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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	179	125.1	2
	Math	171	110.5	
	Combined	350	118	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	173	125.1	2
	Math	165	111.8	
	Combined	338	118.6	
Students with Disabilities	ELA	22	50	2
	Math	21	23.8	
	Combined	43	37.2	
Economically Disadvantaged	ELA	86	105.2	2
	Math	81	87	
	Combined	167	96.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	202	110.9	2
	Math	201	94	
	Combined	403	102.5	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	197	109.9	2
	Math	196	94.1	
	Combined	393	102	
Students with Disabilities	ELA	34	38.2	2
	Math	34	26.5	
	Combined	68	32.4	
Economically Disadvantaged	ELA	106	85.4	2
	Math	105	67.1	
	Combined	211	76.3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	379	78	20.6%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	5	–	–	–
Multiracial	1	–	–	–
White	370	75	20.3%	3
English Language Learner	–	–	–	–
Students with Disabilities	75	30	40%	2
Economically Disadvantaged	195	51	26.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	222	84.2%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	3	–
Multiracial	–	1	–
White	✗	216	83.8%
English Language Learner	–	0	–
Students with Disabilities	–	36	–
Economically Disadvantaged	✗	120	77.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	221	81%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	3	–
Multiracial	–	1	–
White	✗	215	80.5%
English Language Learner	–	0	–
Students with Disabilities	–	36	–
Economically Disadvantaged	✗	119	74%

SECONDARY INDICATOR LEVELS

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

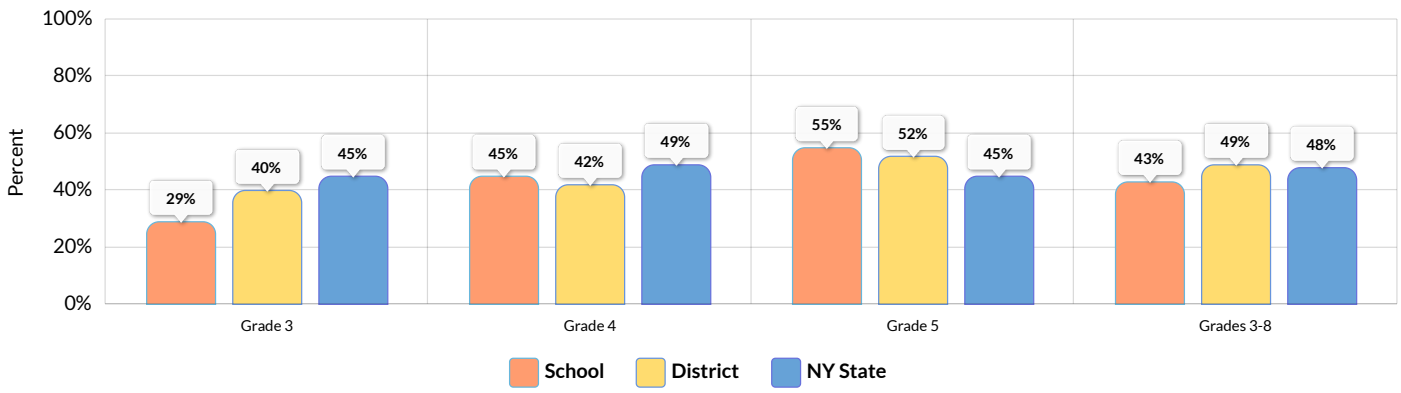
SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	1	—	—	—
English Language Learner	—	—	—	—
Students with Disabilities	1	—	—	—
Economically Disadvantaged	1	—	—	—

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.

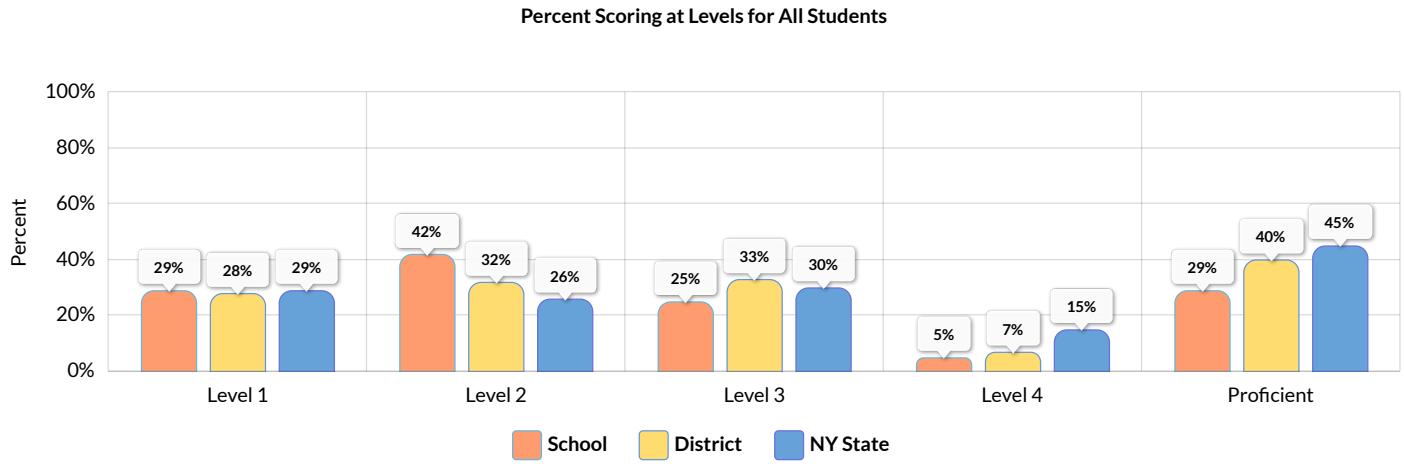
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
Grade 4	82	18	22%	64	78%	14	22%	21	33%	20	31%	9	14%	29	45%
Grade 5	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Grades 3-8	223	38	17%	185	83%	43	23%	63	34%	56	30%	23	12%	79	43%

GRADE 3 ELA RESULTS

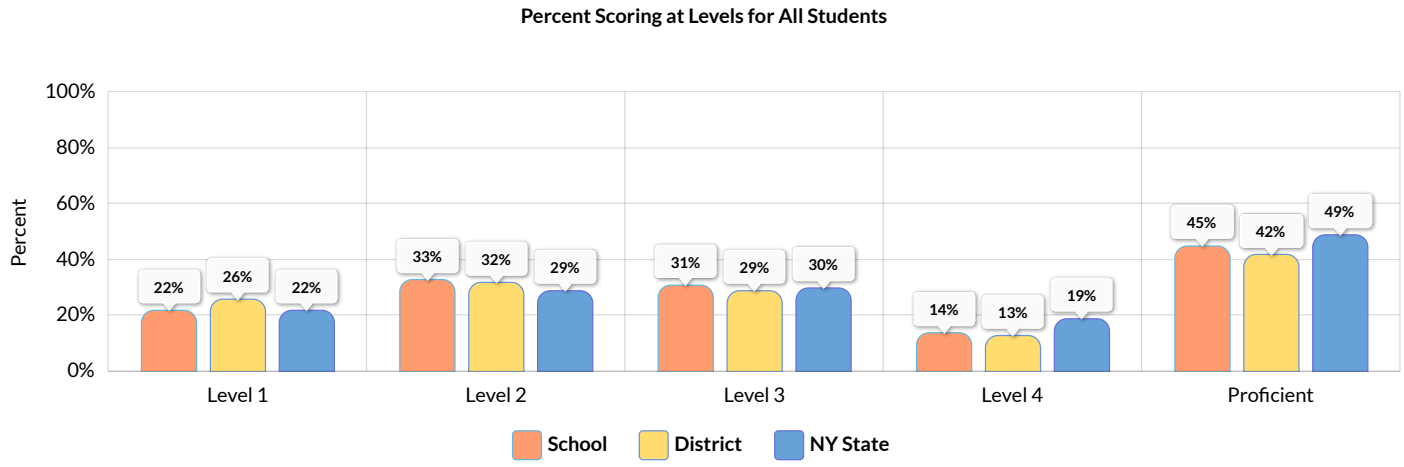
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
Female	34	2	6%	32	94%	9	28%	13	41%	8	25%	2	6%	10	31%
Male	39	6	15%	33	85%	10	30%	14	42%	8	24%	1	3%	9	27%
General Education Students	61	5	8%	56	92%	14	25%	23	41%	16	29%	3	5%	19	34%
Students with Disabilities	12	3	25%	9	75%	5	56%	4	44%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	70	8	11%	62	89%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
Economically Disadvantaged	40	6	15%	34	85%	10	29%	17	50%	7	21%	0	0%	7	21%
Not Economically Disadvantaged	33	2	6%	31	94%	9	29%	10	32%	9	29%	3	10%	12	39%
Non-English Language Learner	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	72	7	10%	65	90%	19	29%	27	42%	16	25%	3	5%	19	29%
Not Homeless	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
Not Migrant	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%
Parent Not in Armed Forces	73	8	11%	65	89%	19	29%	27	42%	16	25%	3	5%	19	29%

GRADE 4 ELA RESULTS

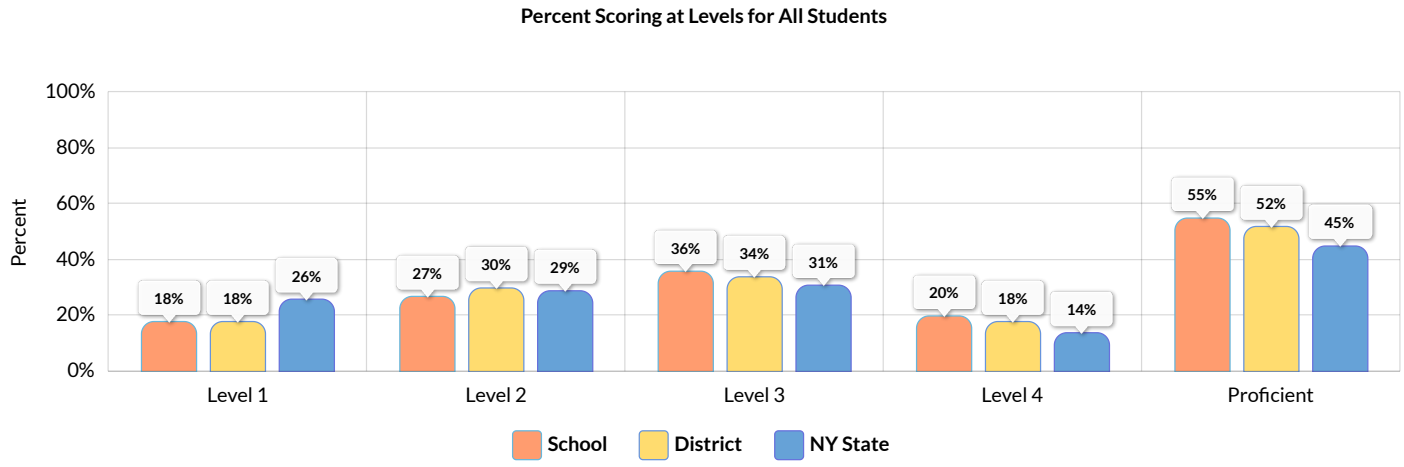
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	18	22%	64	78%	14	22%	21	33%	20	31%	9	14%	29	45%
Female	39	7	18%	32	82%	6	19%	11	34%	9	28%	6	19%	15	47%
Male	43	11	26%	32	74%	8	25%	10	31%	11	34%	3	9%	14	44%
General Education Students	69	12	17%	57	83%	8	14%	20	35%	20	35%	9	16%	29	51%
Students with Disabilities	13	6	46%	7	54%	6	86%	1	14%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	81	18	22%	63	78%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	82	18	22%	64	78%	14	22%	21	33%	20	31%	9	14%	29	45%
Economically Disadvantaged	44	14	32%	30	68%	8	27%	13	43%	6	20%	3	10%	9	30%
Not Economically Disadvantaged	38	4	11%	34	89%	6	18%	8	24%	14	41%	6	18%	20	59%
Non-English Language Learner	82	18	22%	64	78%	14	22%	21	33%	20	31%	9	14%	29	45%
In Foster Care	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	17	21%	63	79%	–	–	–	–	–	–	–	–	–	–
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	80	17	21%	63	79%	–	–	–	–	–	–	–	–	–	–
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	81	17	21%	64	79%	14	22%	21	33%	20	31%	9	14%	29	45%
Parent Not in Armed Forces	82	18	22%	64	78%	14	22%	21	33%	20	31%	9	14%	29	45%

GRADE 5 ELA RESULTS

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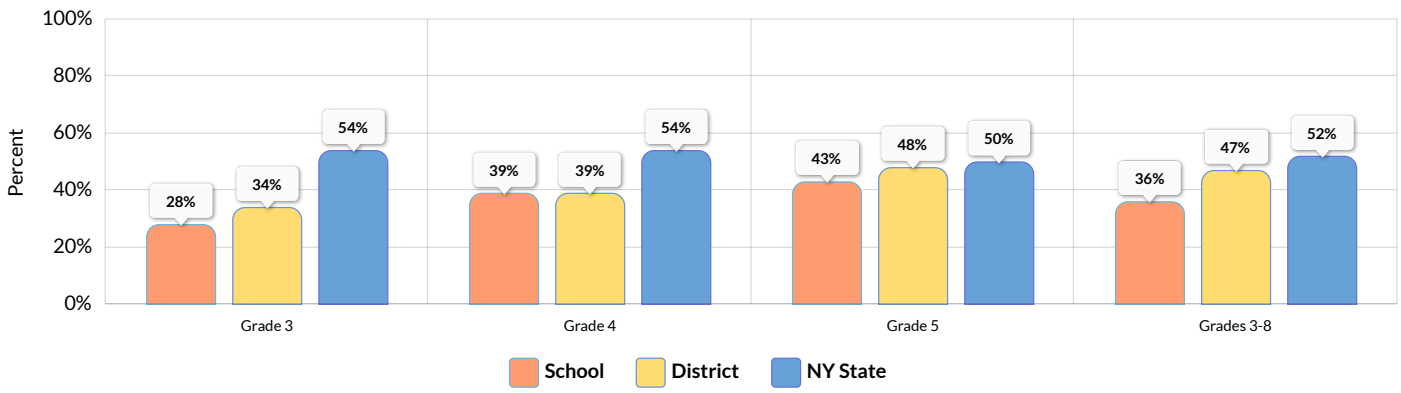


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Female	35	4	11%	31	89%	5	16%	6	19%	12	39%	8	26%	20	65%
Male	33	8	24%	25	76%	5	20%	9	36%	8	32%	3	12%	11	44%
General Education Students	57	6	11%	51	89%	7	14%	14	27%	19	37%	11	22%	30	59%
Students with Disabilities	11	6	55%	5	45%	3	60%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	66	12	18%	54	82%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Economically Disadvantaged	37	10	27%	27	73%	8	30%	6	22%	10	37%	3	11%	13	48%
Not Economically Disadvantaged	31	2	6%	29	94%	2	7%	9	31%	10	34%	8	28%	18	62%
Non-English Language Learner	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Not in Foster Care	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	67	12	18%	55	82%	–	–	–	–	–	–	–	–	–	–
Not Migrant	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%
Parent Not in Armed Forces	68	12	18%	56	82%	10	18%	15	27%	20	36%	11	20%	31	55%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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SUMMARY RESULTS

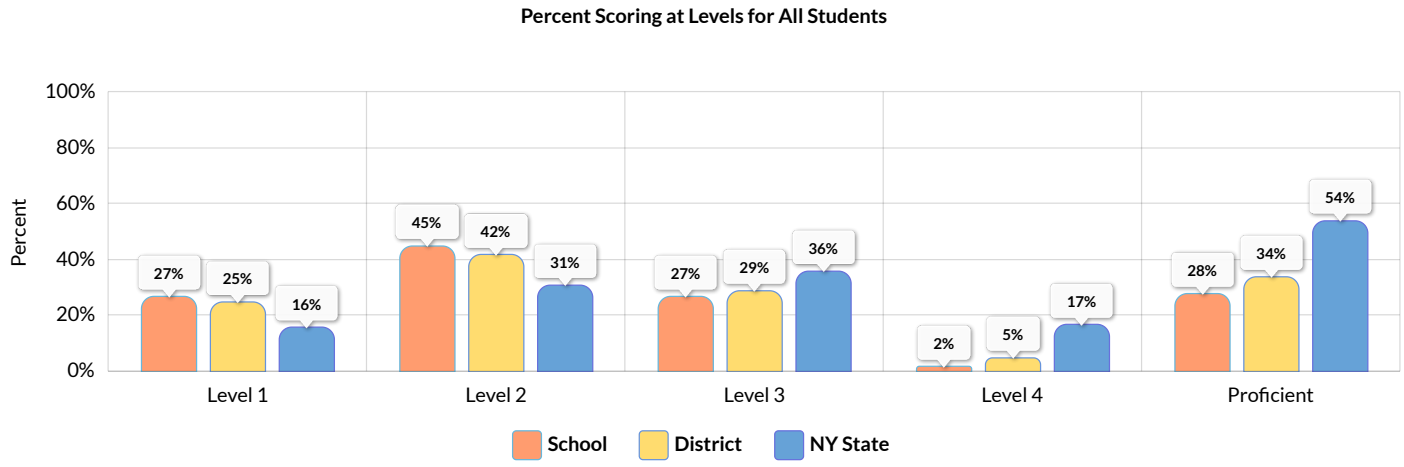


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Grade 4	82	18	22%	64	78%	15	23%	24	38%	24	38%	1	2%	25	39%
Grade 5	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Grades 3-8	223	46	21%	177	79%	49	28%	64	36%	58	33%	6	3%	64	36%

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

GRADE 3 MATH RESULTS

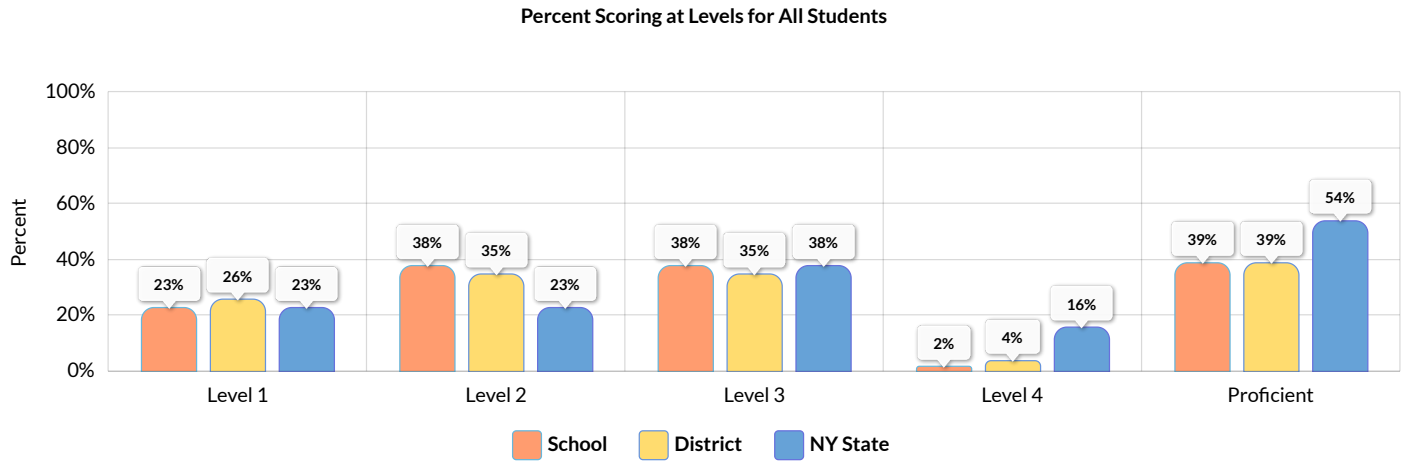
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Female	33	2	6%	31	94%	9	29%	15	48%	7	23%	0	0%	7	23%
Male	40	7	18%	33	83%	8	24%	14	42%	10	30%	1	3%	11	33%
General Education Students	61	6	10%	55	90%	12	22%	25	45%	17	31%	1	2%	18	33%
Students with Disabilities	12	3	25%	9	75%	5	56%	4	44%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	70	9	13%	61	87%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Economically Disadvantaged	39	7	18%	32	82%	11	34%	13	41%	8	25%	0	0%	8	25%
Not Economically Disadvantaged	34	2	6%	32	94%	6	19%	16	50%	9	28%	1	3%	10	31%
Non-English Language Learner	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Not in Foster Care	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	72	8	11%	64	89%	17	27%	29	45%	17	27%	1	2%	18	28%
Not Migrant	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%
Parent Not in Armed Forces	73	9	12%	64	88%	17	27%	29	45%	17	27%	1	2%	18	28%

GRADE 4 MATH RESULTS

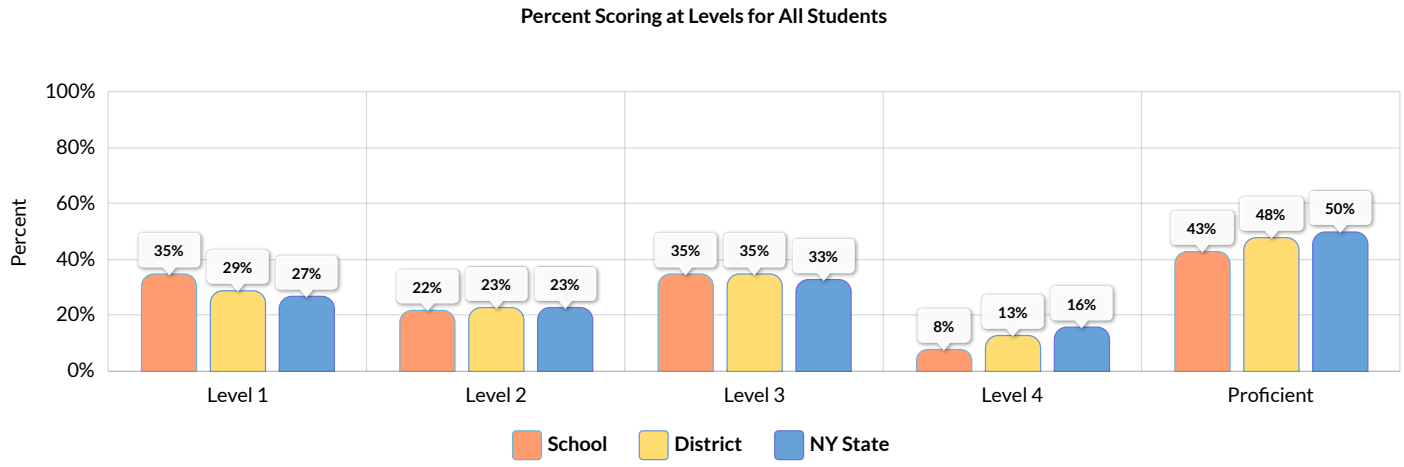
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	18	22%	64	78%	15	23%	24	38%	24	38%	1	2%	25	39%
Female	39	7	18%	32	82%	9	28%	15	47%	8	25%	0	0%	8	25%
Male	43	11	26%	32	74%	6	19%	9	28%	16	50%	1	3%	17	53%
General Education Students	69	11	16%	58	84%	9	16%	24	41%	24	41%	1	2%	25	43%
Students with Disabilities	13	7	54%	6	46%	6	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	81	18	22%	63	78%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	82	18	22%	64	78%	15	23%	24	38%	24	38%	1	2%	25	39%
Economically Disadvantaged	44	13	30%	31	70%	10	32%	12	39%	9	29%	0	0%	9	29%
Not Economically Disadvantaged	38	5	13%	33	87%	5	15%	12	36%	15	45%	1	3%	16	48%
Non-English Language Learner	82	18	22%	64	78%	15	23%	24	38%	24	38%	1	2%	25	39%
In Foster Care	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	17	21%	63	79%	–	–	–	–	–	–	–	–	–	–
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	80	16	20%	64	80%	15	23%	24	38%	24	38%	1	2%	25	39%
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	81	17	21%	64	79%	15	23%	24	38%	24	38%	1	2%	25	39%
Parent Not in Armed Forces	82	18	22%	64	78%	15	23%	24	38%	24	38%	1	2%	25	39%

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	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Female	35	8	23%	27	77%	9	33%	6	22%	10	37%	2	7%	12	44%
Male	33	11	33%	22	67%	8	36%	5	23%	7	32%	2	9%	9	41%
General Education Students	57	13	23%	44	77%	12	27%	11	25%	17	39%	4	9%	21	48%
Students with Disabilities	11	6	55%	5	45%	5	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	66	19	29%	47	71%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Economically Disadvantaged	37	14	38%	23	62%	12	52%	5	22%	5	22%	1	4%	6	26%
Not Economically Disadvantaged	31	5	16%	26	84%	5	19%	6	23%	12	46%	3	12%	15	58%
Non-English Language Learner	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Not in Foster Care	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	67	19	28%	48	72%	–	–	–	–	–	–	–	–	–	–
Not Migrant	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%
Parent Not in Armed Forces	68	19	28%	49	72%	17	35%	11	22%	17	35%	4	8%	21	43%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

	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	42	2	5%	1	1	100%
THIS DISTRICT	168	14	8%	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	38	0	0%
THIS DISTRICT	155	3	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%

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THIS DOCUMENT WAS CREATED ON: APRIL 19, 2024, 9:41 AM EST