

**State of the District
Presentation Slide Deck***
**An Overview of Quantitative Indicators & Outcomes
2023-24 School Year
Hastings-on-Hudson Public Schools**

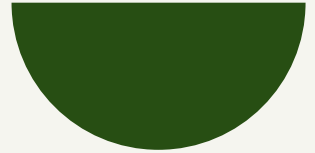
Melissa Szymanski, Ed.D., Assistant Superintendent
William S. McKersie, Ph.D., Superintendent

September 24, 2024

***This draws from the Comprehensive State of the District Report: Descriptive Presentation of Quantitative Indicators & Outcomes**

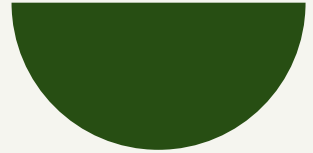
Presentation Overview

- Sequential Presentation
 - Part 1: Comprehensive Description of Performance Data & Evidence (9.24.24 BOE Meeting)
 - Part 2: Targeted Analytical Interpretation and Action Plans (Subsequent BOE Meeting)
- Examine quantitative indicators and outcomes in three areas:
 - Academic Performance
 - Social-Emotional Experiences
 - Behavioral Performance
- In each section, data is presented, accompanied by an explanation of the data source and initial descriptive findings.



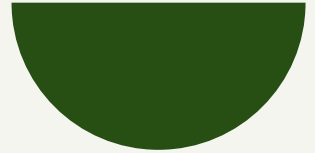
A Major Caveat

- 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.



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

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%

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



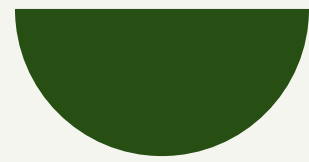
New York State Assessment Data (Grades 3-8)

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%

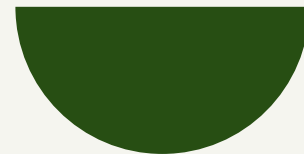
Key Takeaways:

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

Inconsistent proficiency trends within grades over time.

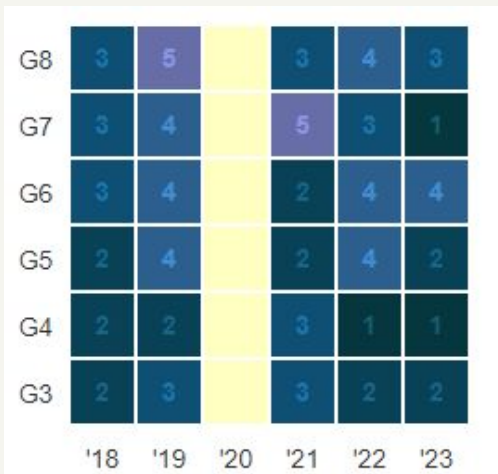
Steady growth over time for the 2022 Grade 5, Grade 6 and Grade 7 cohorts.

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



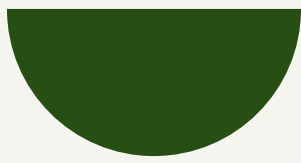
Metric: %Level 3+



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%



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

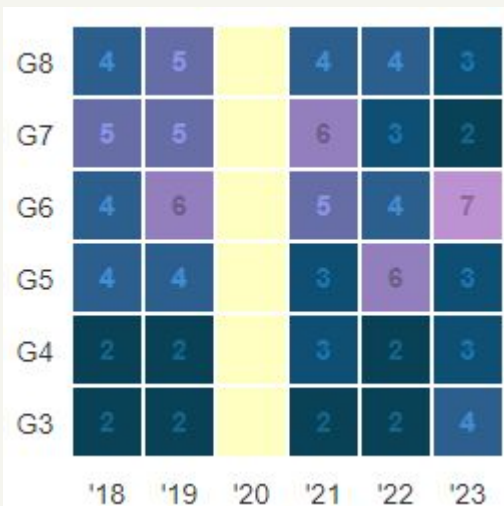
Increase over time for the 2022 Grade 5, Grade 6, and Grade 7 cohorts

NYS Mathematics 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+



New York State Science Assessment Data (Grade 5)

Spring 2024

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

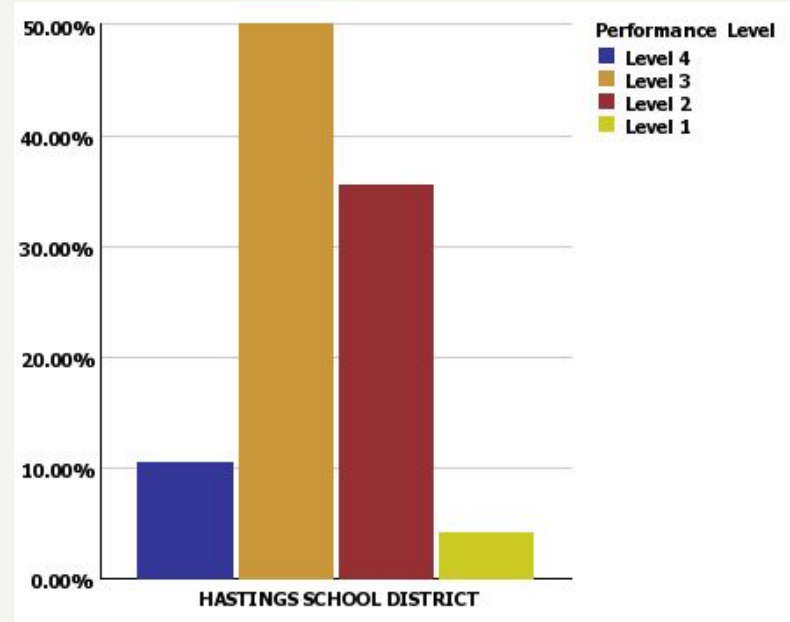
Performance Level	Range	District Count	District Percent
Level 4	480 - 516	13	10.48%
Level 3	450 - 477	62	50.00%
Level 2	424 - 447	44	35.48%
Level 1	398 - 420	5	4.03%

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.



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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 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.

2023-2024 School Year Regents Performance Data

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 (FMS & HHS)

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

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

Algebra I (FMS)

Proficient: 100% of tested students (FMS)

Mastery: 66% of tested students (FMS)

Algebra I (HHS)

Proficient: 94% of tested students (HHS)

Mastery: 13% of tested students (HHS)

Earth Science (FMS)

Proficient: 93% of tested students (FMS)

Mastery: 70% of tested students (FMS)

ELA (HHS)

Proficient: 99% of tested students (HHS)

Mastery: 73% of tested students (HHS)

Global History (HHS)

Proficient: 100% of tested students (HHS)

Mastery: 76% of tested students (HHS)

Living Environment (hhs)

Proficient: 98% of tested students (HHS)

Mastery: 71% of tested students (HHS)

US History & Government (HHS)

Proficient: 97% of tested students (HHS)

Mastery: 45% of tested students (HHS)

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Social Emotional Data (K-12)

Spring 2024

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.

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](#))**

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](#))

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-M anagement	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.

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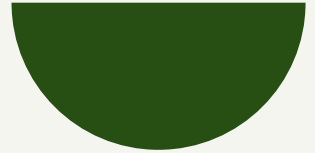


Behavioral Data (K-12)

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

- 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 were violations of the Code of Conduct but did not rise to material incidents under DASA.



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

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Thank you

Questions & Discussion

