

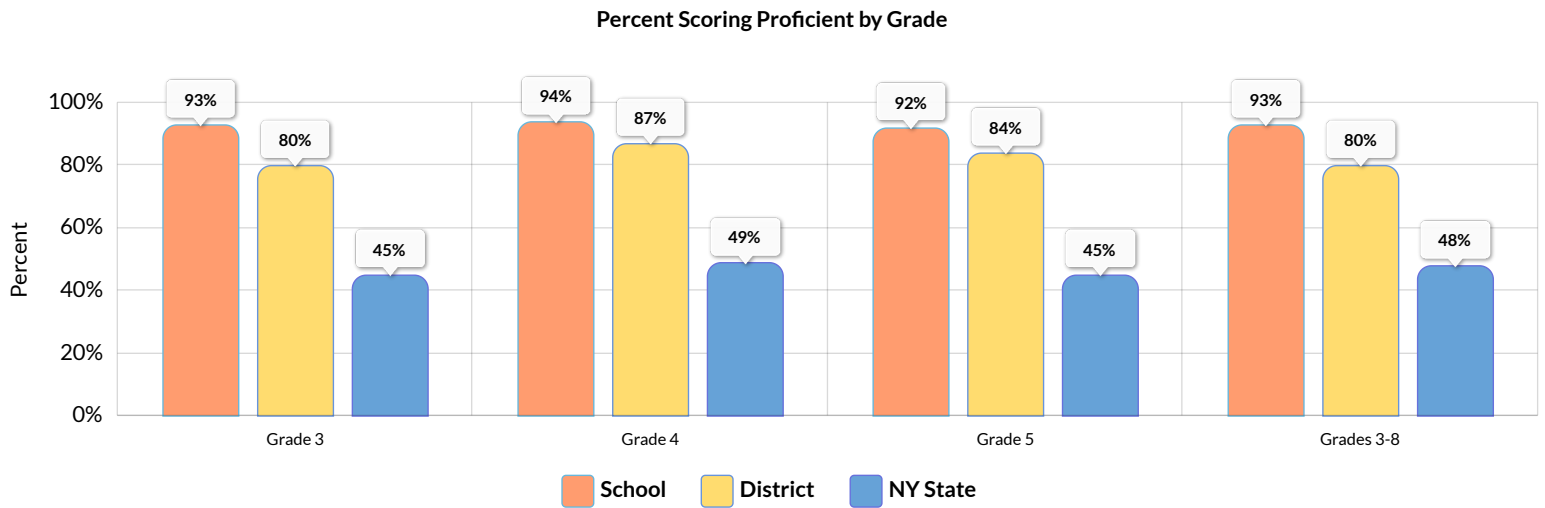
COLONIAL SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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.

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



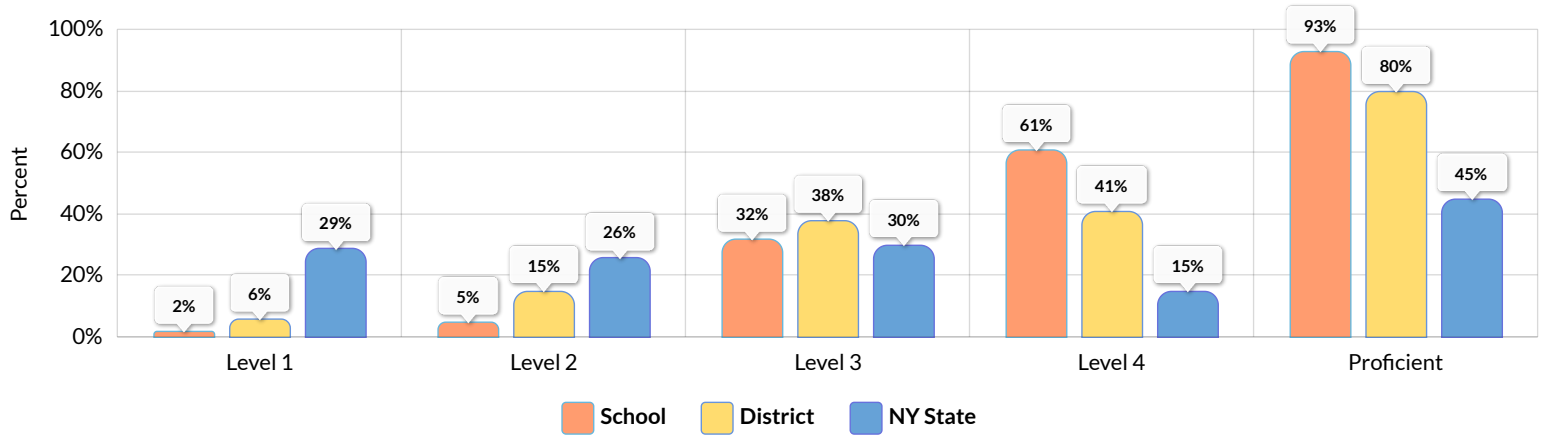
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Grade 4	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%
Grade 5	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Grades 3-8	144	1	1%	143	99%	2	1%	8	6%	55	38%	78	55%	133	93%

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.



Percent Scoring at Levels for All Students



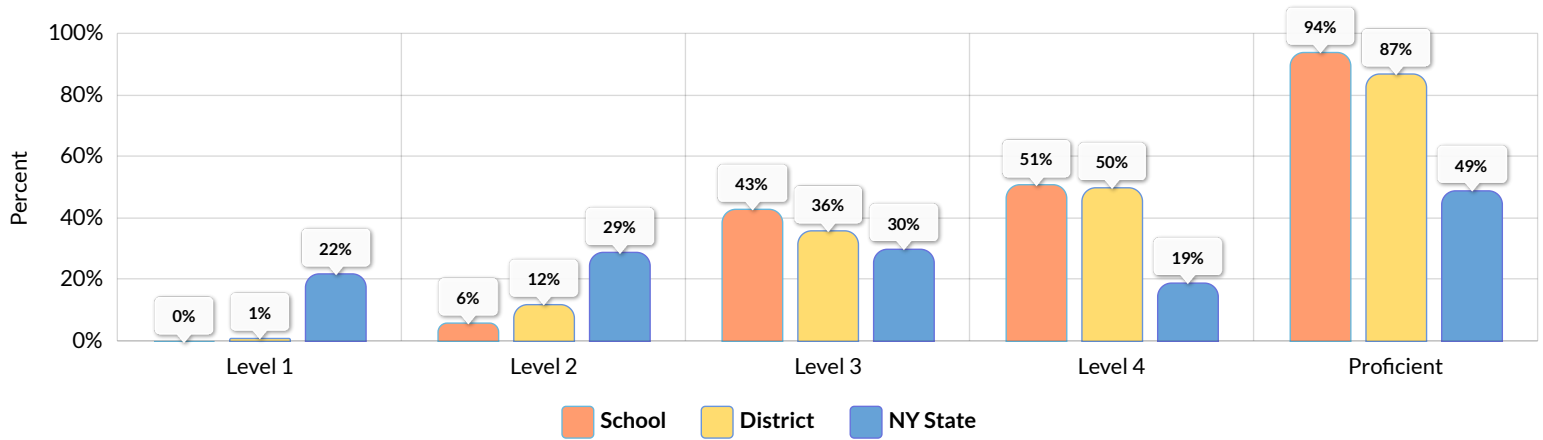
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Female	19	0	0%	19	100%	0	0%	0	0%	7	37%	12	63%	19	100%
Male	25	0	0%	25	100%	1	4%	2	8%	7	28%	15	60%	22	88%
General Education Students	43	0	0%	43	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
White	27	0	0%	27	100%	1	4%	2	7%	10	37%	14	52%	24	89%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	43	0	0%	43	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Not in Foster Care	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Not Homeless	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Not Migrant	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%
Parent Not in Armed Forces	44	0	0%	44	100%	1	2%	2	5%	14	32%	27	61%	41	93%

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.



Percent Scoring at Levels for All Students



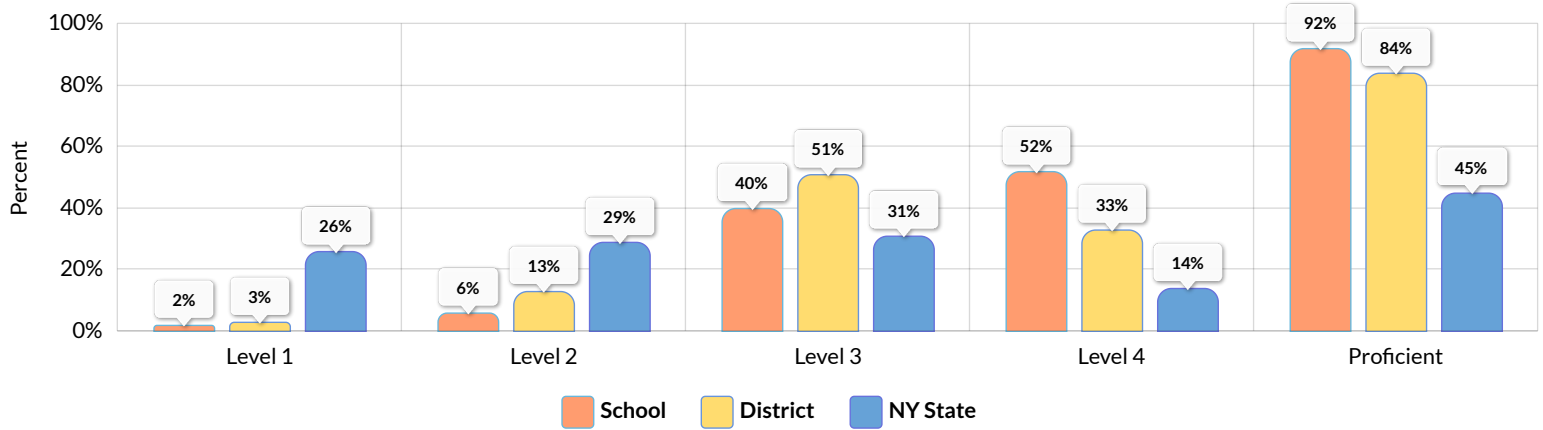
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%
Female	17	0	0%	17	100%	0	0%	1	6%	4	24%	12	71%	16	94%
Male	31	1	3%	30	97%	0	0%	2	7%	16	53%	12	40%	28	93%
General Education Students	45	1	2%	44	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	35	0	0%	35	100%	0	0%	2	6%	14	40%	19	54%	33	94%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	1	14%	4	57%	2	29%	6	86%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	45	0	0%	45	100%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	47	0	0%	47	100%	0	0%	3	6%	20	43%	24	51%	44	94%
Not in Foster Care	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%
Not Homeless	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%
Not Migrant	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%
Parent Not in Armed Forces	48	1	2%	47	98%	0	0%	3	6%	20	43%	24	51%	44	94%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Female	26	0	0%	26	100%	0	0%	2	8%	7	27%	17	65%	24	92%
Male	26	0	0%	26	100%	1	4%	1	4%	14	54%	10	38%	24	92%
General Education Students	48	0	0%	48	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	41	0	0%	41	100%	1	2%	2	5%	21	51%	17	41%	38	93%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	1	9%	0	0%	10	91%	10	91%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	50	0	0%	50	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Not in Foster Care	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Not Homeless	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Not Migrant	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%
Parent Not in Armed Forces	52	0	0%	52	100%	1	2%	3	6%	21	40%	27	52%	48	92%

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	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Grade 4	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%
Grade 5	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Grades 3-8	146	3	2%	143	98%	0	0%	11	8%	68	48%	64	45%	132	92%

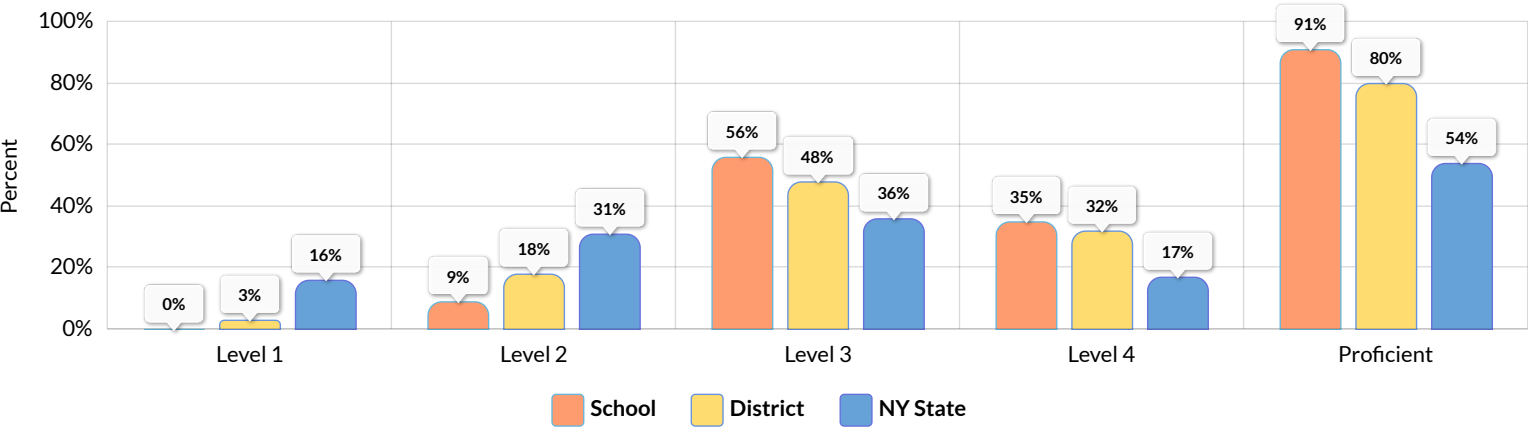
See report card Glossary and Guide for criteria used to include students in this table.

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.



Percent Scoring at Levels for All Students



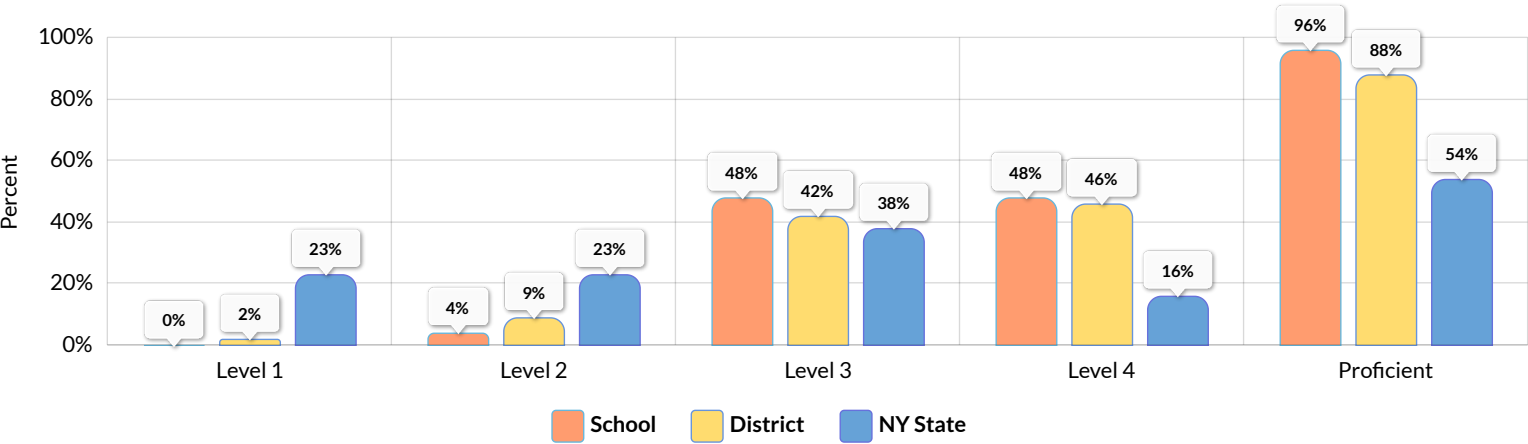
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Female	19	1	5%	18	95%	0	0%	2	11%	12	67%	4	22%	16	89%
Male	26	1	4%	25	96%	0	0%	2	8%	12	48%	11	44%	23	92%
General Education Students	44	2	5%	42	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	0	0%	0	0%	8	89%	1	11%	9	100%
White	28	2	7%	26	93%	0	0%	4	15%	12	46%	10	38%	22	85%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	44	2	5%	42	95%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Not in Foster Care	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Not Homeless	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Not Migrant	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%
Parent Not in Armed Forces	45	2	4%	43	96%	0	0%	4	9%	24	56%	15	35%	39	91%

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.



Percent Scoring at Levels for All Students



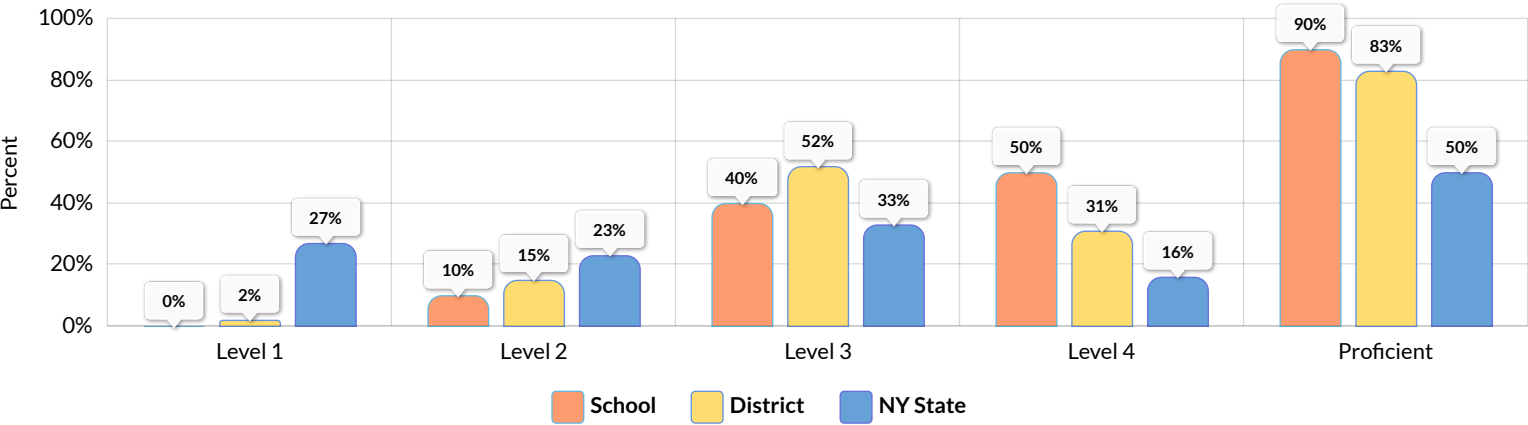
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%
Female	17	0	0%	17	100%	0	0%	0	0%	7	41%	10	59%	17	100%
Male	31	0	0%	31	100%	0	0%	2	6%	16	52%	13	42%	29	94%
General Education Students	45	0	0%	45	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	35	0	0%	35	100%	0	0%	1	3%	17	49%	17	49%	34	97%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	45	0	0%	45	100%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	47	0	0%	47	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%
Not Homeless	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%
Not Migrant	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%
Parent Not in Armed Forces	48	0	0%	48	100%	0	0%	2	4%	23	48%	23	48%	46	96%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Female	27	1	4%	26	96%	0	0%	2	8%	9	35%	15	58%	24	92%
Male	26	0	0%	26	100%	0	0%	3	12%	12	46%	11	42%	23	88%
General Education Students	49	1	2%	48	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	42	1	2%	41	98%	0	0%	4	10%	18	44%	19	46%	37	90%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	1	9%	3	27%	7	64%	10	91%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	51	1	2%	50	98%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Not in Foster Care	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Not Homeless	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Not Migrant	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%
Parent Not in Armed Forces	53	1	2%	52	98%	0	0%	5	10%	21	40%	26	50%	47	90%

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 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	24	0	0%	1	0	0%
THIS DISTRICT	236	15	6%	6	0	0%
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	23	0	0%
THIS DISTRICT	226	4	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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