

**Comprehensive State of the District Report:
Descriptive Presentation of Quantitative Indicators & Outcomes*
2023-24 School Year**

Hastings-on-Hudson Public Schools

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September 24, 2024

***Please see accompanying presentation slide deck shared at the 9.24.24 BOE meeting.**

Report Purpose

- We are committed to examining multiple measures of student data to inform continuous improvement efforts and celebrate areas of growth. Our commitment extends to sharing this information publicly.
- We provide annual State of the District reports. This is the second. We last provided such a report on July 2023.
- As additional context, this is the fifth report in the last three years on the State of the Hastings Public Schools. Three previous reports (two Mid-Year Reports and one End-of-Year Report) were qualitative. (Mid-Year Report-2.2.22, End of Year Update-6.30.22, Mid-Year Report-2.28.23).
- This is Part I: Comprehensive descriptive data presentation.
- Part II: Analysis and action plan on selected priorities will follow.



A Quantitative Overview

- We examine quantitative indicators and outcomes in three essential areas:
 - Academic Performance
 - Social-Emotional Experiences
 - Behavioral Performance
- In each section, basic data is presented, accompanied by an explanation of the data source and notable findings and learnings.



A Major Caveat

- The indicators and outcomes presented here are instructive, but not definitive, of strengths and necessary improvements.
- Metrics and quantitative markers are not able to fully capture the complex range of variables and inputs affecting academic, social-emotional or behavioral performance.
- Student cohorts are not identical from year-to-year due to enrollment shifts. This contributes to variations in the data.



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Academic Data **Spring 2024**



Academic Performance Data Sources

- Local & State **English Language Arts** Performance (Spring 2024)
 - Local Renaissance STAR Reading Assessments (K-8)
 - New York State ELA Assessments (3-8)
- Local & State **Mathematics** Performance (Spring 2024)
 - Local Renaissance STAR Mathematics Assessments (K-8)
 - New York State Mathematics Assessments (3-8)
- Grade 5 **Science** Performance (Spring 2024)
 - New York State Science Assessments (5)
- NYS **Regents** (Spring 2024)
 - Algebra (FMS & HHS)
 - Earth Science (FMS)
 - ELA (HHS)
 - Living Environment (HHS)
 - US History & Government (HHS)
 - Global History (HHS)





Local & State English Language Arts Performance
Hillside Elementary School & Farragut Middle School
Spring 2024



Local Renaissance STAR Reading Assessment Data (K-8)

Spring 2024

STAR Assessment: Context

STAR was introduced in Fall 2021.

STAR was administered to all students in grades K-8 three times a year in both ELA and mathematics.

Kindergarten students are administered the early literacy screener, which incorporates mathematics literacy questions. Consequently, there is no stand alone mathematics screening for kindergarten students.



READING DIAGNOSTIC SCREENER RESULTS: PERCENTAGE AT/ABOVE DISTRICT BENCHMARK % (#Students)

	SPRING 2022	SPRING 2023	SPRING 2024
G8	62%	73%	72%
G7	75%	85%	71%
G6	79%	79%	82%
G5	76%	87%	89%
G4	93%	93%	95%
G3	95%	91%	90%
G2	88%	84%	94%
G1	83%	89%	81%
K*	82%	91%	83%

Analysis of this data follows on the next slide.

*Please note that K results reflect performance on the early literacy screener.

STAR ELA Assessment: Overarching Takeaways

- Large majority of students in Grades K-8 performed at or above the benchmark on the STAR reading diagnostic screener.
- Higher percentages of students achieving or exceeding grade level benchmarks at the elementary school as compared to the middle school.
- Inconsistent trends in the percentage of students at or above the benchmark over time as cohorts move through middle school.



New York State Assessment Data (Grades 3-8)

Spring 2024

New York State Assessment Data: Context

- Districts are required to administer the ELA and mathematics State assessments to students in grades 3-8 annually.
- For the first time, computer based testing was required for students in grades 5 and 8.
- This year, a new science assessment aligned to the P-12 Science Learning Standards was also required for students in grade 5.





New York State English Language Arts Assessment Data (3-8)

Spring 2024



NYS ELA ASSESSMENT RESULTS: PERCENTAGE OF STUDENTS AT/ABOVE PROFICIENCY %

	SPRING 2022	SPRING 2023	SPRING 2024
G8	80%	87%	88%
G7	80%	84%	79%
G6	81%	76%	81%
G5	65%	84%	83%
G4	87%	94%	93%
G3	90%	86%	82%

Key Takeaways:

In general, stronger performance at the elementary school over time as compared to the middle school.

Inconsistent proficiency trends within grades over time.

Growth over time for the 2022 Grade 5, Grade 6 and Grade 7 cohorts.

2023-2024 School Year Grade 3 ELA (116 Students Tested)

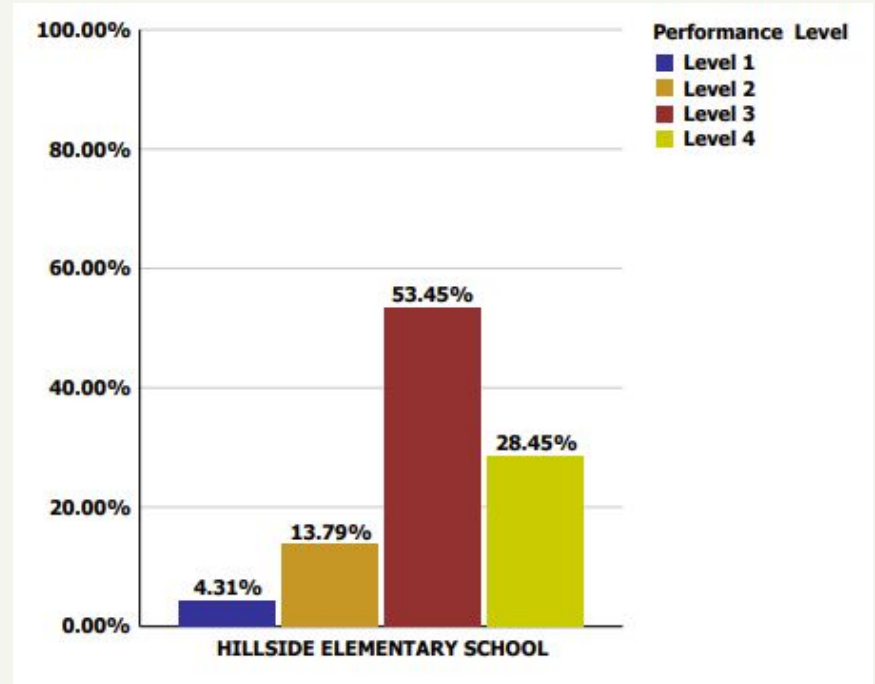
Performance Level	Range	Building Count	Building Percent
Level 4	474 - 494	33	28.45%
Level 3	450 - 467	62	53.45%
Level 2	432 - 446	16	13.79%
Level 1	383 - 428	5	4.31%

The State considers level 3 proficient.

Key Takeaways:

82% of students in grade 3 met or exceeded the proficiency standard.

18% fell below the proficiency standard.



2023-2024 School Year Grade 4 ELA (107 Students Tested)

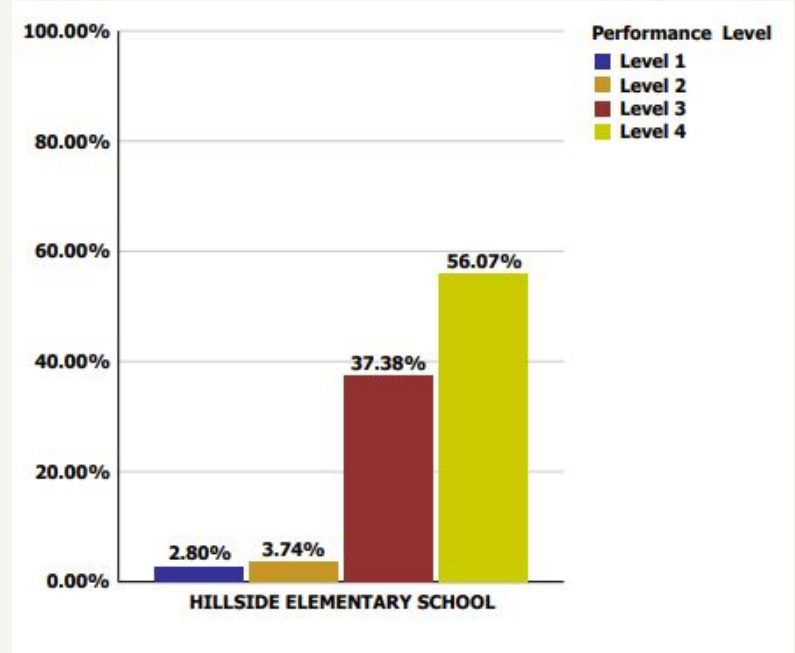
Performance Level	Range	Building Count	Building Percent
Level 4	471 - 493	60	56.07%
Level 3	450 - 465	40	37.38%
Level 2	431 - 446	4	3.74%
Level 1	371 - 428	3	2.80%

The State considers level 3 proficient.

Key Takeaways:

93% of students in grade 4 met or exceeded the proficiency standard.

7% fell below the proficiency standard.



2023-2024 School Year Grade 5 ELA (126 Students Tested)

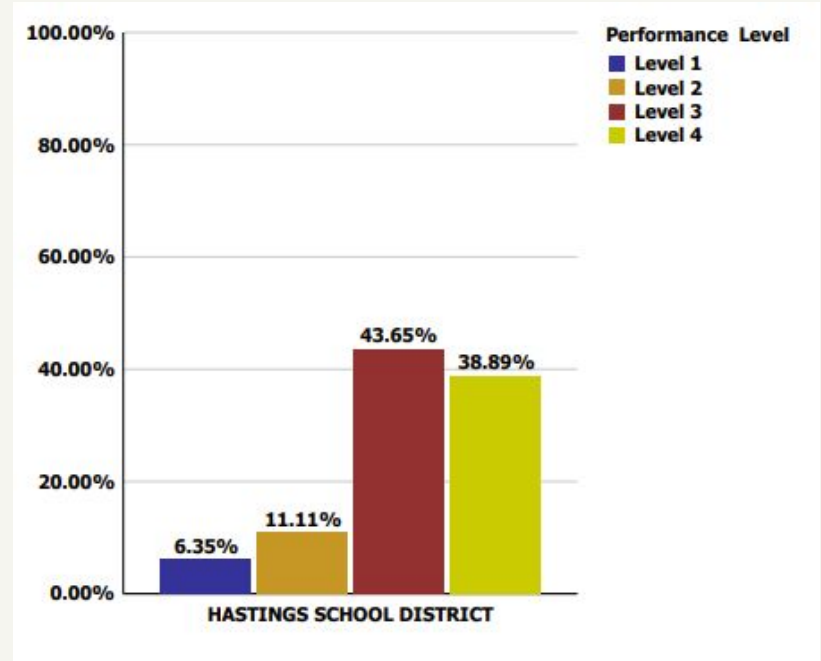
Performance Level	Range	District Count	District Percent
Level 4	474 - 504	49	38.89%
Level 3	450 - 468	55	43.65%
Level 2	432 - 446	14	11.11%
Level 1	373 - 429	8	6.35%

The State considers level 3 proficient.

Key Takeaways:

83% of students in grade 5 met or exceeded the proficiency standard.

17% fell below the proficiency standard.



2023-2024 School Year Grade 6 ELA (122 Students Tested)

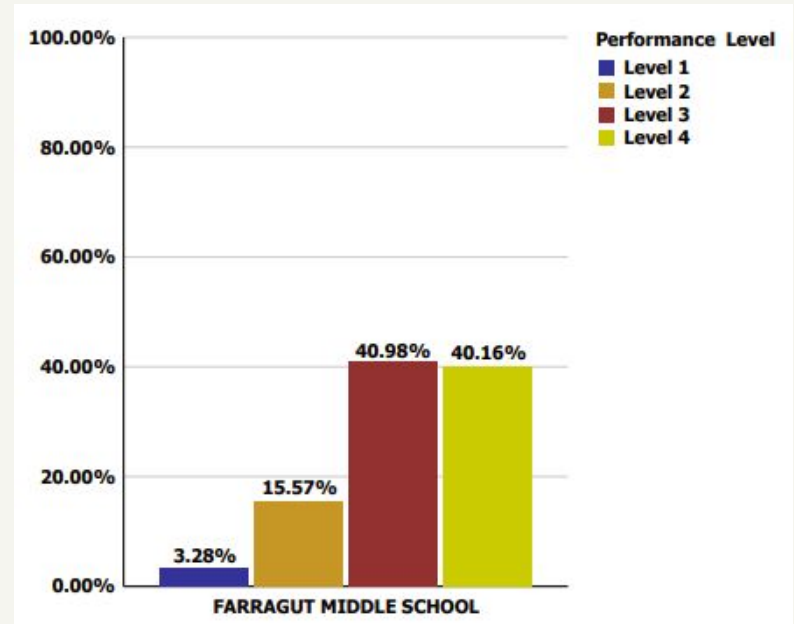
Performance Level	Range	Building Count	Building Percent
Level 4	470 - 498	49	40.16%
Level 3	450 - 465	50	40.98%
Level 2	431 - 445	19	15.57%
Level 1	368 - 429	4	3.28%

The State considers level 3 proficient.

Key Takeaways:

81% of students in grade 6 met or exceeded the proficiency standard.

19% fell below the proficiency standard.



2023-2024 School Year Grade 7 ELA (104 Students Tested)

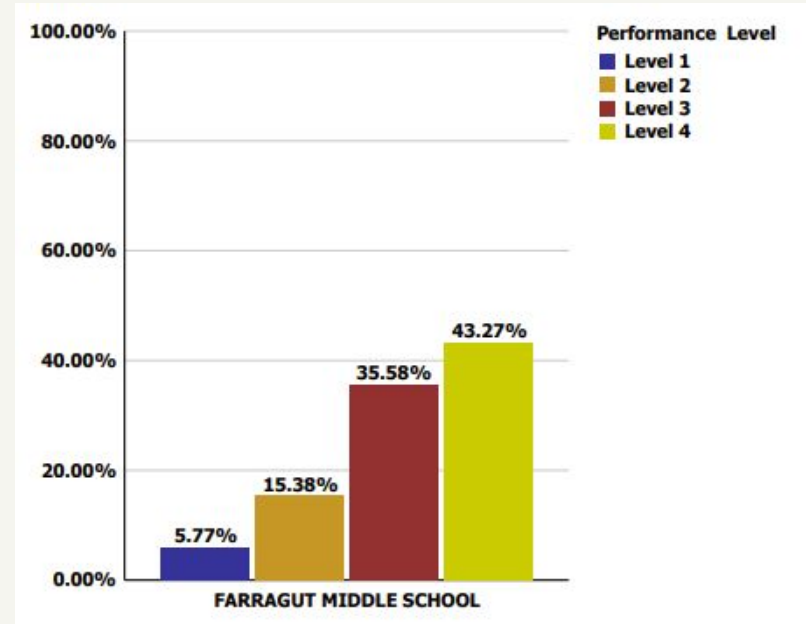
Performance Level	Range	Building Count	Building Percent
Level 4	472 - 502	45	43.27%
Level 3	450 - 467	37	35.58%
Level 2	433 - 447	16	15.38%
Level 1	363 - 430	6	5.77%

The State considers level 3 proficient.

Key Takeaways:

79% of students in grade 7 met or exceeded the proficiency standard.

21% fell below the proficiency standard.



2023-2024 School Year Grade 8 ELA (119 Students Tested)

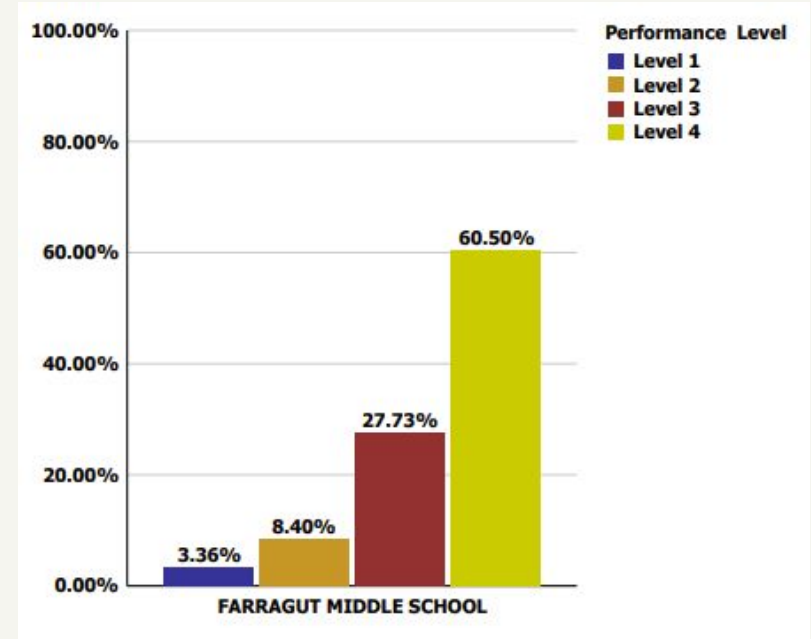
Performance Level	Range	Building Count	Building Percent
Level 4	472 - 500	72	60.50%
Level 3	450 - 466	33	27.73%
Level 2	430 - 446	10	8.40%
Level 1	363 - 427	4	3.36%

The State considers level 3 proficient.

Key Takeaways:

88% of students in grade 8 met or exceeded the proficiency standard.

12% fell below the proficiency standard.

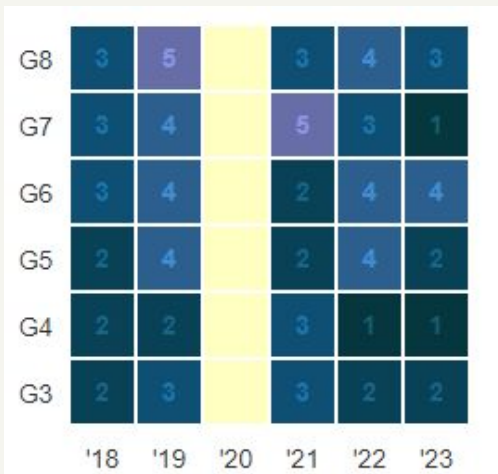


NYS ELA Assessment (3-8): Performance Over Time (Regional Decile)



Compared to BOCES Southern Westchester Districts:

Scarsdale UFSD, Edgemont UFSD, Rye City SD, Bronxville UFSD, Irvington UFSD, Blind Brook-Rye UFSD, Byram Hills CSD, Hastings-On-Hudson UFSD, Ardsley UFSD, Rye Neck UFSD, Pelham UFSD, Eastchester UFSD, Pocantico Hills CSD, Mamaroneck UFSD, Pleasantville UFSD, Dobbs Ferry UFSD, Valhalla UFSD, Tuckahoe UFSD, Harrison CSD, White Plains City SD, Mt Pleasant CSD, Greenburgh CSD, Hawthorne-Cedar Knolls UFSD, UFSD-Tarrytowns, New Rochelle City SD, Elmsford UFSD, Mt Pleasant-Cottage UFSD, Port Chester-Rye UFSD, Mt Vernon City SD, Greenburgh Eleven UFSD



Metric: %Level 3+

NYS ELA Assessment (3-8): Key Takeaways



- Overall strong performance on the NYS ELA Assessment (3-8).
- Strongest performance at Hillside was in Grade 4, with 93% of students meeting or exceeding the proficiency standard.
- Strongest performance at Farragut Middle School was in Grade 8, with 88% of students meeting or exceeding the proficiency standard.
- Strong 2023 performance, overall, relative to the BOCES Southern Westchester region.



Local & State Mathematics Performance

Hillside Elementary School & Farragut Middle School

Spring 2024



Local Renaissance STAR Mathematics Assessment Data (K-8)

Spring 2024



MATHEMATICS DIAGNOSTIC SCREENER RESULTS: PERCENTAGE AT/ABOVE DISTRICT BENCHMARK

	SPRING 2022	SPRING 2023	SPRING 2024
G8	71%	82%	76%
G7	82%	78%	77%
G6	82%	78%	87%
G5	73%	90%	85%
G4	94%	87%	94%
G3	91%	84%	89%
G2	82%	82%	89%
G1	89%	94%	93%

Analysis of this data follows on the next slide.

STAR Mathematics Assessment: Overarching Takeaways



- Large majority of students in Grades 1-8 performed at or above the benchmark on the STAR mathematics diagnostic screener
- Higher percentages of students achieving or exceeding grade level benchmarks at the elementary school as compared to the middle school
- Generally, increases in performance since 2022 for both buildings



New York State Mathematics Assessment Data (Grades 3-8)

Spring 2024

NYS MATHEMATICS ASSESSMENT RESULTS: PERCENTAGE OF STUDENTS AT/ABOVE PROFICIENCY %

	SPRING 2022	SPRING 2023	SPRING 2024
G8	57%	87%	93%
G7	75%	88%	83%
G6	72%	70%	80%
G5	62%	87%	75%
G4	87%	91%	94%
G3	91%	84%	81%

Key Takeaways:

Inconsistent proficiency trends within grades over time

Decline over time for the 2022 grade 3 and grade 4 cohorts

Increase over time for the 2022 Grade 5, Grade 6, and Grade 7 cohorts

2023-2024 School Year Grade 3 Mathematics (115 Students Tested)

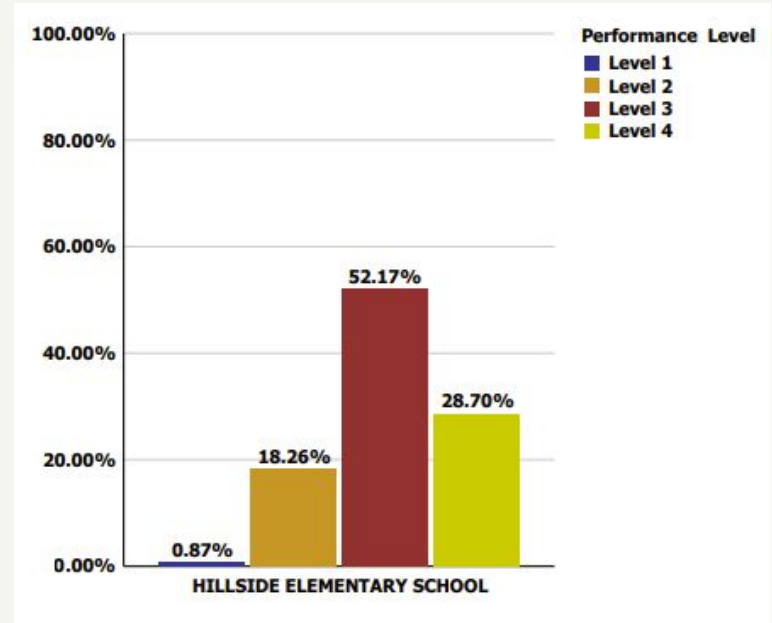
Performance Level	Range	Building Count	Building Percent
Level 4	487 - 505	33	28.70%
Level 3	450 - 480	60	52.17%
Level 2	424 - 447	21	18.26%
Level 1	381 - 419	1	0.87%

The State considers level 3 proficient.

Key Takeaways:

81% of students in grade 3 met or exceeded the proficiency standard.

19% fell below the proficiency standard.



2023-2024 School Year Grade 4 Mathematics (108 Students Tested)

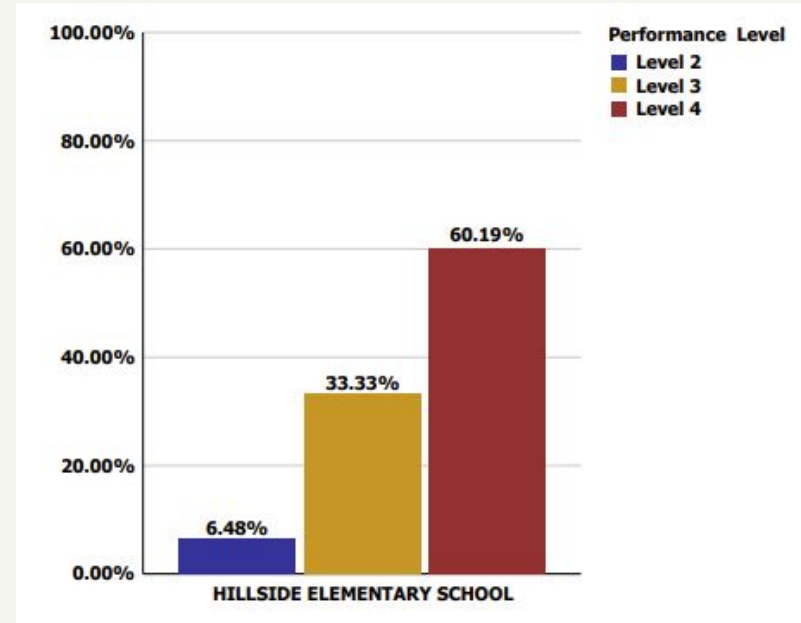
Performance Level	Range	Building Count	Building Percent
Level 4	486 - 512	65	60.19%
Level 3	450 - 483	36	33.33%
Level 2	431 - 448	7	6.48%

The State considers level 3 proficient.

Key Takeaways:

94% of students in grade 4 met or exceeded the proficiency standard.

6% fell below the proficiency standard.



2023-2024 School Year Grade 5 Mathematics (123 Students Tested)

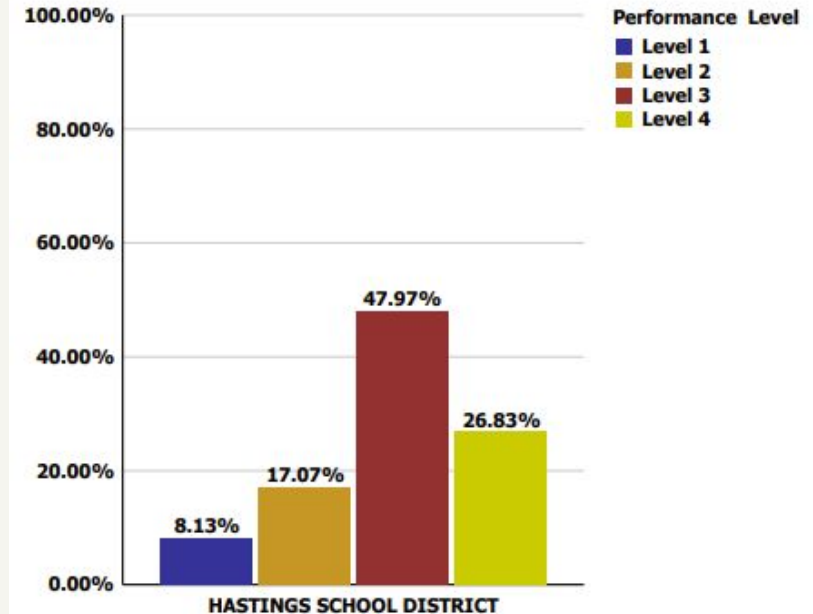
Performance Level	Range	District Count	District Percent
Level 4	483 - 521	33	26.83%
Level 3	450 - 478	59	47.97%
Level 2	432 - 447	21	17.07%
Level 1	384 - 430	10	8.13%

The State considers level 3 proficient.

Key Takeaways:

75% of students in grade 5 met or exceeded the proficiency standard.

25% fell below the proficiency standard.



2023-2024 School Year Grade 6 Mathematics (119 Students Tested)

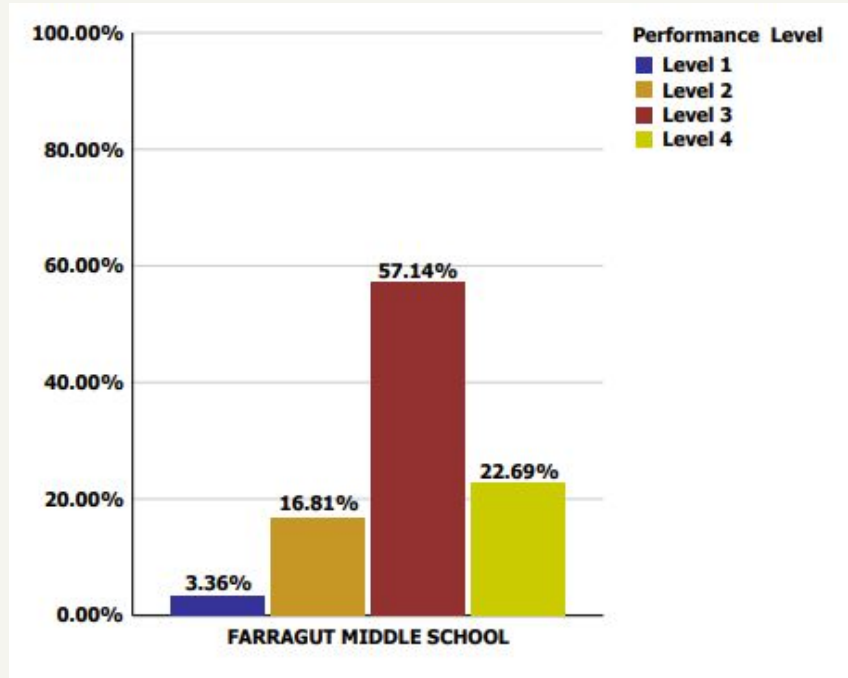
Performance Level	Range	Building Count	Building Percent
Level 4	485 - 517	27	22.69%
Level 3	450 - 481	68	57.14%
Level 2	431 - 447	20	16.81%
Level 1	387 - 428	4	3.36%

The State considers level 3 proficient.

Key Takeaways:

80% of students in grade 6 met or exceeded the proficiency standard.

15% fell below the proficiency standard.



2023-2024 School Year Grade 7 Mathematics (108 Students Tested)

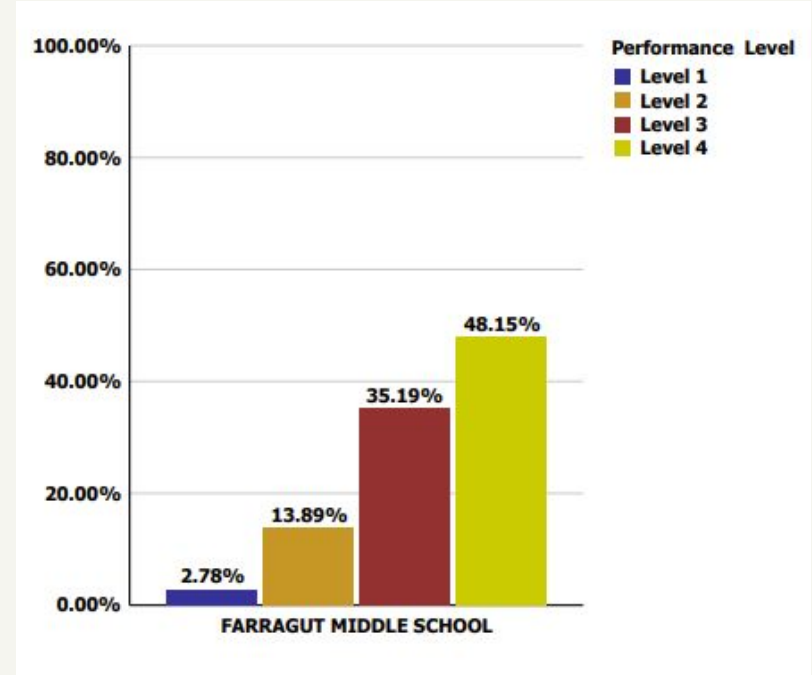
Performance Level	Range	Building Count	Building Percent
Level 4	477 - 523	52	48.15%
Level 3	450 - 474	38	35.19%
Level 2	430 - 447	15	13.89%
Level 1	378 - 428	3	2.78%

The State considers level 3 proficient.

Key Takeaways:

83% of students in grade 7 met or exceeded the proficiency standard.

17% fell below the proficiency standard.



2023-2024 School Year Grade 8 Mathematics (120 Students Tested)

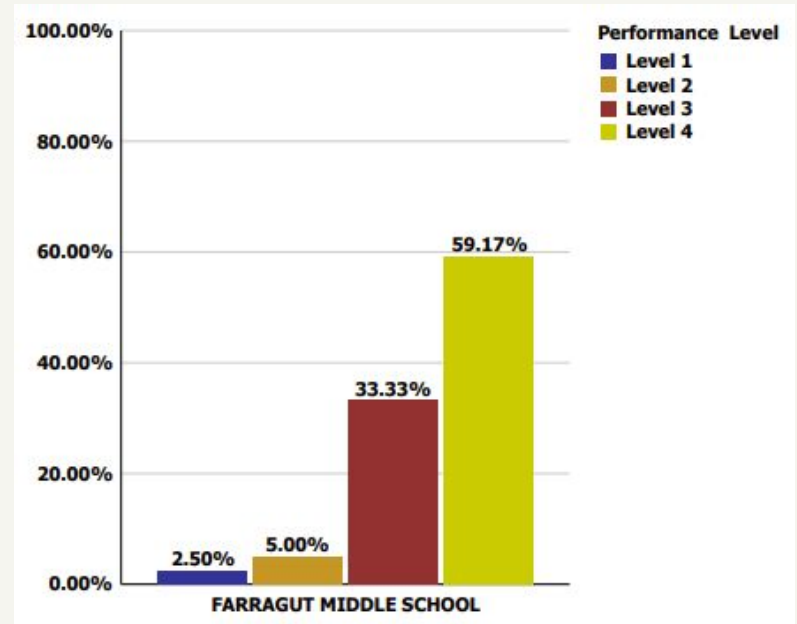
Performance Level	Range	Building Count	Building Percent
Level 4	482 - 521	71	59.17%
Level 3	450 - 478	40	33.33%
Level 2	436 - 448	6	5.00%
Level 1	382 - 432	3	2.50%

The State considers level 3 proficient.

Key Takeaways:

93% of students in grade 8 met or exceeded the proficiency standard.

7% fell below the proficiency standard.

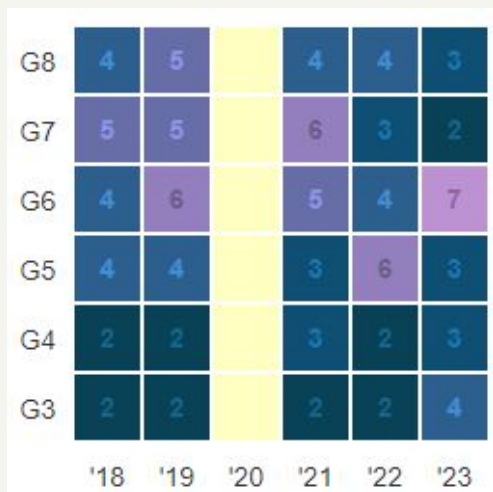


NYS Mathematics Assessment (3-8): Performance Over Time (Regional Decile)



Compared to BOCES Southern Westchester Districts:

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Metric: %Level 3+

NYS Mathematics Assessment: Key Takeaways



- Overall strong performance on the NYS Mathematics Assessment (3-8). In general, improvement at the middle school level over the past few years.
- Strongest performance at Hillside was in Grade 4, with 94% of students meeting or exceeding the proficiency standard. Please note the shift of curriculum to Reveal Math (implementation dip).
- Strongest performance at Farragut Middle School was in Grade 8, with 93% of students meeting or exceeding the proficiency standard.
- Proficiency levels for Grades 5, 6 and 7 will continue to be examined, given notable differences compared to 4th and 8th grade.
- Lower percentage of students achieving or exceeding grade level benchmarks in Grade 6 relative to the BOCES Southern Westchester region



New York State Science Assessment Data (Grade 5)

Spring 2024

2023-2024 School Year Grade 5 Science (120 Students Tested)

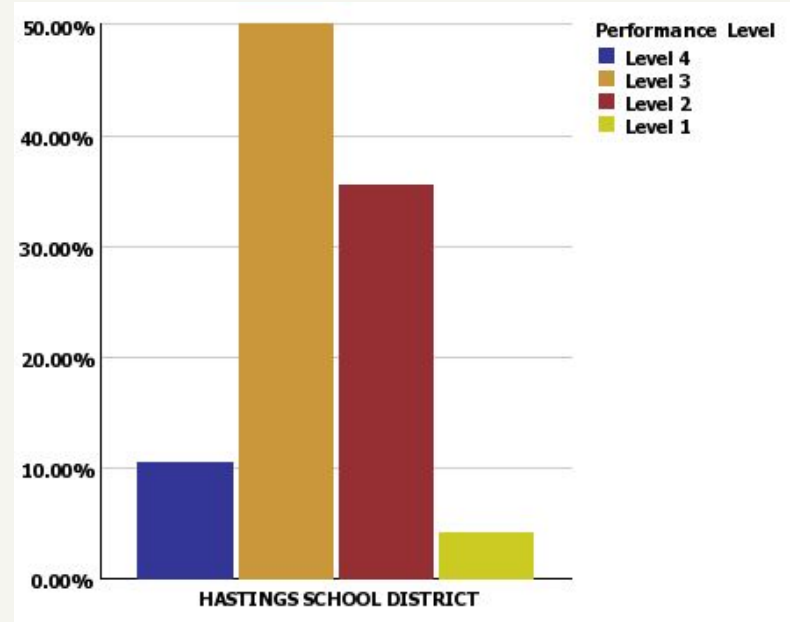
Performance Level	Range	District Count	District Percent
Level 4	480 - 516	13	10.48%
Level 3	450 - 477	62	50.00%
Level 2	424 - 447	44	35.48%
Level 1	398 - 420	5	4.03%

The State considers level 3 proficient.

Key Takeaways:

60% of students in grade 5 met or exceeded the proficiency standard.

40% fell below the proficiency standard.



NYS Science Assessment: Key Takeaways



- Developing performance on the new NYS Science Assessment (5).
- As an example of the data analysis and action plan that will follow, a data dive has been initiated with elementary and middle school teachers to better understand strengths and opportunities for growth. This has already included an analysis of the performance frequency distribution (percentage of students scoring at each level), and analysis of disaggregated data. Forthcoming will be analysis of the building benchmark report (analysis of performance relative to each standard/skill), and student performance reports for individual students. Following this process, an action plan will be developed to support continuous improvement efforts.
- We will continue to dedicate efforts to our continuous improvement efforts in science.

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NYS Regents Performance Comparative Proficiency Data Spring 2024

NYS Regents Assessment: Context

- Algebra I reflects middle school and high school performance. Earth Science reflects middle school performance. All other data reflects high school performance.
- June 2023 was the first administration of the new US History & Government Regents examination.
- June 2024 was the first administration of the new Algebra I Regents examination.



REGENTS PERFORMANCE PROFICIENCY DATA

	SPRING 2022	SPRING 2023	SPRING 2024
ALGEBRA I	89%	99%	98%
EARTH SCIENCE	99%	94%	93%
ELA	97%	99%	99%
GLOBAL HISTORY	99%	100%	91%
LIVING ENVIRONMENT	97%	100%	99%
US HISTORY & GOVERNMENT*	n/a	99%	97%

Key Takeaways:

Overall strong performance on all Regents exams over the past few years.

Increase in performance on the Algebra I Regents exam since 2022.

Slight decline over time in Earth Science.

Notable decline in Global History performance compared with last year.

*The Regents examination was not administered in 2021-2022 in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam. In Hastings there were 140 students exempt.

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NYS Regents Performance **Algebra I**

**Farragut Middle School &
Hastings High School**

2023-2024 School Year Algebra I Regents (129 Students Tested: FMS & HHS)

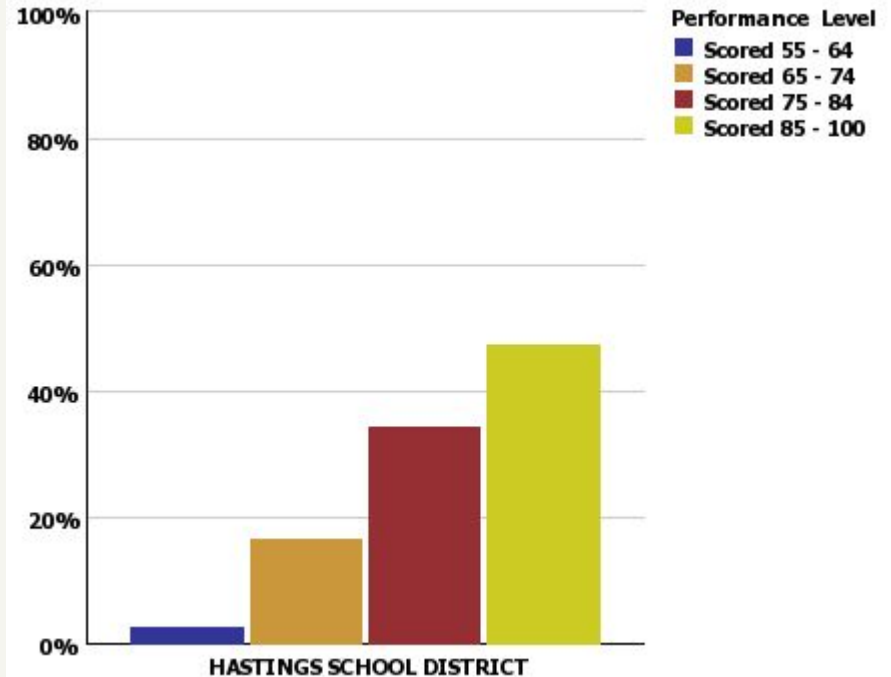
Performance Level	District Count	District Percent
Scored 55 - 64	3	2.33%
Scored 65 - 74	21	16.28%
Scored 75 - 84	44	34.11%
Scored 85 - 100	61	47.29%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Algebra I

Proficient: 98% of tested students (FMS & HHS)

Mastery: 47% of tested students (FMS & HHS)



2023-2024 School Year
Algebra I Regents (83 Students Tested: FMS)
Disaggregated Data by Building

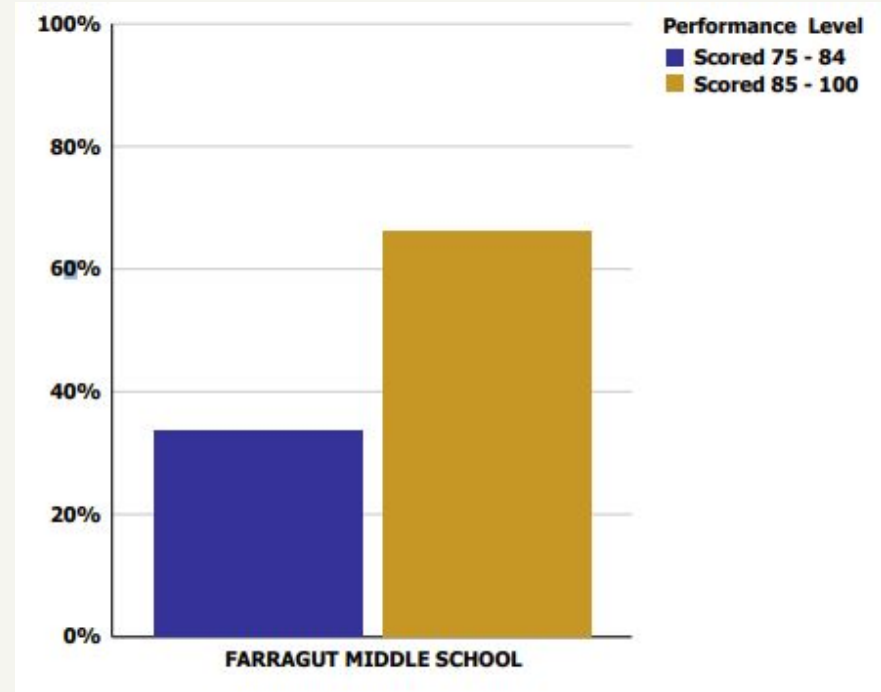
Performance Level	Building Count	Building Percent
Scored 75 - 84	28	33.73%
Scored 85 - 100	55	66.27%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Algebra I

Proficient: 100% of tested students (FMS)

Mastery: 66% of tested students (FMS)



2023-2024 School Year
Algebra I Regents (47 Students Tested: HHS)
Disaggregated Data by Building

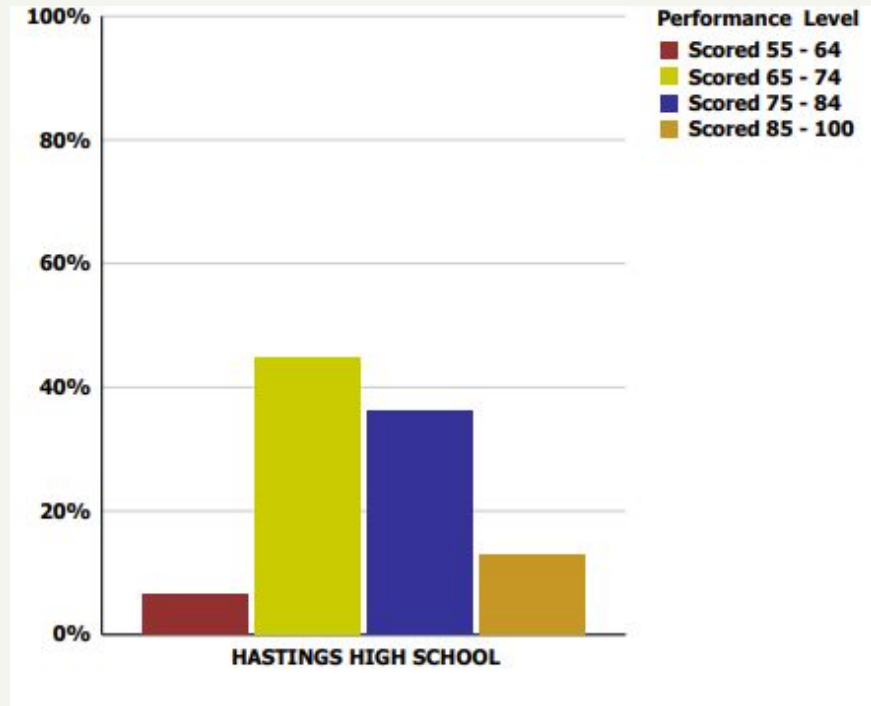
Performance Level	Building Count	Building Percent
Scored 55 - 64	3	6.38%
Scored 65 - 74	21	44.68%
Scored 75 - 84	17	36.17%
Scored 85 - 100	6	12.77%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Algebra I

Proficient: 94% of tested students (HHS)

Mastery: 13% of tested students (HHS)



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NYS Regents Performance **Earth Science**

Farragut Middle School

2023-2024 School Year Earth Science Regents (142 Students Tested: FMS)

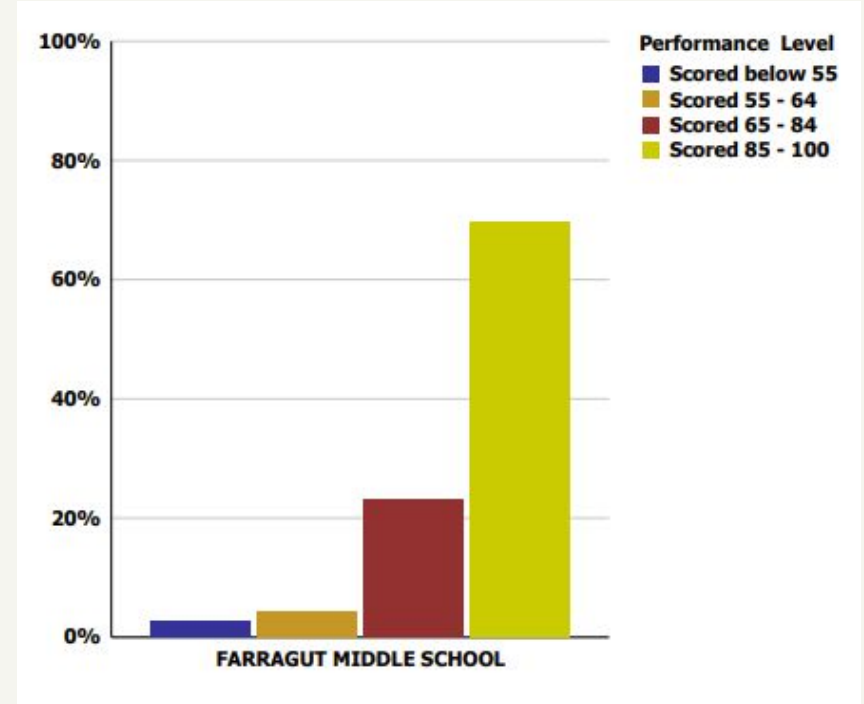
Performance Level	Building Count	Building Percent
Scored below 55	4	2.82%
Scored 55 - 64	6	4.23%
Scored 65 - 84	33	23.24%
Scored 85 - 100	99	69.72%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Earth Science

Proficient: 93% of tested students (FMS)

Mastery: 70% of tested students (FMS)



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NYS Regents Performance **ELA**

Hastings High School

2023-2024 School Year ELA Regents (128 Students Tested: HHS)

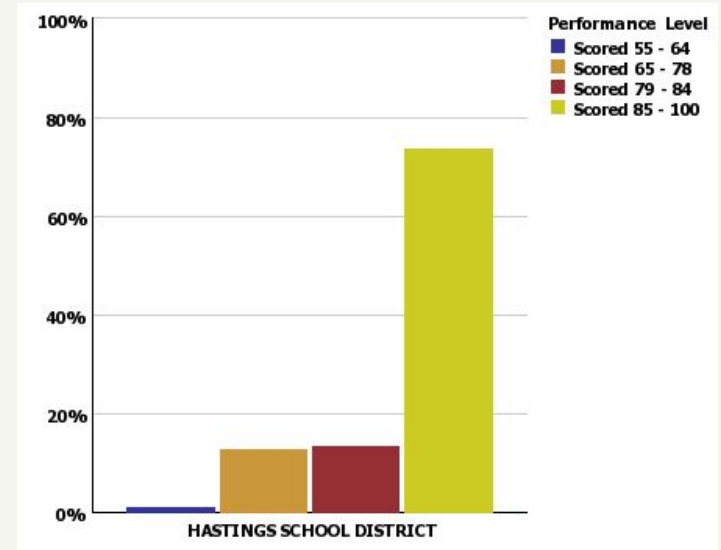
Performance Level	District Count	District Percent
Scored 55 - 64	1	0.78%
Scored 65 - 78	16	12.50%
Scored 79 - 84	17	13.28%
Scored 85 - 100	94	73.44%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

ELA

Proficient: 99% of tested students (HHS)

Mastery: 73% of tested students (HHS)



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NYS Regents Performance **Global History**

Hastings High School

2023-2024 School Year Global History Regents (112 Students Tested: HHS)

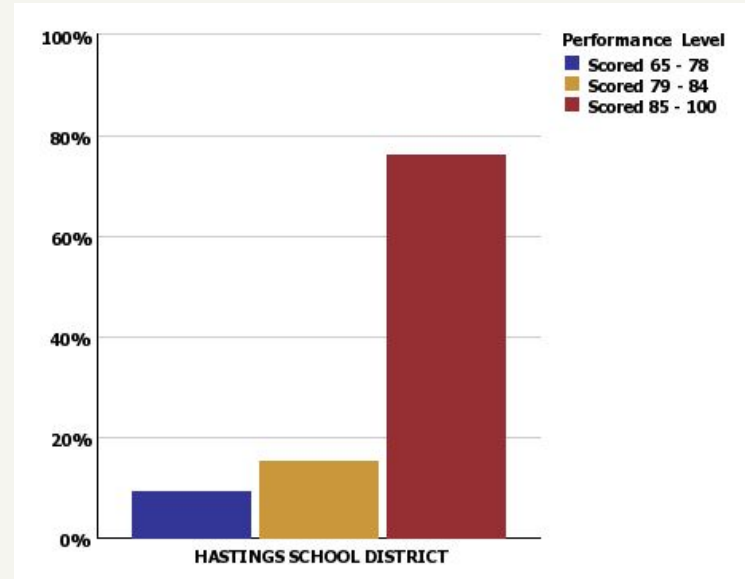
Performance Level	District Count	District Percent
Scored 65 - 78	10	8.93%
Scored 79 - 84	17	15.18%
Scored 85 - 100	85	75.89%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Global History

Proficient: 100% of tested students (HHS)

Mastery: 76% of tested students (HHS)



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NYS Regents Performance **Living Environment**

Hastings High School

2023-2024 School Year Living Environment (132 Students Tested: HHS)

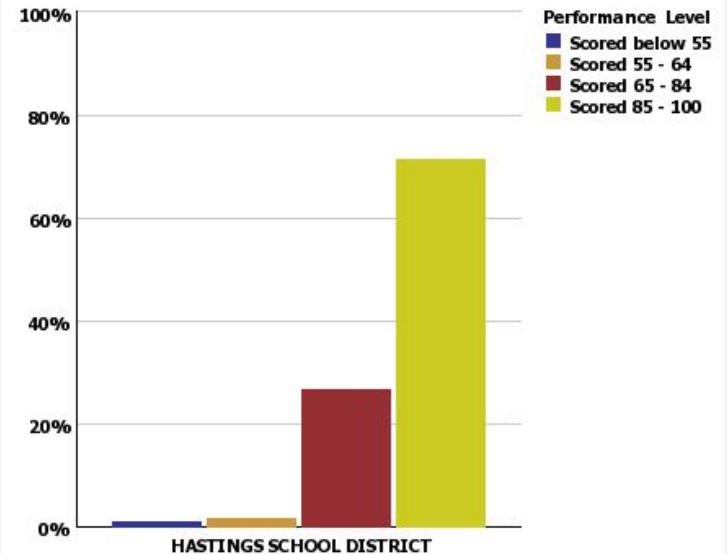
Performance Level	District Count	District Percent
Scored below 55	1	0.76%
Scored 55 - 64	2	1.52%
Scored 65 - 84	35	26.52%
Scored 85 - 100	94	71.21%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

Living Environment

Proficient: 98% of tested students (HHS)

Mastery: 71% of tested students (HHS)



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NYS Regents Performance **US History & Government**

Hastings High School

2023-2024 School Year US History & Government (128 Students Tested: HHS)

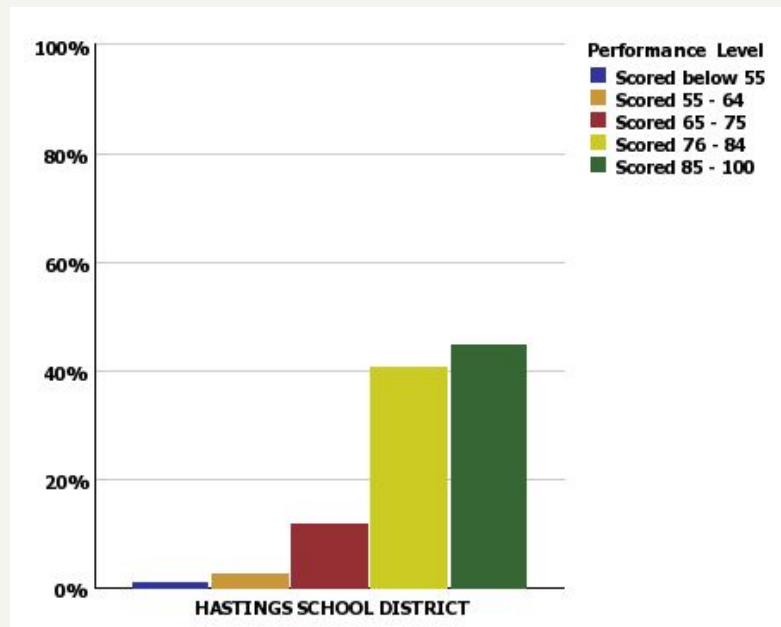
Performance Level	District Count	District Percent
Scored below 55	1	0.78%
Scored 55 - 64	3	2.34%
Scored 65 - 75	15	11.72%
Scored 76 - 84	52	40.62%
Scored 85 - 100	57	44.53%

The State considers a score of 65% proficient and 85% mastery. The above table shows the distribution of the ranges within which students performed.

US History & Government

Proficient: 97% of tested students (HHS)

Mastery: 45% of tested students (HHS)



Regents Assessment Analysis: Overarching Takeaways

- Overall strong proficiency on Regents examinations across all content areas. Proficiency at 90% percent and above is considered to be strong.
- Gaps between proficiency and mastery for all Regents assessments, especially sizeable for Algebra and US History & Government. In these two areas, mastery level performance is below 50% when considering both buildings. In other content areas, mastery performance is over 70%. Additional attention is necessary.
- Performance in Earth Science and Global History will continue to be monitored closely due to declines, particularly given upcoming changes to the Earth Science exam.



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Social Emotional Data (K-12)

Spring 2024

About Panorama

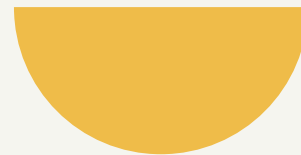


Over the past few years, we have used Panorama survey resources, developed by researchers at the Harvard Graduate School of Education and Panorama Education, to understand student perceptions of their overall social and learning climate. We plan to continue administration of the Social Emotional Learning (SEL) Panorama Survey, for grades K-12, this school year.

The Panorama screener is confidential but not anonymous, with results available for individual and district-wide purposes. For school and district-wide purposes, the screener results have been enabling us to identify patterns across groups of students. Because the survey is taken by students in over 6,500 schools, we can benchmark our students' self-reports against national findings.

Results from this survey are currently available to our administrative team. Our aim is to become more deliberate and systematic in sharing this data with members of the faculty and students with the intention of using this data in a formative manner. Further, we hope to enhance its use for individual students. The screener can be used as one of several measures of social and emotional wellness teachers use to determine which students require differentiated attention through the multi-tiered systems of support (MTSS). MTSS is a three-tiered instructional framework designed to support students with intervention and enrichment opportunities.

Social Emotional Assessment: Context



- Panorama has been administered three times annually (2020, 2021, 2022, 2023).
- In fall of 2022, middle and high school students did not participate in the survey. The *Portrait of a Hastings Learner* student survey was administered instead.
- Spring 2023 and spring 2024 percentages reflect a lower participation rate. These data should be interpreted cautiously. These participation rates have been linked [here](#).
- We will be looking into a different approach to administering at the high school level for the current school year.

Social Emotional Assessment: Administration



Grades K-2: Teachers respond to four screening questions on behalf of individual students. This approach is recommended by Panorama to account for young students' varied readiness to read and respond to a survey. The screener questions investigate the following categories: (a) social awareness, (b) self-efficacy, (c) social perspective taking, and (d) emotion regulation.

Grades 3-5: Students respond independently to 51 questions. The screener questions investigate *student competency and wellbeing* and *student supports and environment*. Sub-topics include (a) challenging feelings, (b) emotion regulation, (c) positive feelings, (d) self-efficacy, (e) self-management, and (f) supportive relationships.

Grades 6-12: Students respond independently to 60 questions. The screener questions investigate *student competency and wellbeing* and *student supports and environment*. Sub-topics include (a) challenging feelings, (b) emotion regulation, (c) positive feelings, (d) self-efficacy, (e) self-management, and (f) supportive relationships.

Panorama Diagnostic Screener

Panorama Survey Data: Hillside Elementary School

Percentages reflect favorable responses

(Ex. A score of “81% favorable” means that 81% of the responses across all questions in a topic were favorable.)

	Emotion Regulation	Social Awareness	Self-Efficacy	Social Perspective-Taking						
Spring (K-2)	76%	68%	70%	57%						
Winter (K-2)	76%	66%	62%	51%						
Fall (K-2)	81%	73%	60%	58%						
	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (3-4)	70%	74%	76%	81%	71%	66%	79%	76%	86%	93%
Winter (3-4)	68%	74%	78%	79%	72%	65%	78%	72%	87%	93%
Fall (3-4)	69%	74%	78%	76%	69%	64%	78%	69%	84%	91%

***Strong HES participation rate ([Spring 2024](#))**

Overarching Takeaways (Grades K-2)



- Looked at four areas for students in Grades K-2: *Emotion Regulation*, *Social Awareness*, *Social Perspective-Taking*, and *Self-Efficacy*
- Teachers took the surveys on behalf of individual students
- Results range widely across these ranges across the year from 51% - 81% favorable
- In the spring, it did narrow a bit (57% - 76% favorable)
- *Social Perspective-Taking* remains the area with the lowest favorability rating (57%). *Emotion Regulation* remains the area with the highest favorability rating, as in 2023 (76%)

Overarching Takeaways (Grades 3-4)

- Student Competency and Well-Being is assessed by examining six indicators:
 - *Self-Management*
 - *Positive Feelings*
 - *Self-Efficacy*
 - *Challenging Feelings*
 - *Emotion Regulation*
 - *Supportive Relationships*
- Spring 2024 results show that the majority responses in these areas were favorable (66% - 93%)
- Similar to spring 2023 and spring 2022, the most favorable spring results were reported for *Supportive Relationships* (93%)
- Similar to spring 2023 and spring 2022, *Self-Efficacy* shows an increase since the fall
- Emotion Regulation has had the lowest percentage of favorable responses across the school year. This is in direct contrast with the K-2 results
- All other areas have been stable since the fall



Overarching Takeaways (Grades 3-4)

- Student Supports and Environment is assessed by examining four indicators:
 - *Teacher-Student Relationships*
 - *School Climate*
 - *Sense of Belonging*
 - *Engagement*
- Spring 2024 results show that the majority responses in these areas were favorable (70% - 81%)
- Similar to 2023, *Teacher-Student Relationships* shows an increase since the fall
- All other areas have been stable since fall 2023.



Panorama Diagnostic Screener

Panorama Survey Data: Farragut Middle School

Percentages reflect favorable responses

(Ex. A score of “81% favorable” means that 81% of the responses across all questions in a topic were favorable.)

	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (5)	61%	61%	67%	75%	66%	63%	73%	75%	84%	87%
Winter (5)	63%	64%	71%	79%	66%	63%	74%	72%	83%	90%
Fall (5)	67%	66%	73%	84%	67%	67%	75%	72%	86%	91%
	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (6-8)	35%	47%	51%	58%	55%	57%	61%	58%	78%	84%
Winter (6-8)	34%	49%	52%	57%	53%	63%	74%	72%	83%	90%
Fall (6-8)	38%	52%	56%	65%	61%	56%	62%	60%	83%	85%

*Strong FMS participation rate [\(Spring 2024\)](#)

Overarching Takeaways (Grade 5)

- Student Competency and Well-Being is assessed by examining six indicators:
 - *Self-Management*
 - *Positive Feelings*
 - *Self-Efficacy*
 - *Challenging Feelings*
 - *Emotion Regulation*
 - *Supportive Relationships*
- Spring 2024 results show that the majority responses in these areas were favorable (63% - 87%)
- Similar to last year and the year before, the most favorable spring results were reported for *Supportive Relationships* (87%)
- All areas have been relatively stable since the fall



Overarching Takeaways (Grade 5)

- Student Supports and Environment is assessed by examining four indicators:
 - *Teacher-Student Relationships*
 - *School Climate*
 - *Sense of Belonging*
 - *Engagement*
 - Spring 2024 results show that the majority responses in these areas were favorable (61% - 75%)
 - Results show steady decreases in each of these areas since the fall, like last year
- 

Overarching Takeaways (Grades 6-8)

- Student Competency and Well-Being is assessed by examining six indicators:
 - *Self-Management*
 - *Positive Feelings*
 - *Self-Efficacy*
 - *Challenging Feelings*
 - *Emotion Regulation*
 - *Supportive Relationships*
- Spring 2024 results show that the majority responses in these areas were favorable (55% - 84%)
- Similar to last year and the year before, the most favorable spring results were reported for *Supportive Relationships* (84%)
- All areas have been relatively stable since the fall, with the exception of decreases in *Self-Management* and *Challenging Feelings*, like last year

Overarching Takeaways (Grades 6-8)



- Student Supports and Environment is assessed by examining four indicators:
 - *Teacher-Student Relationships*
 - *School Climate*
 - *Sense of Belonging*
 - *Engagement*
- Spring 2024 results show that the majority responses in the areas of *Teacher-Student Relationships* (58%) and *Sense of Belonging* (51%) were favorable, but not in *School Climate* (47%) and *Engagement* (35%)
- Similar to last year and the year before, results show decreases in all four areas from fall to spring. We will be examining these results and declines more deeply.

Panorama Diagnostic Screener

Panorama Survey Data: Hastings High School

Percentages reflect favorable responses

(Ex. A score of “81% favorable” means that 81% of the responses across all questions in a topic were favorable.)

	Engagement	School Climate	Sense of Belonging	Teacher-Student Relationships	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Supportive Relationships
Spring (9-12)	36%	64%	55%	64%	54%	61%	67%	59%	82%	87%
Winter (9-12)	26%	56%	49%	52%	53%	56%	61%	54%	78%	85%
Fall (9-12)	27%	55%	45%	53%	52%	58%	62%	53%	79%	84%

***Weak HHS participation rate ([Spring 2024](#)).**

We will be examining the timeframe and structure for the spring administration.

Overarching Takeaways (Grades 9-12)

- Student Competency and Well-Being is assessed by examining six indicators:
 - *Self-Management*
 - *Positive Feelings*
 - *Self-Efficacy*
 - *Challenging Feelings*
 - *Emotion Regulation*
 - *Supportive Relationships*
- Spring 2024 results show that the majority responses in these areas were favorable (54% - 87%)
- Similar to last year, the most favorable spring results were reported for *Supportive Relationships* (87%)
- All areas have been relatively stable since the fall, with the exception of increases in *Self-Efficacy* and *Positive Feelings*



Overarching Takeaways (Grades 9-12)

- Student Supports and Environment is assessed by examining four indicators:
 - *Teacher-Student Relationships*
 - *School Climate*
 - *Sense of Belonging*
 - *Engagement*
- Spring 2024 results show that the majority responses in the areas of *Teacher-Student Relationships* (64%), *School Climate* (64%), and *Sense of Belonging* (spring only at 55%) were favorable, but not in *Engagement* (36%)
- There are substantive increases noted since winter in all areas



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Behavioral Data (K-12)

Spring 2024

Comprehensive Reporting & Takeaways

- We are a safe, secure and healthy school district. We are highly attentive to understanding and supporting student behaviors.
- Two objectives are paramount in comprehensive reporting on student behavior:
 - Provide Transparency & Clarity:
 - Behaviors
 - Consequences - Restorative and Disciplinary
 - Protect Student & Family Privacy
- Today's Presentation:
 - DASA and VADIR Violations
 - Suspension Data



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DASA, VADIR & Code of Conduct Violations

Dignity for All Students Act

“No student shall be subjected to **harassment** or **bullying** by **employees** or **students** on **school property** or at a school **function**; nor shall any student be subjected to **discrimination** based on a person’s **actual** or **perceived** race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property or at a school function.”

In 2019, the CROWN Act was signed into law, which ***prohibits racial discrimination based on hair texture and hair styles***, and protects students’ rights to wear their hair however they desire, without threat of discrimination or loss of access to school.

Please see the **[November 2021 presentation to the Board of Education](#)** for additional information about the Dignity for All Students Act.

Dignity for All Students Act

- Not every insult or report of “bullying” is covered by DASA
- Though every report of bullying, harassment and/or discrimination needs to be investigated and resolved, not every incident is reportable as a DASA event
- Reportable incidents are limited to **material incidents**

VADIR: Violent and Disruptive Incidents

NYS requires school districts to annually report founded Violent and Disruptive Incidents – A report known as VADIR.

The required categories for reporting are serious:

- Homicide; Forcible Sexual Offenses; Robbery, Assault with Serious Physical Injury; Arson; Kidnapping; Assault with Physical Injury; Reckless Endangerment; Minor Assaults; Intimidation, Harassment, Menacing or Bullying (*DASA); Burglary; Criminal Mischief; Larceny or Other Theft Offense; Bomb Threat; False Alarm; Riot; Weapons Possession; Use, Possession, or Sale of Drugs; Use, Possession, or Sale of Alcohol; Other Disruptive Incidents.

As documented below, the Hastings Public Schools had 5 founded VADIR incidents in 2023-24, all of which are within the category of Intimidation, Harassment, Menacing or Bullying, and three of which are counted as DASA violations.

Founded (Material) Incidents VADIR & DASA

	Founded VADIR Incidents	Founded DASA Incidents
HES	0	0
FMS	5 (*5 are Intimidation, Harassment & Bullying →)	3
HHS	0	0

DASA & VADIR Analysis: Overarching Takeaways

- In a district of over 1,600 students, our total number of founded DASA or VADIR incidents is small
- All material incidents under DASA (3) have occurred at the middle school
- Some incidents of bullying, harassment and intimidation (see slide 77) were violations of the Code of Conduct but did not rise to material incidents under DASA.



Code of Conduct Violations

- DASA and VADIR incidents are all violations of the Code of Conduct
- There have been violations of the Code of Conduct in all three buildings over the year that have not risen to material incidents under DASA
- This year, we will continue to strengthen our alignment of record-keeping protocols across all three buildings to ensure that incidents that rose to the level of suspensions were entered into eSchooldata, our repository for student data
- We continue to augment and refine our use of eSchool for tracking behavior incidents
- Following is an analysis of Code of Conduct violations that have resulted in either an in-school suspension or an out-of-school suspension



Code of Conduct Violations Resulting in In-School Suspension or Out-of School Suspension

	Number of Incidents Resulting in In-School Suspension	Number of Incidents Resulting in Out-of-School Suspension
HES	1	3
FMS	9	2
HHS	1	0

Code of Conduct Violations (VADIR Themes)

	Types of Incidents Resulting in Suspension
HES	Cursing and physical behavior
FMS	Hate speech or symbols Physical behavior Threatening
HHS	Confrontation

Behavior Analysis: Next Steps

Building on what we recommended last year, we are emphasizing the following areas:

- We will be augmenting our record keeping systems by logging all incidents at the building level within eSchooldata
 - Enhanced accuracy
 - Enhanced longitudinal data
 - Enhanced data disaggregation
 - Automated reporting to the State
- Our POHL process will support the finalization of a districtwide behavioral charter(s) with sensitivity to developmental differences across the three schools.



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Thank you

Questions & Discussion