

COMO PARK ELEMENTARY 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
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	3	–	3
White	3	3	–	4
Students with Disabilities	3	4	–	3
Economically Disadvantaged	3	3	–	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	91	137.9	3
	Math	89	138.2	
	Combined	180	138.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	79	143.7	3
	Math	77	146.8	
	Combined	156	145.2	
Students with Disabilities	ELA	25	80	3
	Math	24	106.3	
	Combined	49	92.9	
Economically Disadvantaged	ELA	37	113.5	3
	Math	35	117.1	
	Combined	72	115.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	91	137.9	3
	Math	89	138.2	
	Combined	180	138.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	79	143.7	3
	Math	77	146.8	
	Combined	156	145.2	
Students with Disabilities	ELA	25	80	4
	Math	24	106.3	
	Combined	49	92.9	
Economically Disadvantaged	ELA	37	113.5	3
	Math	36	113.9	
	Combined	73	113.7	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	286	42	14.7%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	7	—	—	—
Hispanic or Latino	10	—	—	—
Multiracial	12	—	—	—
White	253	34	13.4%	4
Students with Disabilities	74	18	24.3%	3
Economically Disadvantaged	123	35	28.5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	95	97.9%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	3	—
Multiracial	—	3	—
White	✓	83	97.6%
Students with Disabilities	—	26	—
Economically Disadvantaged	✓	40	97.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	95	95.8%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	3	—
Multiracial	—	3	—
White	✓	83	95.2%
Students with Disabilities	—	26	—
Economically Disadvantaged	✗	40	92.5%

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	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%
Grades 3-8	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%
Female	46	1	2%	45	98%	4	9%	17	38%	14	31%	10	22%	24	53%
Male	49	1	2%	48	98%	12	25%	17	35%	16	33%	3	6%	19	40%
General Education Students	69	2	3%	67	97%	5	7%	24	36%	25	37%	13	19%	38	57%
Students with Disabilities	26	0	0%	26	100%	11	42%	10	38%	5	19%	0	0%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	83	2	2%	81	98%	13	16%	28	35%	27	33%	13	16%	40	49%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	3	25%	6	50%	3	25%	0	0%	3	25%
Economically Disadvantaged	40	1	3%	39	98%	10	26%	16	41%	11	28%	2	5%	13	33%
Not Economically Disadvantaged	55	1	2%	54	98%	6	11%	18	33%	19	35%	11	20%	30	56%
Non-English Language Learner	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%
Not in Foster Care	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	94	2	2%	92	98%	–	–	–	–	–	–	–	–	–	–
Not Migrant	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%
Parent Not in Armed Forces	95	2	2%	93	98%	16	17%	34	37%	30	32%	13	14%	43	46%

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	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%
Grades 3-8	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%

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	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%
Female	46	2	4%	44	96%	2	5%	22	50%	20	45%	0	0%	20	45%
Male	49	2	4%	47	96%	7	15%	20	43%	18	38%	2	4%	20	43%
General Education Students	69	3	4%	66	96%	2	3%	31	47%	32	48%	1	2%	33	50%
Students with Disabilities	26	1	4%	25	96%	7	28%	11	44%	6	24%	1	4%	7	28%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	83	4	5%	79	95%	6	8%	34	43%	37	47%	2	3%	39	49%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	3	25%	8	67%	1	8%	0	0%	1	8%
Economically Disadvantaged	40	3	8%	37	93%	8	22%	17	46%	12	32%	0	0%	12	32%
Not Economically Disadvantaged	55	1	2%	54	98%	1	2%	25	46%	26	48%	2	4%	28	52%
Non-English Language Learner	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%
Not in Foster Care	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	94	4	4%	90	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%
Parent Not in Armed Forces	95	4	4%	91	96%	9	10%	42	46%	38	42%	2	2%	40	44%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

STAFF QUALIFICATIONS (2023-24)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	35	5	14%	1	0	0%
THIS DISTRICT	437	31	7%	7	1	14%
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	35	3	9%
THIS DISTRICT	429	26	6%
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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