	8%
Non-English Language Learner	75	10	13%	65	87%	7	11%	30	46%	22	34%	6	9%	28	43%
Not in Foster Care	116	14	12%	102	88%	27	26%	44	43%	25	25%	6	6%	31	30%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	13	12%	100	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	116	14	12%	102	88%	27	26%	44	43%	25	25%	6	6%	31	30%
Parent Not in Armed Forces	116	14	12%	102	88%	27	26%	44	43%	25	25%	6	6%	31	30%

GRADE 5 ELA RESULTS

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



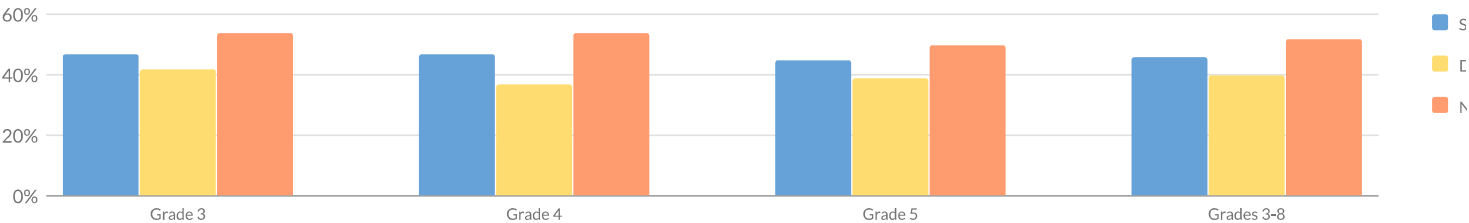
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	12	13%	80	87%	16	20%	27	34%	29	36%	8	10%	37	46%
Female	47	7	15%	40	85%	7	18%	12	30%	17	43%	4	10%	21	53%
Male	45	5	11%	40	89%	9	23%	15	38%	12	30%	4	10%	16	40%
General Education Students	81	10	12%	71	88%	9	13%	25	35%	29	41%	8	11%	37	52%
Students with Disabilities	11	2	18%	9	82%	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	12	0	0%	12	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	76	12	16%	64	84%	14	22%	24	38%	19	30%	7	11%	26	41%
White	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	16	100%	2	13%	3	19%	10	63%	1	6%	11	69%
Economically Disadvantaged	64	10	16%	54	84%	12	22%	17	31%	21	39%	4	7%	25	46%
Not Economically Disadvantaged	28	2	7%	26	93%	4	15%	10	38%	8	31%	4	15%	12	46%
English Language Learner	20	7	35%	13	65%	8	62%	4	31%	1	8%	0	0%	1	8%
Non-English Language Learner	72	5	7%	67	93%	8	12%	23	34%	28	42%	8	12%	36	54%
Not in Foster Care	92	12	13%	80	87%	16	20%	27	34%	29	36%	8	10%	37	46%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	12	13%	78	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	12	13%	80	87%	16	20%	27	34%	29	36%	8	10%	37	46%
Parent Not in Armed Forces	92	12	13%	80	87%	16	20%	27	34%	29	36%	8	10%	37	46%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS

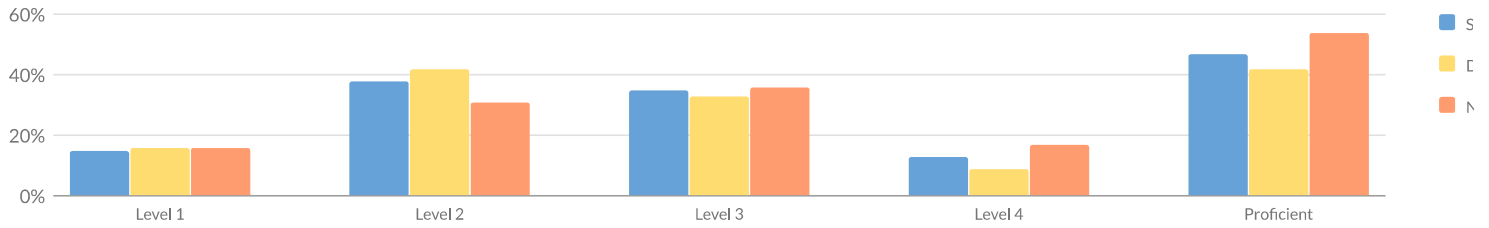


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	117	7	6%	110	94%	16	15%	42	38%	38	35%	14	13%	52	47%
Grade 4	115	14	12%	101	88%	19	19%	35	35%	40	40%	7	7%	47	47%
Grade 5	92	10	11%	82	89%	18	22%	27	33%	25	30%	12	15%	37	45%
Grades 3-8	324	31	10%	293	90%	53	18%	104	35%	103	35%	33	11%	136	46%

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

GRADE 3 MATH RESULTS

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

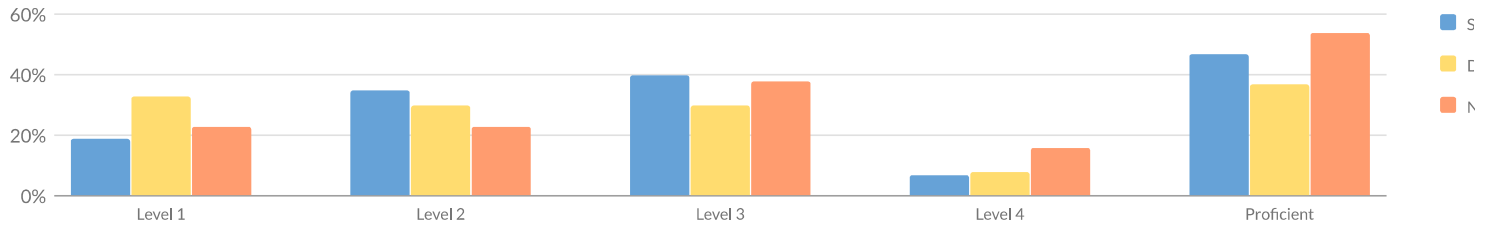


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	7	6%	110	94%	16	15%	42	38%	38	35%	14	13%	52	47%
Female	58	3	5%	55	95%	9	16%	25	45%	15	27%	6	11%	21	38%
Male	59	4	7%	55	93%	7	13%	17	31%	23	42%	8	15%	31	56%
General Education Students	96	7	7%	89	93%	8	9%	36	40%	32	36%	13	15%	45	51%
Students with Disabilities	21	0	0%	21	100%	8	38%	6	29%	6	29%	1	5%	7	33%
Black or African American	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	104	7	7%	97	93%	16	16%	40	41%	30	31%	11	11%	41	42%
White	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	0	0%	2	15%	8	62%	3	23%	11	85%
Economically Disadvantaged	80	7	9%	73	91%	11	15%	31	42%	22	30%	9	12%	31	42%
Not Economically Disadvantaged	37	0	0%	37	100%	5	14%	11	30%	16	43%	5	14%	21	57%
English Language Learner	46	5	11%	41	89%	13	32%	22	54%	6	15%	0	0%	6	15%
Non-English Language Learner	71	2	3%	69	97%	3	4%	20	29%	32	46%	14	20%	46	67%
Not in Foster Care	117	7	6%	110	94%	16	15%	42	38%	38	35%	14	13%	52	47%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	116	7	6%	109	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	117	7	6%	110	94%	16	15%	42	38%	38	35%	14	13%	52	47%
Parent Not in Armed Forces	117	7	6%	110	94%	16	15%	42	38%	38	35%	14	13%	52	47%

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.

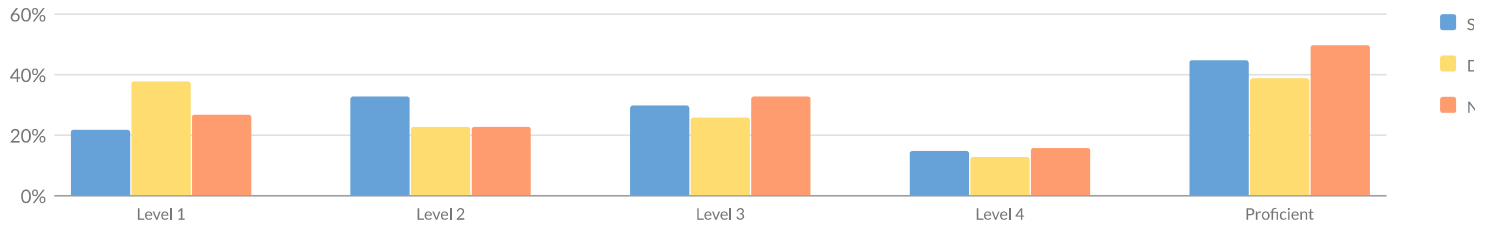


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	14	12%	101	88%	19	19%	35	35%	40	40%	7	7%	47	47%
Female	61	7	11%	54	89%	12	22%	18	33%	20	37%	4	7%	24	44%
Male	54	7	13%	47	87%	7	15%	17	36%	20	43%	3	6%	23	49%
General Education Students	100	10	10%	90	90%	15	17%	31	34%	37	41%	7	8%	44	49%
Students with Disabilities	15	4	27%	11	73%	4	36%	4	36%	3	27%	0	0%	3	27%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	10	2	20%	8	80%	1	13%	5	63%	1	13%	1	13%	2	25%
Hispanic or Latino	94	9	10%	85	90%	17	20%	28	33%	36	42%	4	5%	40	47%
White	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	2	25%	3	38%	2	25%	5	63%
Economically Disadvantaged	77	8	10%	69	90%	15	22%	21	30%	29	42%	4	6%	33	48%
Not Economically Disadvantaged	38	6	16%	32	84%	4	13%	14	44%	11	34%	3	9%	14	44%
English Language Learner	40	1	3%	39	98%	12	31%	15	38%	11	28%	1	3%	12	31%
Non-English Language Learner	75	13	17%	62	83%	7	11%	20	32%	29	47%	6	10%	35	56%
Not in Foster Care	115	14	12%	101	88%	19	19%	35	35%	40	40%	7	7%	47	47%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	112	13	12%	99	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	115	14	12%	101	88%	19	19%	35	35%	40	40%	7	7%	47	47%
Parent Not in Armed Forces	115	14	12%	101	88%	19	19%	35	35%	40	40%	7	7%	47	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	92	10	11%	82	89%	18	22%	27	33%	25	30%	12	15%	37	45%
Female	47	7	15%	40	85%	8	20%	17	43%	10	25%	5	13%	15	38%
Male	45	3	7%	42	93%	10	24%	10	24%	15	36%	7	17%	22	52%
General Education Students	81	8	10%	73	90%	11	15%	26	36%	24	33%	12	16%	36	49%
Students with Disabilities	11	2	18%	9	82%	7	78%	1	11%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	12	0	0%	12	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	76	10	13%	66	87%	15	23%	22	33%	20	30%	9	14%	29	44%
White	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	16	100%	3	19%	5	31%	5	31%	3	19%	8	50%
Economically Disadvantaged	64	8	13%	56	88%	14	25%	20	36%	16	29%	6	11%	22	39%
Not Economically Disadvantaged	28	2	7%	26	93%	4	15%	7	27%	9	35%	6	23%	15	58%
English Language Learner	20	1	5%	19	95%	10	53%	4	21%	5	26%	0	0%	5	26%
Non-English Language Learner	72	9	13%	63	88%	8	13%	23	37%	20	32%	12	19%	32	51%
Not in Foster Care	92	10	11%	82	89%	18	22%	27	33%	25	30%	12	15%	37	45%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	10	11%	80	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	10	11%	82	89%	18	22%	27	33%	25	30%	12	15%	37	45%
Parent Not in Armed Forces	92	10	11%	82	89%	18	22%	27	33%	25	30%	12	15%	37	45%

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	56	3	5%	53	95%	2	4%	5	9%	21	40%	17	32%	8	15%
Grade 2	42	0	0%	42	100%	1	2%	8	19%	15	36%	16	38%	2	5%
Grade 3	46	0	0%	46	100%	2	4%	5	11%	19	41%	16	35%	4	9%
Grade 4	42	2	5%	40	95%	2	5%	2	5%	8	20%	16	40%	12	30%
Grade 5	20	0	0%	20	100%	1	5%	0	0%	2	10%	14	70%	3	15%

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	37	2	5%	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	36	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%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 3, 2024, 10:53 AM EST