

HILLVIEW ELEMENTARY 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	174.1	123.3	136.1
	MATH	186.5	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	MATH	—	—	—
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	—	—	—
	MATH	—	—	—
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	173.7	123.7	136.4
	MATH	188.6	134.7	145.6
English Language Learner	ELA	130	93	110.8
	MATH	170	103.7	119.8
Students with Disabilities	ELA	155	68.9	90.7
	MATH	170	72.5	93.8
Economically Disadvantaged	ELA	152.6	110	125
	MATH	168.4	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	9	—	—	—	—	—

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
White	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
White	4	4	—	—	4
Students with Disabilities	—	4	—	—	4
Economically Disadvantaged	4	4	—	—	3

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	86	176.2	4
	Math	89	186.5	
	Science	0	—	
	Combined	175	181.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
White	ELA	76	178.3	4
	Math	79	188.6	
	Science	0	—	
	Combined	155	183.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Students with Disabilities	ELA	9	172.2	—
	Math	10	170	
	Science	0	—	
	Combined	19	—	
Economically Disadvantaged	ELA	19	152.6	4
	Math	19	168.4	
	Science	0	—	
	Combined	38	160.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	87	174.1	4
	Math	89	186.5	
	Science	0	—	
	Combined	176	180.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
White	ELA	78	173.7	4
	Math	79	188.6	
	Science	0	—	
	Combined	157	181.2	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	5	130	—
	Math	5	170	
	Science	0	—	
	Combined	10	—	
Students with Disabilities	ELA	10	155	4
	Math	10	170	
	Science	0	—	
	Combined	20	162.5	
Economically Disadvantaged	ELA	19	152.6	4
	Math	19	168.4	
	Science	0	—	
	Combined	38	160.5	

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	9	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	5	—	—	—	—
English Language Learner	9	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

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	347	9	20	97	221	220.9	4
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	—
Multiracial	9	—	—	—	—	—	—
White	315	7	16	87	205	223	4
English Language Learner	13	—	—	—	—	—	—
Students with Disabilities	59	0	7	17	35	217.8	4
Economically Disadvantaged	66	7	7	24	28	189.4	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

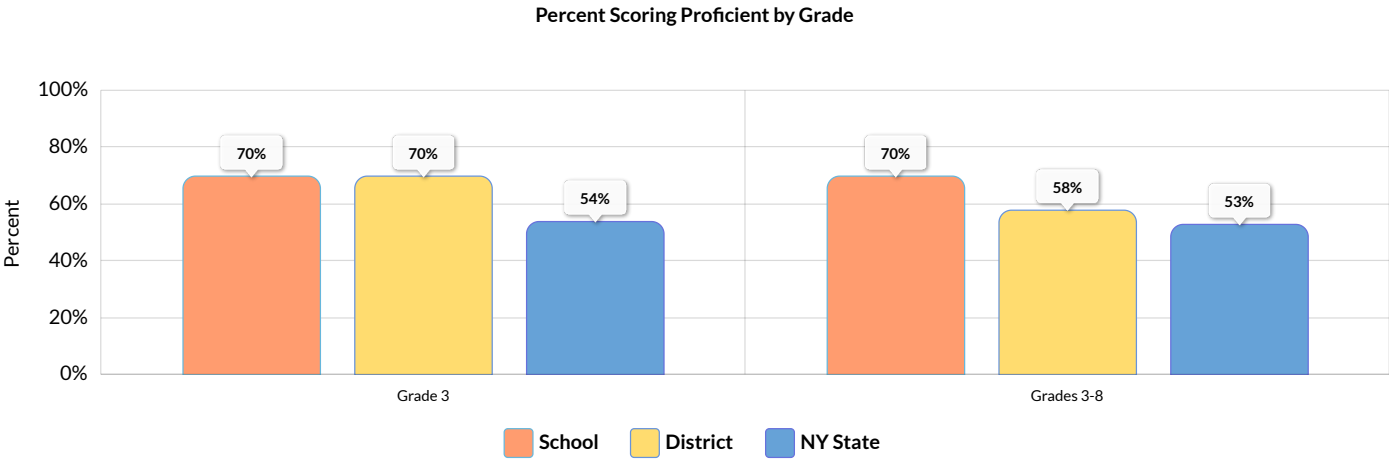
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	94	93.6%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	2	—
Hispanic or Latino	—	2	—
Multiracial	—	3	—
White	X	84	92.9%
English Language Learner	—	3	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	20	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	94	96.8%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	2	—
Hispanic or Latino	—	2	—
Multiracial	—	3	—
White	✓	84	96.4%
English Language Learner	—	3	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	20	—

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

SUMMARY RESULTS



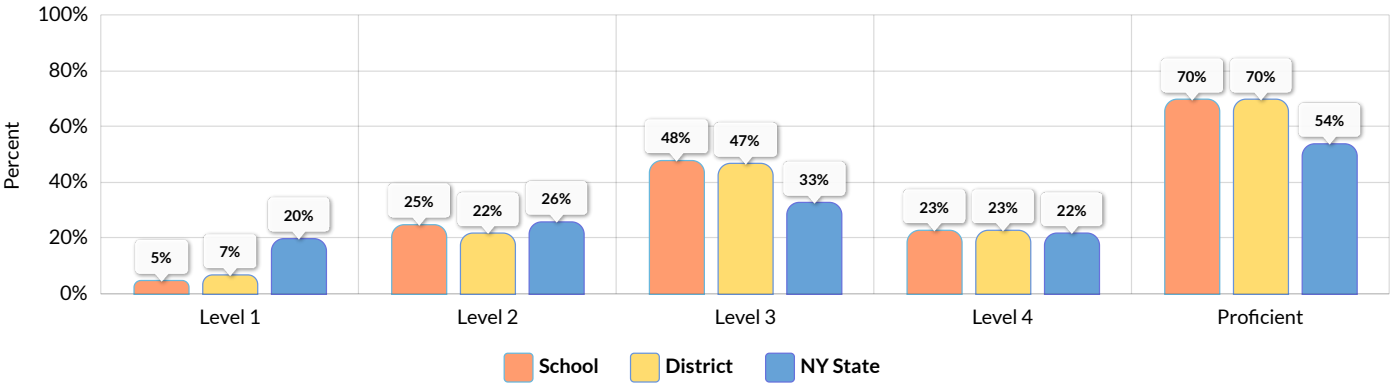
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	6	6%	88	94%	4	5%	22	25%	42	48%	20	23%	62	70%
Grades 3-8	94	6	6%	88	94%	4	5%	22	25%	42	48%	20	23%	62	70%

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

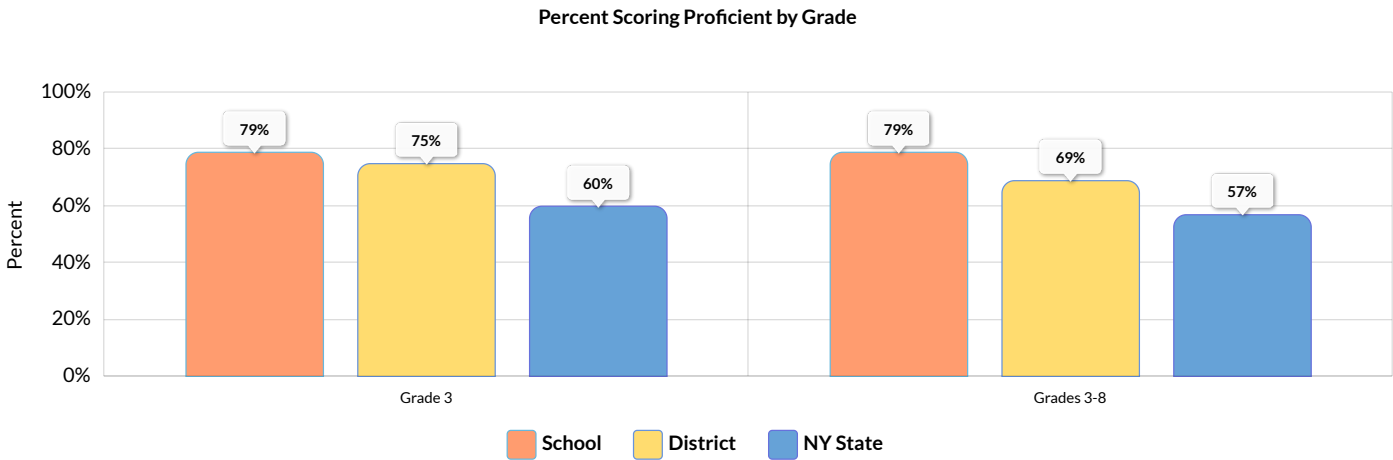


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	6	6%	88	94%	4	5%	22	25%	42	48%	20	23%	62	70%
Female	48	2	4%	46	96%	4	9%	13	28%	18	39%	11	24%	29	63%
Male	46	4	9%	42	91%	0	0%	9	21%	24	57%	9	21%	33	79%
General Education Students	83	4	5%	79	95%	4	5%	19	24%	37	47%	19	24%	56	71%
Students with Disabilities	11	2	18%	9	82%	0	0%	3	33%	5	56%	1	11%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	84	6	7%	78	93%	4	5%	17	22%	39	50%	18	23%	57	73%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	5	50%	3	30%	2	20%	5	50%
Economically Disadvantaged	20	0	0%	20	100%	1	5%	8	40%	9	45%	2	10%	11	55%
Not Economically Disadvantaged	74	6	8%	68	92%	3	4%	14	21%	33	49%	18	26%	51	75%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	6	7%	85	93%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	6	6%	87	94%	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	92	6	7%	86	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	94	6	6%	88	94%	4	5%	22	25%	42	48%	20	23%	62	70%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	89	5	6%	84	94%	—	—	—	—	—	—	—	—	—	—

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



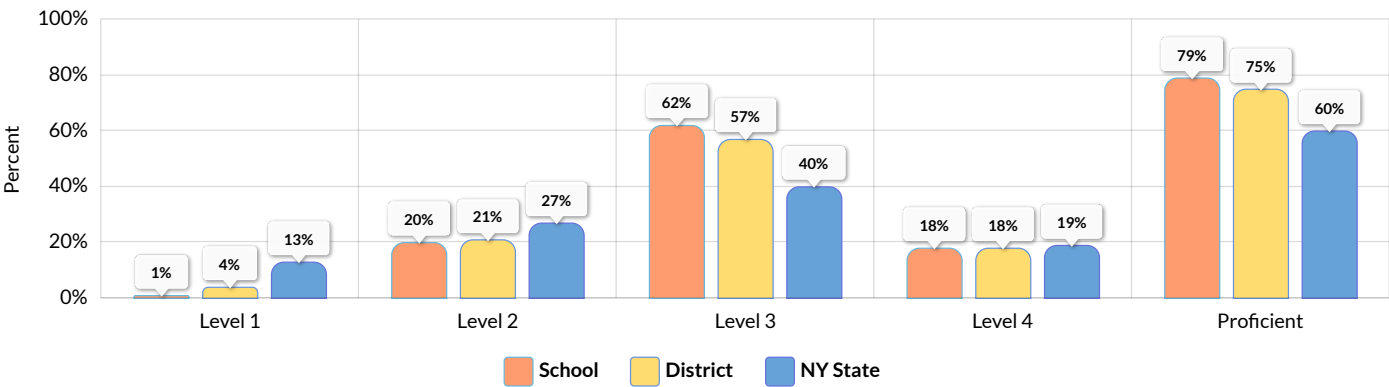
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	3	3%	91	97%	1	1%	18	20%	56	62%	16	18%	72	79%
Grades 3-8	94	3	3%	91	97%	1	1%	18	20%	56	62%	16	18%	72	79%

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 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	94	3	3%	91	97%	1	1%	18	20%	56	62%	16	18%	72	79%
Female	48	2	4%	46	96%	1	2%	9	20%	31	67%	5	11%	36	78%
Male	46	1	2%	45	98%	0	0%	9	20%	25	56%	11	24%	36	80%
General Education Students	83	2	2%	81	98%	1	1%	15	19%	49	60%	16	20%	65	80%
Students with Disabilities	11	1	9%	10	91%	0	0%	3	30%	7	70%	0	0%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	84	3	4%	81	96%	1	1%	14	17%	52	64%	14	17%	66	81%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	4	40%	4	40%	2	20%	6	60%
Economically Disadvantaged	20	0	0%	20	100%	1	5%	5	25%	12	60%	2	10%	14	70%
Not Economically Disadvantaged	74	3	4%	71	96%	0	0%	13	18%	44	62%	14	20%	58	82%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	3	3%	88	97%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	3	3%	90	97%	—	—	—	—	—	—	—	—	—	—
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	92	3	3%	89	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	94	3	3%	91	97%	1	1%	18	20%	56	62%	16	18%	72	79%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	89	2	2%	87	98%	—	—	—	—	—	—	—	—	—	—

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	7	0	0%	7	100%	1	14%	0	0%	2	29%	3	43%	1	14%
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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	347	29	8.4%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—
Black or African American	4	—	—
Hispanic or Latino	9	—	—
Multiracial	9	—	—
White	315	23	7.3%
English Language Learner	13	—	—
Students with Disabilities	59	7	11.9%
Economically Disadvantaged	66	14	21.2%

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

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