

PROSPECT HILL 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	214.2	123.3	136.1
	Math	202.4	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	245.5	178.8	182.3
	Math	231.8	190.9	192.4
Black or African American	ELA	191.7	114.8	129
	Math	133.3	106.7	122.2
Hispanic or Latino	ELA	212.5	107.5	122.9
	Math	195.8	105.6	121.4
Multiracial	ELA	233.3	125.7	138.1
	Math	221.4	129	140.8
White	ELA	206.1	123.7	136.4
	Math	198	134.7	145.6
Students with Disabilities	ELA	125	68.9	90.7
	Math	114.3	72.5	93.8
Economically Disadvantaged	ELA	190	110	125
	Math	170	110	125

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
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	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
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	—	4
Hispanic or Latino	4	4	—	—	4
Multiracial	4	4	4	—	4
White	4	4	4	—	4
Students with Disabilities	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	142	223.2	4
	Math	143	209.4	
	Science	37	175.7	
	Combined	322	211.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	245.5	4
	Math	11	231.8	
	Science	2	—	
	Combined	24	237.5	
Black or African American	ELA	5	230	—
	Math	5	160	
	Science	1	—	
	Combined	11	—	
Hispanic or Latino	ELA	12	212.5	4
	Math	12	195.8	
	Science	4	—	
	Combined	28	200	
Multiracial	ELA	21	233.3	4
	Math	21	221.4	
	Science	6	166.7	
	Combined	48	219.8	
White	ELA	93	219.4	4
	Math	94	208.5	
	Science	24	172.9	
	Combined	211	209.2	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	10	175	4
	Math	10	160	
	Science	4	—	
	Combined	24	164.6	
Economically Disadvantaged	ELA	5	190	—
	Math	5	170	
	Science	2	—	
	Combined	12	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	148	214.2	4
	Math	148	202.4	
	Science	41	158.5	
	Combined	337	202.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	245.5	4
	Math	11	231.8	
	Science	2	—	
	Combined	24	237.5	
Black or African American	ELA	6	191.7	—
	Math	6	133.3	
	Science	2	—	
	Combined	14	—	
Hispanic or Latino	ELA	12	212.5	4
	Math	12	195.8	
	Science	5	140	
	Combined	29	193.1	
Multiracial	ELA	21	233.3	4
	Math	21	221.4	
	Science	6	166.7	
	Combined	48	219.8	
White	ELA	99	206.1	4
	Math	99	198	
	Science	27	153.7	
	Combined	225	196.2	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	14	125	4
	Math	14	114.3	
	Science	5	120	
	Combined	33	119.7	
Economically Disadvantaged	ELA	5	190	—
	Math	5	170	
	Science	3	—	
	Combined	13	—	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	171	10,809	63.2	4
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—
Black or African American	7	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	24	1,345	56	4
White	113	7,132	63.1	4
Students with Disabilities	12	—	—	—
Economically Disadvantaged	6	—	—	—

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	282	6	11	93	172	222.3	4
Asian or Native Hawaiian/Other Pacific Islander	27	0	1	9	17	227.8	4
Black or African American	13	—	—	—	—	—	—
Hispanic or Latino	25	2	2	4	17	210	4
Multiracial	36	0	0	16	20	227.8	4
White	181	2	8	60	111	224	4
Students with Disabilities	17	—	—	—	—	—	—
Economically Disadvantaged	8	—	—	—	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

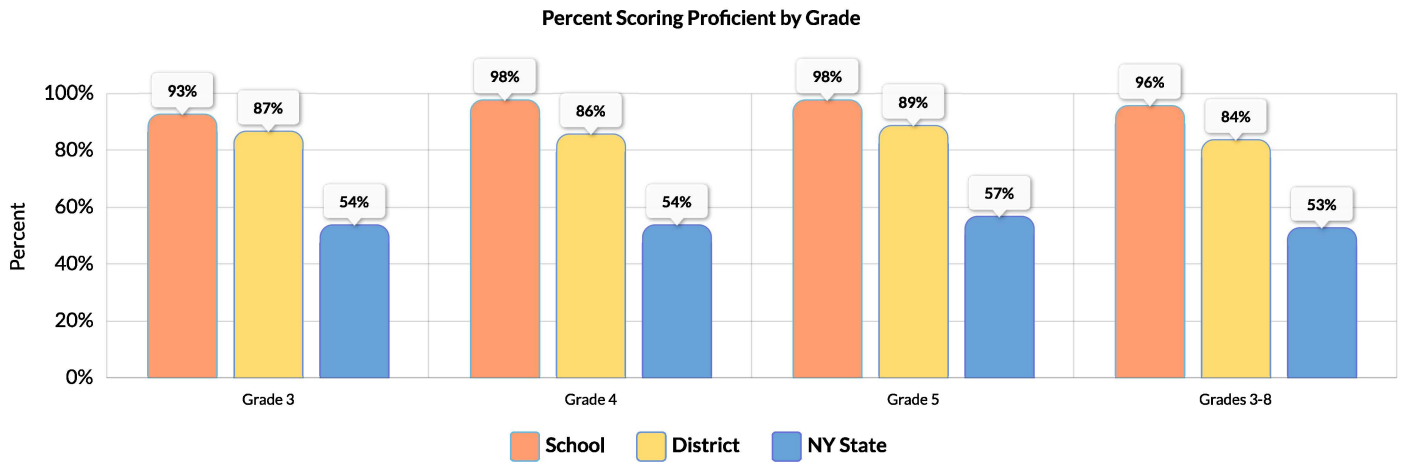
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	159	91.2%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	6	—
Hispanic or Latino	—	12	—
Multiracial	—	22	—
White	X	106	89.6%
Students with Disabilities	—	15	—
Economically Disadvantaged	—	5	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	159	91.8%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	6	—
Hispanic or Latino	—	12	—
Multiracial	—	22	—
White	X	106	90.6%
Students with Disabilities	—	15	—
Economically Disadvantaged	—	5	—

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

SUMMARY RESULTS



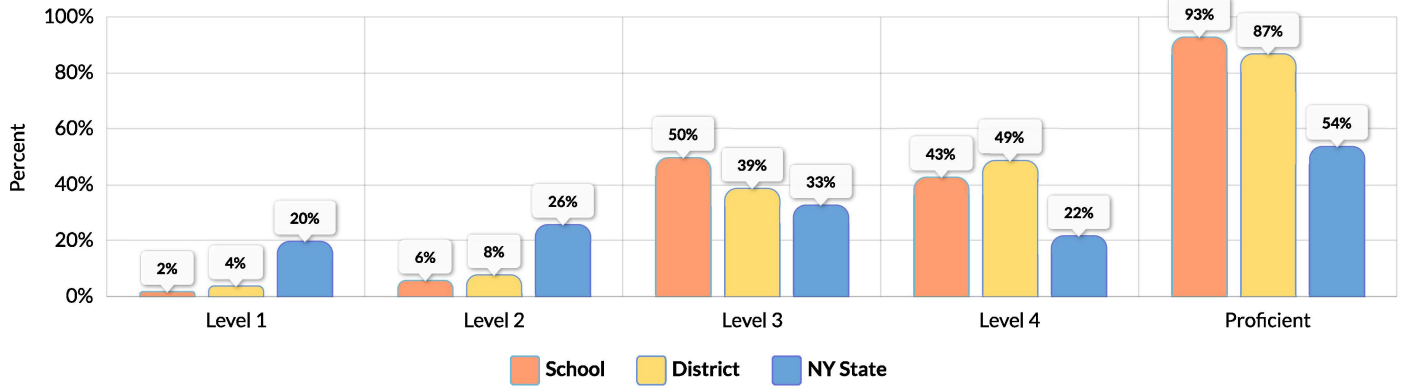
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%
Grade 4	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%
Grade 5	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%
Grades 3-8	159	14	9%	145	91%	1	1%	5	3%	60	41%	79	54%	139	96%

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



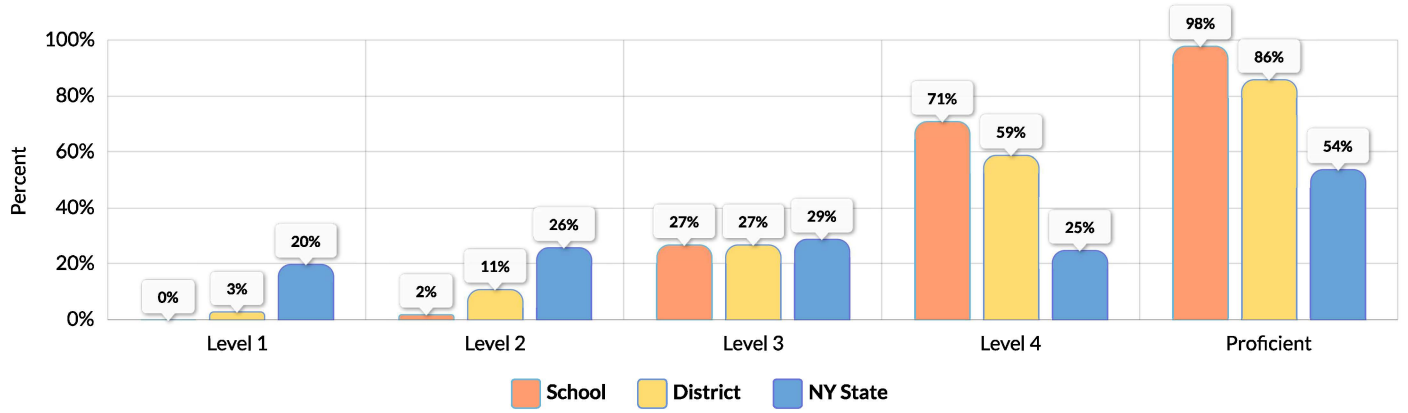
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%
Female	26	0	0%	26	100%	1	4%	1	4%	12	46%	12	46%	24	92%
Male	30	2	7%	28	93%	0	0%	2	7%	15	54%	11	39%	26	93%
General Education Students	51	1	2%	50	98%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	37	2	5%	35	95%	1	3%	2	6%	22	63%	10	29%	32	91%
Multiracial	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	55	2	4%	53	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%
Not in Foster Care	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%
Not Homeless	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%
Not Migrant	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	56	2	4%	54	96%	1	2%	3	6%	27	50%	23	43%	50	93%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



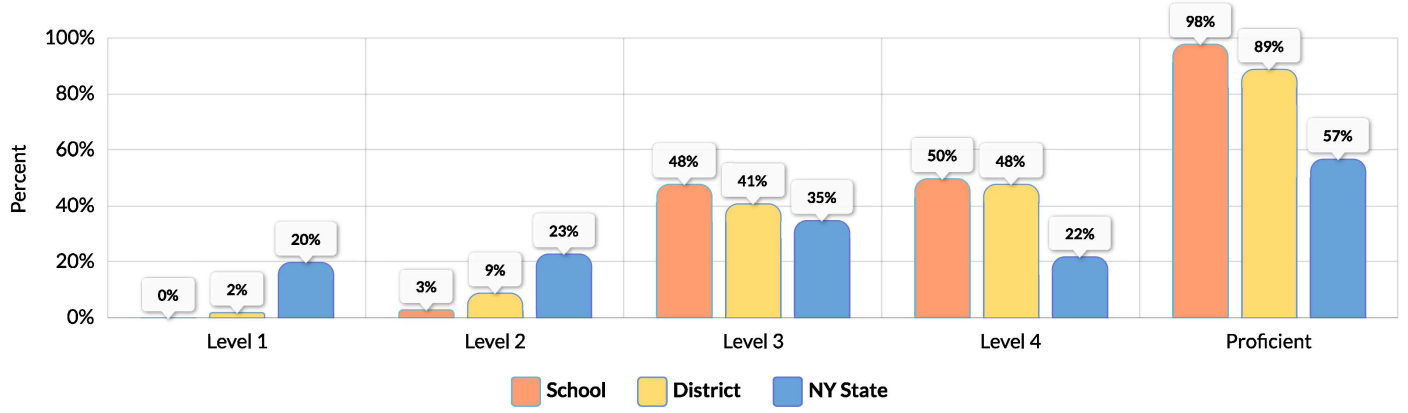
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%
Female	34	6	18%	28	82%	0	0%	1	4%	7	25%	20	71%	27	96%
Male	26	3	12%	23	88%	0	0%	0	0%	7	30%	16	70%	23	100%
General Education Students	55	6	11%	49	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	41	6	15%	35	85%	0	0%	1	3%	9	26%	25	71%	34	97%
Multiracial	7	1	14%	6	86%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	0	0%	3	30%	7	70%	10	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	59	9	15%	50	85%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%
Not in Foster Care	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%
Not Homeless	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%
Not Migrant	60	9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	60		9	15%	51	85%	0	0%	1	2%	14	27%	36	71%	50	98%

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

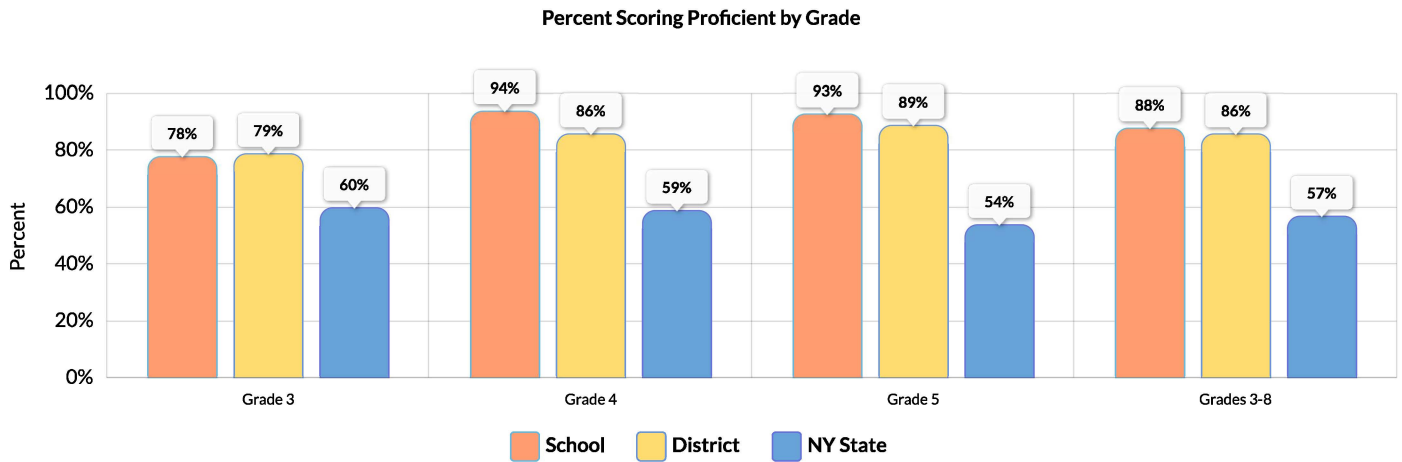


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%
Female	22	3	14%	19	86%	0	0%	1	5%	8	42%	10	53%	18	95%
Male	21	0	0%	21	100%	0	0%	0	0%	11	52%	10	48%	21	100%
General Education Students	38	2	5%	36	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	28	3	11%	25	89%	0	0%	1	4%	13	52%	11	44%	24	96%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	40	3	8%	37	93%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%
Not in Foster Care	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%
Not Homeless	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%
Not Migrant	43	3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	43		3	7%	40	93%	0	0%	1	3%	19	48%	20	50%	39	98%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



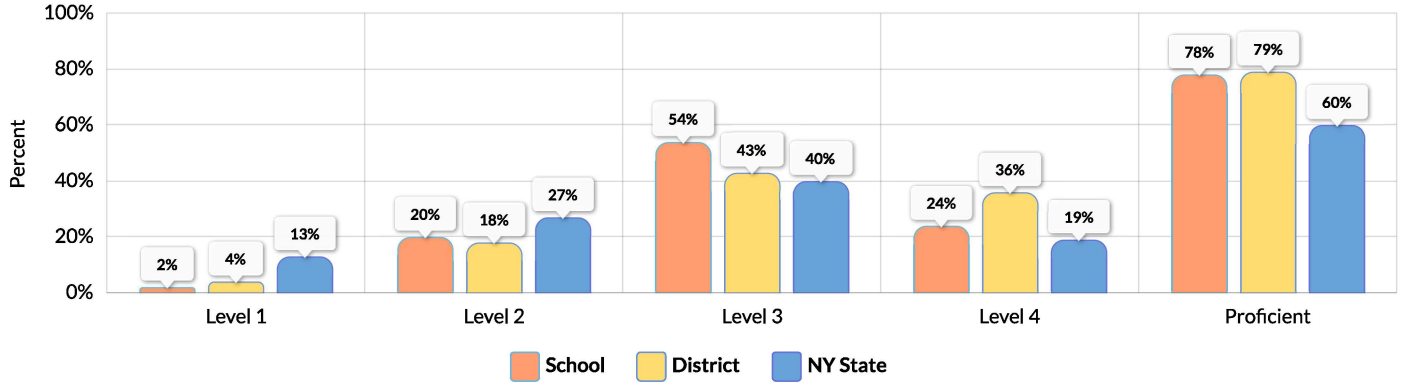
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%
Grade 4	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%
Grade 5	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%
Grades 3-8	159	13	8%	146	92%	2	1%	16	11%	64	44%	64	44%	128	88%

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



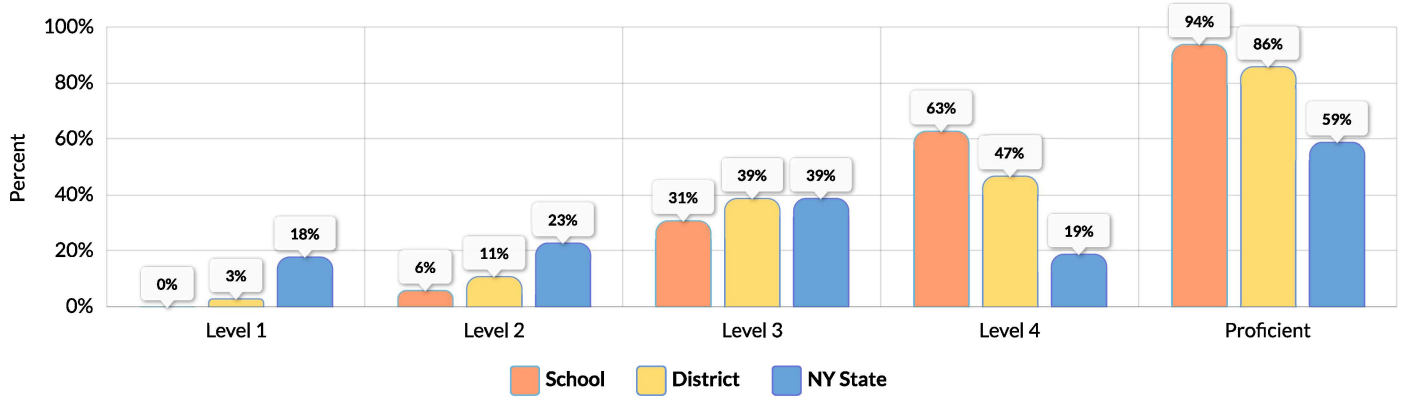
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%
Female	26	0	0%	26	100%	1	4%	5	19%	18	69%	2	8%	20	77%
Male	30	2	7%	28	93%	0	0%	6	21%	11	39%	11	39%	22	79%
General Education Students	51	1	2%	50	98%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	37	2	5%	35	95%	0	0%	9	26%	21	60%	5	14%	26	74%
Multiracial	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	1	10%	2	20%	2	20%	5	50%	7	70%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	55	2	4%	53	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%
Not in Foster Care	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%
Not Homeless	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%
Not Migrant	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	56	2	4%	54	96%	1	2%	11	20%	29	54%	13	24%	42	78%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



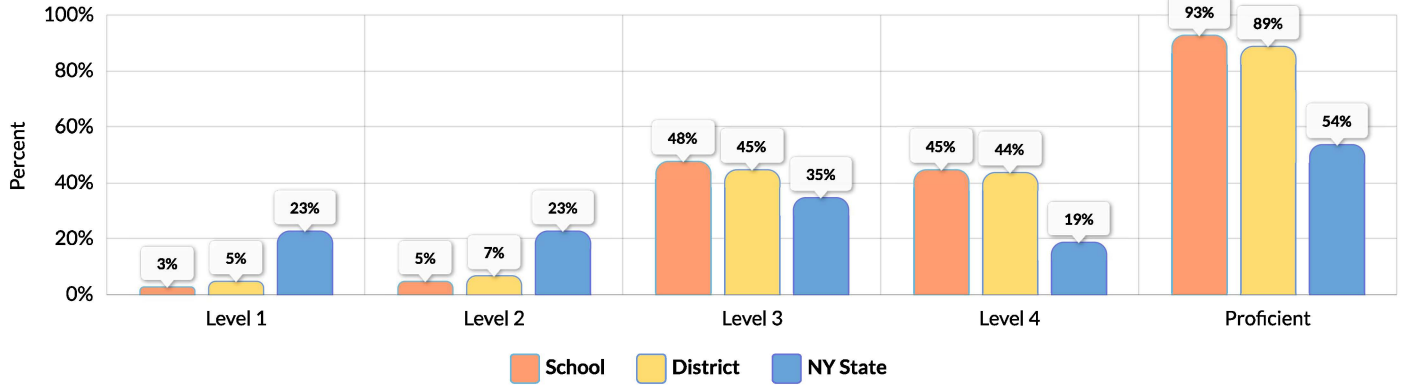
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%
Female	34	6	18%	28	82%	0	0%	2	7%	13	46%	13	46%	26	93%
Male	26	2	8%	24	92%	0	0%	1	4%	3	13%	20	83%	23	96%
General Education Students	55	5	9%	50	91%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
White	41	5	12%	36	88%	0	0%	2	6%	11	31%	23	64%	34	94%
Multiracial	7	1	14%	6	86%	0	0%	1	17%	2	33%	3	50%	5	83%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	0	0%	3	30%	7	70%	10	100%
Economically Disadvantaged	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	59	8	14%	51	86%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%
Not in Foster Care	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%
Not Homeless	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%
Not Migrant	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	60	8	13%	52	87%	0	0%	3	6%	16	31%	33	63%	49	94%

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	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%
Female	22	3	14%	19	86%	1	5%	1	5%	10	53%	7	37%	17	89%
Male	21	0	0%	21	100%	0	0%	1	5%	9	43%	11	52%	20	95%
General Education Students	38	2	5%	36	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	28	3	11%	25	89%	1	4%	0	0%	14	56%	10	40%	24	96%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	40	3	8%	37	93%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%
Not in Foster Care	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%
Not Homeless	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%
Not Migrant	43	3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%

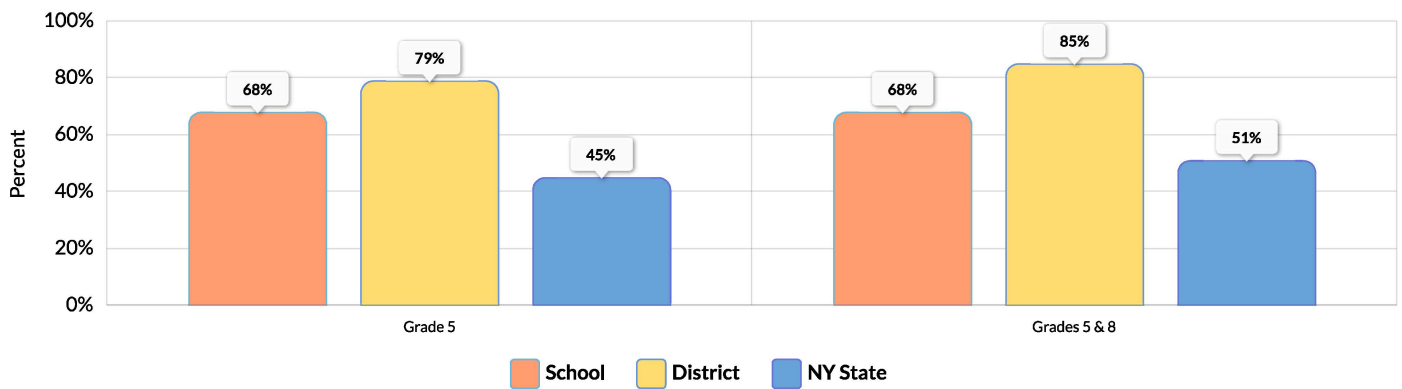
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	43		3	7%	40	93%	1	3%	2	5%	19	48%	18	45%	37	93%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



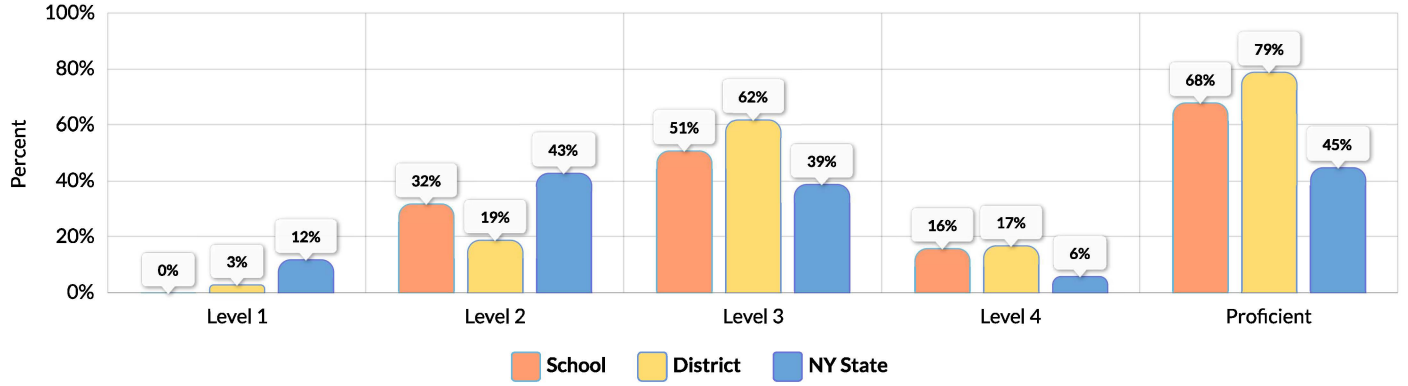
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	43		6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%
Grades 5 & 8	43		6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%

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	43	6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%
Female	22	6	27%	16	73%	0	0%	6	38%	6	38%	4	25%	10	63%
Male	21	0	0%	21	100%	0	0%	6	29%	13	62%	2	10%	15	71%
General Education Students	38	5	13%	33	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	28	4	14%	24	86%	0	0%	8	33%	13	54%	3	13%	16	67%
Multiracial	6	0	0%	6	100%	0	0%	3	50%	1	17%	2	33%	3	50%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	40	5	13%	35	88%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%
Not in Foster Care	43	6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%
Not Homeless	43	6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%
Not Migrant	43	6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	43		6	14%	37	86%	0	0%	12	32%	19	51%	6	16%	25	68%

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	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	282	17	6%
Asian or Native Hawaiian/Other Pacific Islander	27	1	3.7%
Black or African American	13	—	—
Hispanic or Latino	25	4	16%
Multiracial	36	0	—
White	181	10	5.5%
Students with Disabilities	17	—	—
Economically Disadvantaged	8	—	—

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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