

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	173	132.9	3
	Math	166	131.3	
	Combined	339	132.2	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	5	70	—
	Math	4	—	
	Combined	9	—	
Hispanic or Latino	ELA	6	100	—
	Math	5	100	
	Combined	11	—	
White	ELA	157	134.4	3
	Math	152	132.9	
	Combined	309	133.7	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	15	40	—
	Math	14	64.3	
	Combined	29	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	87	102.9	2
	Math	82	106.7	
	Combined	169	104.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	236	97.5	2
	Math	235	92.8	
	Combined	471	95.1	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	5	70	—
	Math	5	60	
	Combined	10	—	
Hispanic or Latino	ELA	10	60	—
	Math	10	50	
	Combined	20	—	
White	ELA	217	97.2	2
	Math	216	93.5	
	Combined	433	95.4	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	43	14	1
	Math	43	25.6	
	Combined	86	19.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	140	63.9	2
	Math	139	62.9	
	Combined	279	63.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	425	85	20%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	9	—	—	—
Hispanic or Latino	14	—	—	—
Multiracial	—	—	—	—
White	395	81	20.5%	3
English Language Learner	7	—	—	—
Students with Disabilities	93	29	31.2%	3
Economically Disadvantaged	233	64	27.5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	260	70.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	7	—
Hispanic or Latino	—	10	—
Multiracial	—	0	—
White	X	238	69.3%
English Language Learner	—	2	—
Students with Disabilities	X	49	42.9%
Economically Disadvantaged	X	155	60%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	260	67.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	7	—
Hispanic or Latino	—	10	—
Multiracial	—	0	—
White	X	238	67.2%
English Language Learner	—	3	—
Students with Disabilities	X	49	40.8%
Economically Disadvantaged	X	154	57.1%

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	93	31	33%	62	67%	16	26%	14	23%	26	42%	6	10%	32	52%
Grade 4	79	28	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%
Grade 5	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%
Grades 3-8	261	79	30%	182	70%	44	24%	52	29%	63	35%	23	13%	86	47%

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	93	31	33%	62	67%	16	26%	14	23%	26	42%	6	10%	32	52%
Female	50	14	28%	36	72%	9	25%	7	19%	17	47%	3	8%	20	56%
Male	43	17	40%	26	60%	7	27%	7	27%	9	35%	3	12%	12	46%
General Education Students	78	23	29%	55	71%	11	20%	13	24%	25	45%	6	11%	31	56%
Students with Disabilities	15	8	53%	7	47%	5	71%	1	14%	1	14%	0	0%	1	14%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	81	29	36%	52	64%	13	25%	12	23%	22	42%	5	10%	27	52%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	3	30%	2	20%	4	40%	1	10%	5	50%
Economically Disadvantaged	55	23	42%	32	58%	11	34%	9	28%	11	34%	1	3%	12	38%
Not Economically Disadvantaged	38	8	21%	30	79%	5	17%	5	17%	15	50%	5	17%	20	67%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	90	30	33%	60	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	31	33%	62	67%	16	26%	14	23%	26	42%	6	10%	32	52%
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	88	30	34%	58	66%	—	—	—	—	—	—	—	—	—	—
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	30	33%	60	67%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	93	31	33%	62	67%	16	26%	14	23%	26	42%	6	10%	32	52%

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	79	28	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%
Female	38	15	39%	23	61%	5	22%	7	30%	8	35%	3	13%	11	48%
Male	41	13	32%	28	68%	10	36%	9	32%	6	21%	3	11%	9	32%
General Education Students	60	14	23%	46	77%	13	28%	13	28%	14	30%	6	13%	20	43%
Students with Disabilities	19	14	74%	5	26%	2	40%	3	60%	0	0%	0	0%	0	0%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	73	26	36%	47	64%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	79	28	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%
Economically Disadvantaged	49	24	49%	25	51%	11	44%	9	36%	4	16%	1	4%	5	20%
Not Economically Disadvantaged	30	4	13%	26	87%	4	15%	7	27%	10	38%	5	19%	15	58%
Non-English Language Learner	79	28	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	78	27	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%
Homeless	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	75	25	33%	50	67%	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	78	27	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	79	28	35%	51	65%	15	29%	16	31%	14	27%	6	12%	20	39%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%
Female	42	12	29%	30	71%	4	13%	9	30%	12	40%	5	17%	17	57%
Male	47	8	17%	39	83%	9	23%	13	33%	11	28%	6	15%	17	44%
General Education Students	74	13	18%	61	82%	7	11%	20	33%	23	38%	11	18%	34	56%
Students with Disabilities	15	7	47%	8	53%	6	75%	2	25%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	85	20	24%	65	76%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%
Economically Disadvantaged	51	16	31%	35	69%	10	29%	12	34%	11	31%	2	6%	13	37%
Not Economically Disadvantaged	38	4	11%	34	89%	3	9%	10	29%	12	35%	9	26%	21	62%
Non-English Language Learner	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%
Not in Foster Care	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Homeless	84	19	23%	65	77%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	88	20	23%	68	77%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	89	20	22%	69	78%	13	19%	22	32%	23	33%	11	16%	34	49%

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	93	32	34%	61	66%	14	23%	23	38%	19	31%	5	8%	24	39%
Grade 4	79	29	37%	50	63%	14	28%	16	32%	16	32%	4	8%	20	40%
Grade 5	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%
Grades 3-8	261	86	33%	175	67%	44	25%	54	31%	57	33%	20	11%	77	44%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	32	34%	61	66%	14	23%	23	38%	19	31%	5	8%	24	39%
Female	50	17	34%	33	66%	9	27%	9	27%	13	39%	2	6%	15	45%
Male	43	15	35%	28	65%	5	18%	14	50%	6	21%	3	11%	9	32%
General Education Students	78	23	29%	55	71%	10	18%	21	38%	19	35%	5	9%	24	44%
Students with Disabilities	15	9	60%	6	40%	4	67%	2	33%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
White	81	30	37%	51	63%	12	24%	19	37%	15	29%	5	10%	20	39%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	2	20%	4	40%	4	40%	0	0%	4	40%
Economically Disadvantaged	55	23	42%	32	58%	10	31%	13	41%	9	28%	0	0%	9	28%
Not Economically Disadvantaged	38	9	24%	29	76%	4	14%	10	34%	10	34%	5	17%	15	52%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	90	31	34%	59	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	32	34%	61	66%	14	23%	23	38%	19	31%	5	8%	24	39%
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	88	31	35%	57	65%	—	—	—	—	—	—	—	—	—	—
Migrant	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	31	34%	59	66%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	93	32	34%	61	66%	14	23%	23	38%	19	31%	5	8%	24	39%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	29	37%	50	63%	14	28%	16	32%	16	32%	4	8%	20	40%
Female	38	15	39%	23	61%	8	35%	7	30%	6	26%	2	9%	8	35%
Male	41	14	34%	27	66%	6	22%	9	33%	10	37%	2	7%	12	44%
General Education Students	60	16	27%	44	73%	12	27%	12	27%	16	36%	4	9%	20	45%
Students with Disabilities	19	13	68%	6	32%	2	33%	4	67%	0	0%	0	0%	0	0%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	73	26	36%	47	64%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	79	29	37%	50	63%	14	28%	16	32%	16	32%	4	8%	20	40%
Economically Disadvantaged	49	25	51%	24	49%	7	29%	12	50%	4	17%	1	4%	5	21%
Not Economically Disadvantaged	30	4	13%	26	87%	7	27%	4	15%	12	46%	3	12%	15	58%
Non-English Language Learner	79	29	37%	50	63%	14	28%	16	32%	16	32%	4	8%	20	40%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	78	28	36%	50	64%	14	28%	16	32%	16	32%	4	8%	20	40%
Homeless	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	75	26	35%	49	65%	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	78	28	36%	50	64%	14	28%	16	32%	16	32%	4	8%	20	40%
Parent Not in Armed Forces	79	29	37%	50	63%	14	28%	16	32%	16	32%	4	8%	20	40%

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	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%
Female	42	14	33%	28	67%	7	25%	6	21%	11	39%	4	14%	15	54%
Male	47	11	23%	36	77%	9	25%	9	25%	11	31%	7	19%	18	50%
General Education Students	74	17	23%	57	77%	10	18%	14	25%	22	39%	11	19%	33	58%
Students with Disabilities	15	8	53%	7	47%	6	86%	1	14%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	85	24	28%	61	72%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%
Economically Disadvantaged	51	20	39%	31	61%	10	32%	10	32%	9	29%	2	6%	11	35%
Not Economically Disadvantaged	38	5	13%	33	87%	6	18%	5	15%	13	39%	9	27%	22	67%
Non-English Language Learner	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%
Not in Foster Care	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%
Homeless	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Homeless	84	23	27%	61	73%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	88	25	28%	63	72%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	89	25	28%	64	72%	16	25%	15	23%	22	34%	11	17%	33	52%

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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	5	12%	1	0	0%
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	34	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, 9:56 AM EST