

CENTER STREET SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA

For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	202.2	123.3	136.1
	MATH	201.8	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	205.6	178.8	182.3
	MATH	208	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	145.8	107.5	122.9
	MATH	112.5	105.6	121.4
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	167.9	123.7	136.4
	MATH	157.7	134.7	145.6
English Language Learner	ELA	138.9	93	110.8
	MATH	139.5	103.7	119.8
Students with Disabilities	ELA	111.4	68.9	90.7
	MATH	111.4	72.5	93.8
Economically Disadvantaged	ELA	194.3	110	125
	MATH	198.7	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	31	47%	63%	1.34	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
White	Local Support and Improvement
English Language Learner	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	4	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4	4
Hispanic or Latino	4	2	—	—	2
White	4	3	4	—	4
English Language Learner	4	4	—	4	4
Students with Disabilities	4	4	2	—	4
Economically Disadvantaged	4	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	270	204.4	4
	Math	271	204.1	
	Science	90	186.7	
	Combined	631	201.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	224	205.6	4
	Math	226	208	
	Science	80	186.9	
	Combined	530	203.8	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Hispanic or Latino	ELA	10	175	4
	Math	9	150	
	Science	2	—	
	Combined	21	169	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
White	ELA	31	211.3	4
	Math	31	198.4	
	Science	8	175	
	Combined	70	201.4	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	18	138.9	4
	Math	19	139.5	
	Science	2	—	
	Combined	39	137.2	
Students with Disabilities	ELA	37	132.4	4
	Math	36	136.1	
	Science	9	133.3	
	Combined	82	134.1	
Economically Disadvantaged	ELA	79	194.3	4
	Math	79	198.7	
	Science	27	183.3	
	Combined	185	194.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	273	202.2	4
	Math	274	201.8	
	Science	92	182.6	
	Combined	639	199.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	224	205.6	4
	Math	226	208	
	Science	80	186.9	
	Combined	530	203.8	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Hispanic or Latino	ELA	12	145.8	2
	Math	12	112.5	
	Science	4	—	
	Combined	28	126.8	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
White	ELA	39	167.9	3
	Math	39	157.7	
	Science	11	127.3	
	Combined	89	158.4	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	18	138.9	4
	Math	19	139.5	
	Science	2	—	
	Combined	39	137.2	
Students with Disabilities	ELA	44	111.4	4
	Math	44	111.4	
	Science	14	85.7	
	Combined	102	107.8	
Economically Disadvantaged	ELA	79	194.3	4
	Math	79	198.7	
	Science	27	183.3	
	Combined	185	194.6	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	331	21,458	64.8	4
Asian or Native Hawaiian/Other Pacific Islander	282	18,299	64.9	4
Black or African American	2	—	—	—
Hispanic or Latino	9	—	—	—
Multiracial	2	—	—	—
White	36	2,485	69	4
English Language Learner	13	—	—	—
Students with Disabilities	39	1,891	48.5	2
Economically Disadvantaged	90	5,959	66.2	4

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	31	47%	63%	1.34	4
Asian or Native Hawaiian/Other Pacific Islander	26	50%	63%	1.26	4
Hispanic or Latino	5	–	–	–	–
English Language Learner	31	47%	63%	1.34	4
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	18	–	–	–	–

ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	428	5	15	87	321	231.7	4
Asian or Native Hawaiian/Other Pacific Islander	334	1	7	66	260	236.2	4
Black or African American	4	–	–	–	–	–	–
Hispanic or Latino	22	2	3	8	9	188.6	2
Multiracial	5	–	–	–	–	–	–
White	63	2	4	11	46	223.8	4
English Language Learner	33	1	2	8	22	221.2	4
Students with Disabilities	67	2	0	19	46	228.4	4
Economically Disadvantaged	117	2	4	25	86	229.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	291	94.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	232	98.3%
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	2	—
White	X	41	75.6%
English Language Learner	—	19	—
Students with Disabilities	X	47	80.9%
Economically Disadvantaged	✓	82	98.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

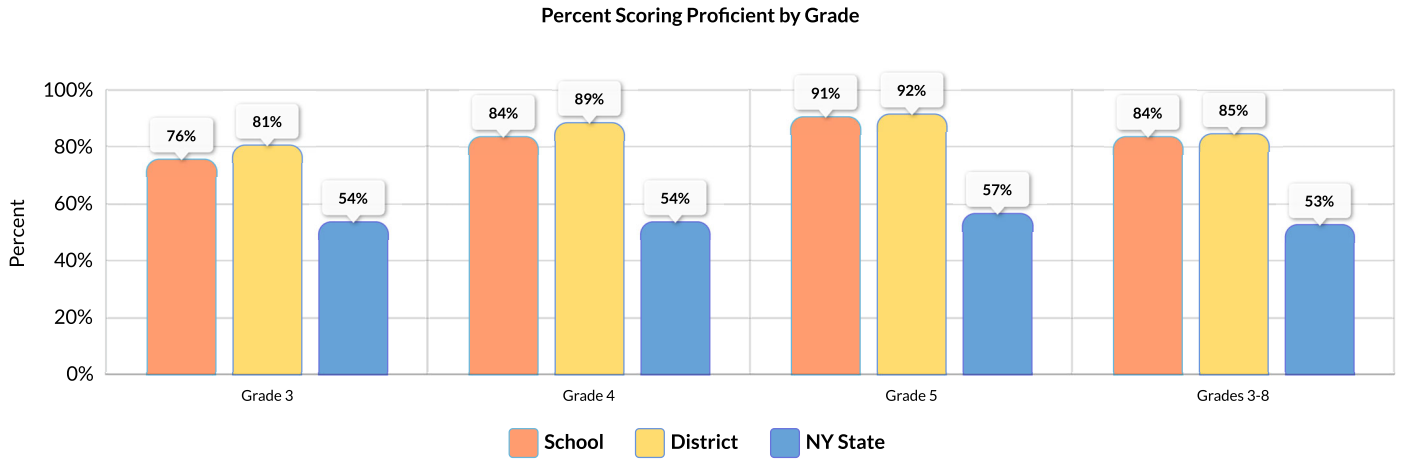
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	291	94.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	232	98.7%
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	2	—
White	X	41	75.6%
English Language Learner	—	19	—
Students with Disabilities	X	47	78.7%
Economically Disadvantaged	✓	82	97.6%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

SUMMARY RESULTS



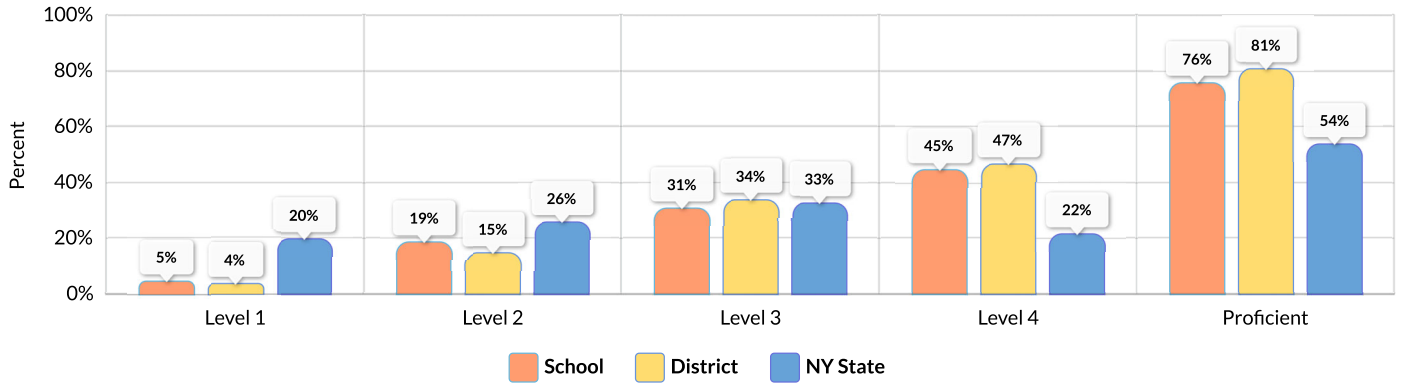
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%
Grade 4	92	12	13%	80	87%	4	5%	9	11%	34	43%	33	41%	67	84%
Grade 5	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%
Grades 3-8	291	23	8%	268	92%	12	4%	32	12%	90	34%	134	50%	224	84%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students



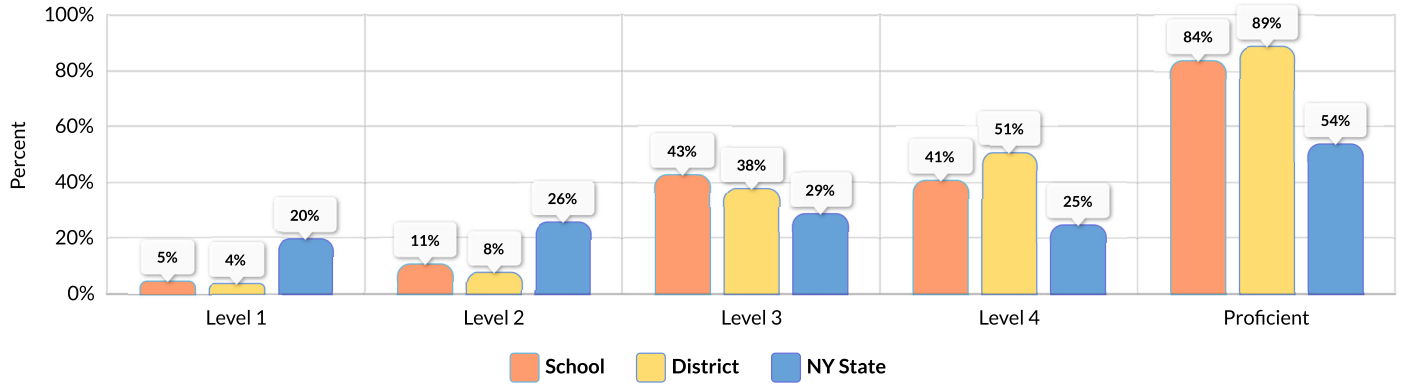
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%
Female	48	2	4%	46	96%	2	4%	5	11%	16	35%	23	50%	39	85%
Male	53	2	4%	51	96%	3	6%	13	25%	14	27%	21	41%	35	69%
General Education Students	89	4	4%	85	96%	1	1%	14	16%	27	32%	43	51%	70	82%
Students with Disabilities	12	0	0%	12	100%	4	33%	4	33%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	79	1	1%	78	99%	4	5%	15	19%	24	31%	35	45%	59	76%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	15	3	20%	12	80%	0	0%	2	17%	4	33%	6	50%	10	83%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	1	14%	2	29%	3	43%	5	71%
Economically Disadvantaged	28	1	4%	27	96%	3	11%	4	15%	11	41%	9	33%	20	74%
Not Economically Disadvantaged	73	3	4%	70	96%	2	3%	14	20%	19	27%	35	50%	54	77%
English Language Learner	10	1	10%	9	90%	2	22%	3	33%	3	33%	1	11%	4	44%
Non-English Language Learner	91	3	3%	88	97%	3	3%	15	17%	27	31%	43	49%	70	80%
Not in Foster Care	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%
Not Homeless	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%
Not Migrant	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	101	4	4%	97	96%	5	5%	18	19%	30	31%	44	45%	74	76%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

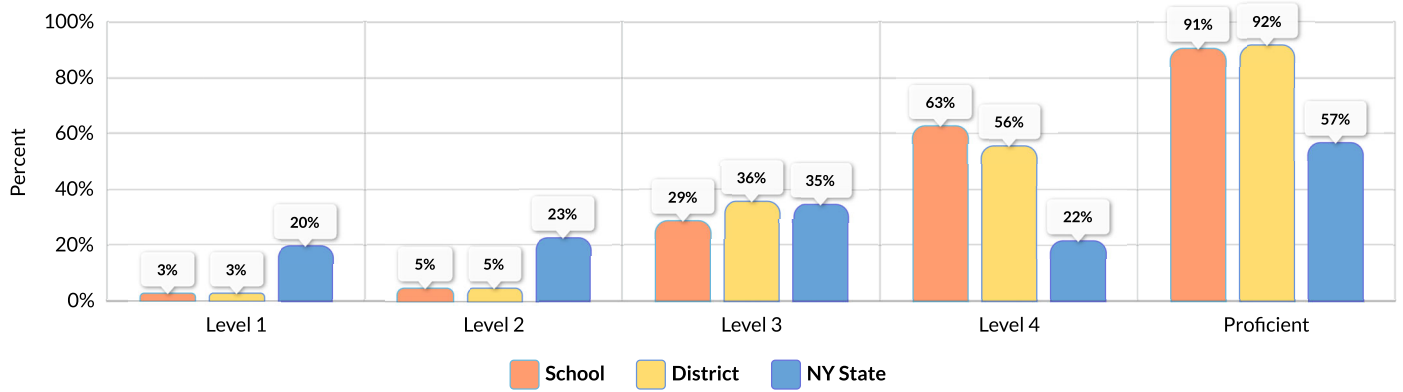


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	91	12	13%	79	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	12	13%	80	87%	4	5%	9	11%	34	43%	33	41%	67	84%
Parent Not in Armed Forces	92	12	13%	80	87%	4	5%	9	11%	34	43%	33	41%	67	84%

GRADE 5 ELA RESULTS



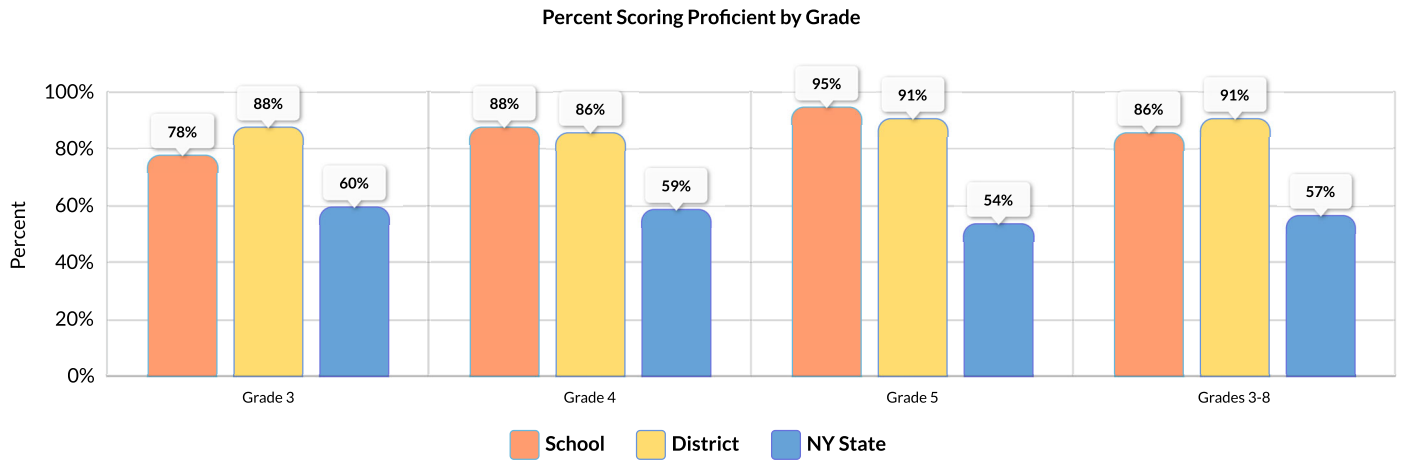
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%
Female	47	4	9%	43	91%	0	0%	4	9%	12	28%	27	63%	39	91%
Male	51	3	6%	48	94%	3	6%	1	2%	14	29%	30	63%	44	92%
General Education Students	83	1	1%	82	99%	1	1%	4	5%	20	24%	57	70%	77	94%
Students with Disabilities	15	6	40%	9	60%	2	22%	1	11%	6	67%	0	0%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	82	1	1%	81	99%	2	2%	5	6%	23	28%	51	63%	74	91%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	12	4	33%	8	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	6	38%	10	63%	1	10%	0	0%	3	30%	6	60%	9	90%
Economically Disadvantaged	27	0	0%	27	100%	1	4%	2	7%	8	30%	16	59%	24	89%
Not Economically Disadvantaged	71	7	10%	64	90%	2	3%	3	5%	18	28%	41	64%	59	92%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	96	7	7%	89	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%
Not Homeless	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%
Not Migrant	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%
Parent Not in Armed Forces	98	7	7%	91	93%	3	3%	5	5%	26	29%	57	63%	83	91%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



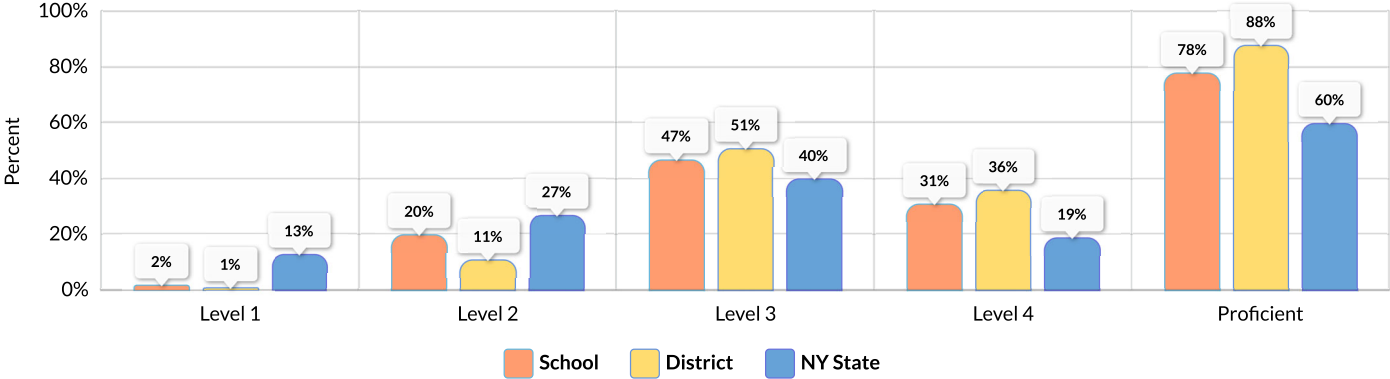
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%
Grade 4	92	12	13%	80	87%	4	5%	6	8%	48	60%	22	28%	70	88%
Grade 5	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%
Grades 3-8	291	22	8%	269	92%	8	3%	29	11%	115	43%	117	43%	232	86%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students



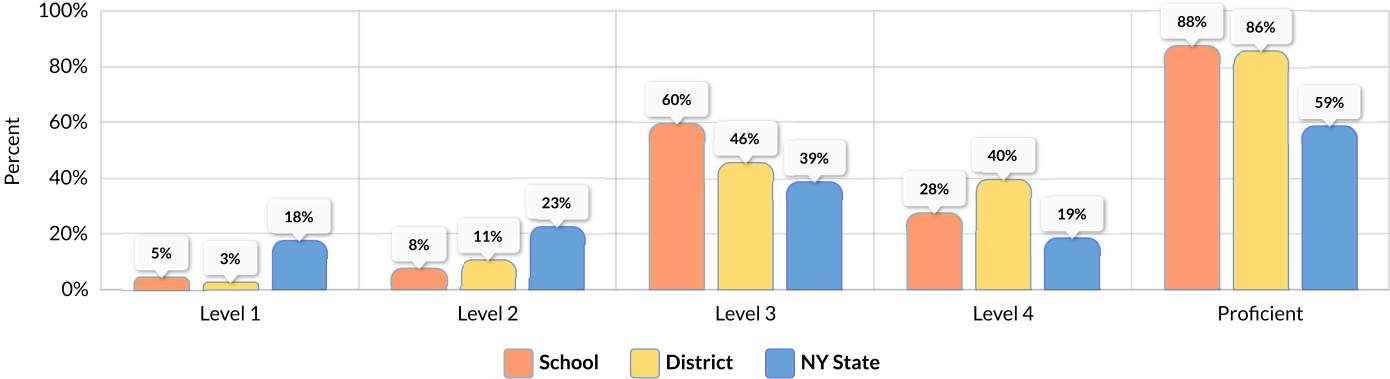
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%
Female	48	1	2%	47	98%	1	2%	8	17%	26	55%	12	26%	38	81%
Male	53	2	4%	51	96%	1	2%	12	24%	20	39%	18	35%	38	75%
General Education Students	89	3	3%	86	97%	1	1%	15	17%	41	48%	29	34%	70	81%
Students with Disabilities	12	0	0%	12	100%	1	8%	5	42%	5	42%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	79	0	0%	79	100%	1	1%	16	20%	37	47%	25	32%	62	78%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	15	3	20%	12	80%	0	0%	2	17%	6	50%	4	33%	10	83%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Economically Disadvantaged	28	0	0%	28	100%	1	4%	5	18%	16	57%	6	21%	22	79%
Not Economically Disadvantaged	73	3	4%	70	96%	1	1%	15	21%	30	43%	24	34%	54	77%
English Language Learner	10	0	0%	10	100%	1	10%	6	60%	3	30%	0	0%	3	30%
Non-English Language Learner	91	3	3%	88	97%	1	1%	14	16%	43	49%	30	34%	73	83%
Not in Foster Care	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%
Not Homeless	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%
Not Migrant	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	101	3	3%	98	97%	2	2%	20	20%	46	47%	30	31%	76	78%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

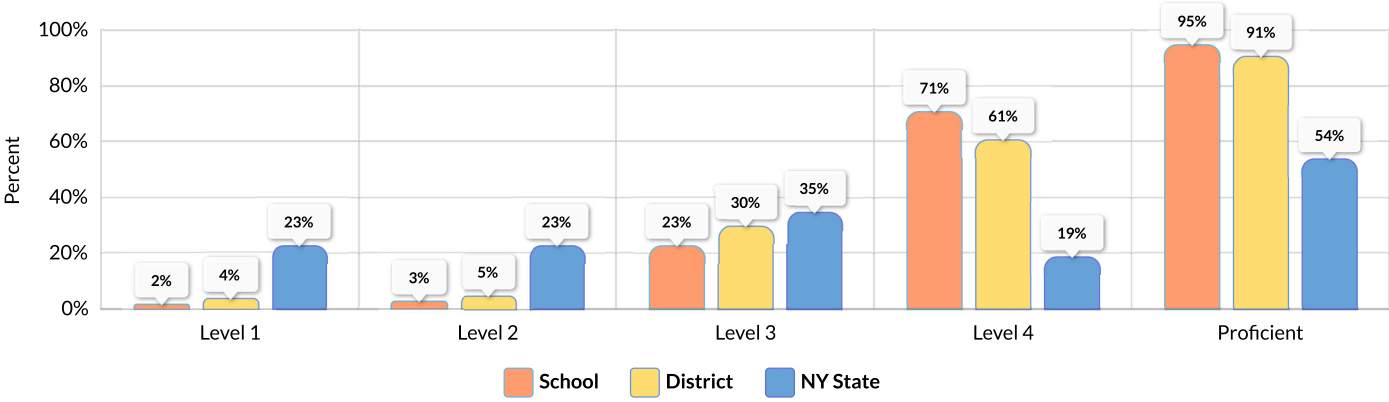


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	91	12	13%	79	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	12	13%	80	87%	4	5%	6	8%	48	60%	22	28%	70	88%
Parent Not in Armed Forces	92	12	13%	80	87%	4	5%	6	8%	48	60%	22	28%	70	88%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students



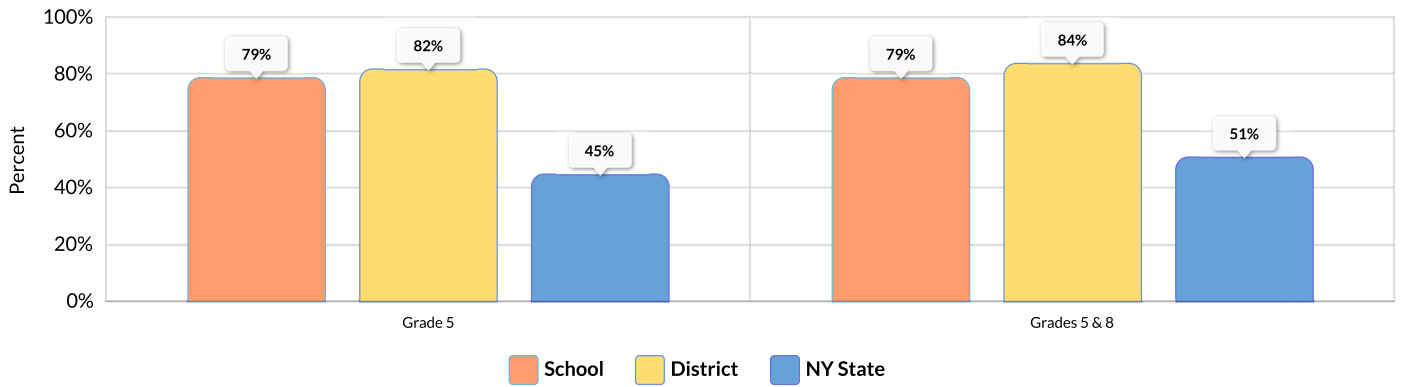
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%
Female	47	4	9%	43	91%	0	0%	3	7%	12	28%	28	65%	40	93%
Male	51	3	6%	48	94%	2	4%	0	0%	9	19%	37	77%	46	96%
General Education Students	83	1	1%	82	99%	0	0%	0	0%	18	22%	64	78%	82	100%
Students with Disabilities	15	6	40%	9	60%	2	22%	3	33%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	82	1	1%	81	99%	1	1%	3	4%	18	22%	59	73%	77	95%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	12	4	33%	8	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	6	38%	10	63%	1	10%	0	0%	3	30%	6	60%	9	90%
Economically Disadvantaged	27	0	0%	27	100%	0	0%	2	7%	6	22%	19	70%	25	93%
Not Economically Disadvantaged	71	7	10%	64	90%	2	3%	1	2%	15	23%	46	72%	61	95%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	96	7	7%	89	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%
Not Homeless	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%
Not Migrant	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%
Parent Not in Armed Forces	98	7	7%	91	93%	2	2%	3	3%	21	23%	65	71%	86	95%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



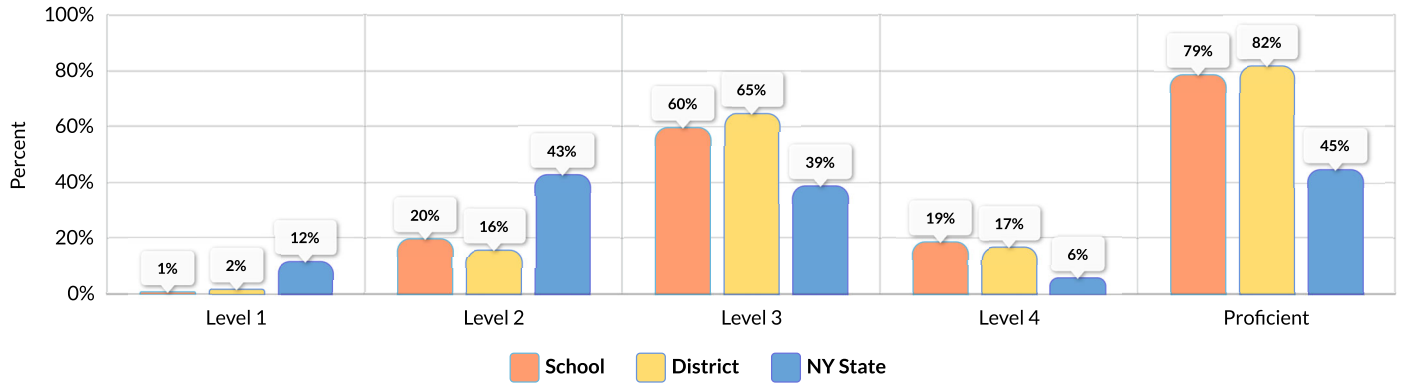
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	98		7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%
Grades 5 & 8	98		7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 5 SCIENCE RESULTS



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	98	7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%
Female	47	4	9%	43	91%	1	2%	7	16%	29	67%	6	14%	35	81%
Male	51	3	6%	48	94%	0	0%	11	23%	26	54%	11	23%	37	77%
General Education Students	83	1	1%	82	99%	0	0%	14	17%	51	62%	17	21%	68	83%
Students with Disabilities	15	6	40%	9	60%	1	11%	4	44%	4	44%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	82	1	1%	81	99%	1	1%	16	20%	48	59%	16	20%	64	79%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	12	4	33%	8	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	6	38%	10	63%	0	0%	2	20%	7	70%	1	10%	8	80%
Economically Disadvantaged	27	0	0%	27	100%	1	4%	5	19%	16	59%	5	19%	21	78%
Not Economically Disadvantaged	71	7	10%	64	90%	0	0%	13	20%	39	61%	12	19%	51	80%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	96	7	7%	89	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%
Not Homeless	98	7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%
Not Migrant	98	7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%
Parent Not in Armed Forces	98	7	7%	91	93%	1	1%	18	20%	55	60%	17	19%	72	79%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	9	0	0%	9	100%	0	0%	0	0%	2	22%	6	67%	1	11%
Grade 1	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	0	0%
Grade 2	7	0	0%	7	100%	0	0%	0	0%	2	29%	4	57%	1	14%
Grade 3	10	0	0%	10	100%	0	0%	0	0%	3	30%	4	40%	3	30%
Grade 4	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Grade 4 Math	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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%

*There are not sufficient data for this subgroup.

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

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%

*There are not sufficient data for this subgroup.

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

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%

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%

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

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%

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

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%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	428	20	4.7%
Asian or Native Hawaiian/Other Pacific Islander	334	8	2.4%
Black or African American	4	—	—
Hispanic or Latino	22	5	22.7%
Multiracial	5	—	—
White	63	6	9.5%
English Language Learner	33	3	9.1%
Students with Disabilities	67	2	3%
Economically Disadvantaged	117	6	5.1%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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