

COLONIAL SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Hispanic or Latino	4	4	—	—
White	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	136	200.4	4
	Math	137	205.1	
	Combined	273	202.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	242.9	—
	Math	7	235.7	
	Combined	14	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	15	183.3	4
	Math	15	203.3	
	Combined	30	193.3	
Multiracial	ELA	12	191.7	—
	Math	12	191.7	
	Combined	24	—	
White	ELA	100	204	4
	Math	101	206.9	
	Combined	201	205.5	
English Language Learner	ELA	1	—	—
	Math	2	—	
	Combined	3	—	
Students with Disabilities	ELA	10	110	—
	Math	10	155	
	Combined	20	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	8	156.3	—
	Math	8	150	
	Combined	16	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	136	200.4	4
	Math	137	205.1	
	Combined	273	202.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	242.9	—
	Math	7	235.7	
	Combined	14	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	15	183.3	4
	Math	15	203.3	
	Combined	30	193.3	
Multiracial	ELA	12	191.7	—
	Math	12	191.7	
	Combined	24	—	
White	ELA	100	204	4
	Math	101	206.9	
	Combined	201	205.5	
English Language Learner	ELA	1	—	—
	Math	2	—	
	Combined	3	—	
Students with Disabilities	ELA	10	110	—
	Math	10	155	
	Combined	20	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	8	156.3	—
	Math	8	150	
	Combined	16	—	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	—	—	—	—
Hispanic or Latino	1	—	—	—	—
English Language Learner	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	233	10	4.3%	4
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	23	—	—	—
Multiracial	21	—	—	—
White	170	6	3.5%	4
English Language Learner	2	—	—	—
Students with Disabilities	22	—	—	—
Economically Disadvantaged	10	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	139	97.8%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	2	—
Hispanic or Latino	—	15	—
Multiracial	—	12	—
White	✓	103	97.1%
English Language Learner	—	1	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	8	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	140	97.9%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	2	—
Hispanic or Latino	—	15	—
Multiracial	—	12	—
White	✓	104	97.1%
English Language Learner	—	2	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	8	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%
Grade 4	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Grade 5	48	0	0%	48	100%	1	2%	8	17%	26	54%	13	27%	39	81%
Grades 3-8	140	4	3%	136	97%	4	3%	19	14%	58	43%	55	40%	113	83%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%
Female	27	2	7%	25	93%	2	8%	3	12%	14	56%	6	24%	20	80%
Male	23	2	9%	21	91%	1	5%	4	19%	9	43%	7	33%	16	76%
General Education Students	43	3	7%	40	93%	1	3%	4	10%	22	55%	13	33%	35	88%
Students with Disabilities	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	38	4	11%	34	89%	1	3%	4	12%	19	56%	10	29%	29	85%
Multiracial	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	0	0%	3	43%	2	29%	5	71%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	46	4	9%	42	91%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	49	3	6%	46	94%	3	7%	7	15%	23	50%	13	28%	36	78%
Not in Foster Care	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%
Not Migrant	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%
Parent Not in Armed Forces	50	4	8%	46	92%	3	7%	7	15%	23	50%	13	28%	36	78%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Female	18	0	0%	18	100%	0	0%	1	6%	2	11%	15	83%	17	94%
Male	24	0	0%	24	100%	0	0%	3	13%	7	29%	14	58%	21	88%
General Education Students	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
White	29	0	0%	29	100%	0	0%	3	10%	8	28%	18	62%	26	90%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	41	0	0%	41	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Not in Foster Care	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Not Homeless	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Not Migrant	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%
Parent Not in Armed Forces	42	0	0%	42	100%	0	0%	4	10%	9	21%	29	69%	38	90%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	48	100%	1	2%	8	17%	26	54%	13	27%	39	81%
Female	18	0	0%	18	100%	0	0%	2	11%	11	61%	5	28%	16	89%
Male	30	0	0%	30	100%	1	3%	6	20%	15	50%	8	27%	23	77%
General Education Students	44	0	0%	44	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	37	0	0%	37	100%	0	0%	6	16%	21	57%	10	27%	31	84%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	2	33%	1	17%	2	33%	3	50%
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%	1	2%	8	17%	26	54%	13	27%	39	81%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	48	0	0%	48	100%	1	2%	8	17%	26	54%	13	27%	39	81%
Not Migrant	48	0	0%	48	100%	1	2%	8	17%	26	54%	13	27%	39	81%
Parent Not in Armed Forces	48	0	0%	48	100%	1	2%	8	17%	26	54%	13	27%	39	81%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%
Grade 4	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Grade 5	48	0	0%	48	100%	0	0%	6	13%	20	42%	22	46%	42	88%
Grades 3-8	140	3	2%	137	98%	0	0%	20	15%	63	46%	54	39%	117	85%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%
Female	27	1	4%	26	96%	0	0%	9	35%	15	58%	2	8%	17	65%
Male	23	2	9%	21	91%	0	0%	4	19%	9	43%	8	38%	17	81%
General Education Students	43	2	5%	41	95%	0	0%	9	22%	23	56%	9	22%	32	78%
Students with Disabilities	7	1	14%	6	86%	0	0%	4	67%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	38	3	8%	35	92%	0	0%	7	20%	20	57%	8	23%	28	80%
Multiracial	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	3	43%	3	43%	1	14%	4	57%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	46	3	7%	43	93%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	49	3	6%	46	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%
Not Migrant	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%
Parent Not in Armed Forces	50	3	6%	47	94%	0	0%	13	28%	24	51%	10	21%	34	72%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Female	18	0	0%	18	100%	0	0%	1	6%	10	56%	7	39%	17	94%
Male	24	0	0%	24	100%	0	0%	0	0%	9	38%	15	63%	24	100%
General Education Students	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
White	29	0	0%	29	100%	0	0%	1	3%	15	52%	13	45%	28	97%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	41	0	0%	41	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Not in Foster Care	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Not Homeless	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Not Migrant	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%
Parent Not in Armed Forces	42	0	0%	42	100%	0	0%	1	2%	19	45%	22	52%	41	98%

GRADE 5 MATH RESULTS



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%	6	13%	20	42%	22	46%	42	88%
Female	18	0	0%	18	100%	0	0%	2	11%	8	44%	8	44%	16	89%
Male	30	0	0%	30	100%	0	0%	4	13%	12	40%	14	47%	26	87%
General Education Students	44	0	0%	44	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	37	0	0%	37	100%	0	0%	4	11%	16	43%	17	46%	33	89%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	1	17%	3	50%	4	67%
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%	6	13%	20	42%	22	46%	42	88%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	48	0	0%	48	100%	0	0%	6	13%	20	42%	22	46%	42	88%
Not Migrant	48	0	0%	48	100%	0	0%	6	13%	20	42%	22	46%	42	88%
Parent Not in Armed Forces	48	0	0%	48	100%	0	0%	6	13%	20	42%	22	46%	42	88%

GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science 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 5	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%
Grades 5 & 8	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%
Female	18	0	0%	18	100%	2	11%	4	22%	10	56%	2	11%	12	67%
Male	30	0	0%	30	100%	1	3%	11	37%	16	53%	2	7%	18	60%
General Education Students	44	0	0%	44	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	37	0	0%	37	100%	3	8%	12	32%	20	54%	2	5%	22	59%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
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%	3	6%	15	31%	26	54%	4	8%	30	63%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%
Not Migrant	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%
Parent Not in Armed Forces	48	0	0%	48	100%	3	6%	15	31%	26	54%	4	8%	30	63%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

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 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	25	1	4%	1	0	0%
THIS DISTRICT	237	10	4%	6	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	25	0	0%
THIS DISTRICT	232	2	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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