

# CHARLES E SCHWARTING SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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.

## 2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

**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
Students with Disabilities	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	1	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	2	—	4
Multiracial	—	—	—	—
White	3	2	—	4
English Language Learner	—	—	—	—
Students with Disabilities	—	1	—	4
Economically Disadvantaged	—	—	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	107	126.6	3
	Math	103	152.4	
	Combined	210	139.3	
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	10	90	2
	Math	10	120	
	Combined	20	105	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	88	133	3
	Math	84	159.5	
	Combined	172	145.9	
English Language Learner	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
Students with Disabilities	ELA	14	50	—
	Math	12	66.7	
	Combined	26	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	7	171.4	—
	Math	7	142.9	
	Combined	14	—	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	211	64.2	1
	Math	211	74.4	
	Combined	422	69.3	
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	16	56.3	2
	Math	16	75	
	Combined	32	65.6	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	186	62.9	2
	Math	186	72	
	Combined	372	67.5	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	40	22.5	1
	Math	40	27.5	
	Combined	80	25	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	14	85.7	—
	Math	14	71.4	
	Combined	28	—	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	385	37	9.6%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	42	5	11.9%	4
Multiracial	7	—	—	—
White	330	30	9.1%	4
English Language Learner	10	—	—	—
Students with Disabilities	79	9	11.4%	4
Economically Disadvantaged	34	15	44.1%	2

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	223	48%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	17	—
Multiracial	—	3	—
White	X	197	44.7%
English Language Learner	—	1	—
Students with Disabilities	—	37	—
Economically Disadvantaged	—	15	—

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	223	46.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	17	—
Multiracial	—	3	—
White	X	197	42.6%
English Language Learner	—	1	—
Students with Disabilities	—	37	—
Economically Disadvantaged	—	15	—



## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation 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 3	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Grade 4	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%
Grade 5	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Grades 3-8	224	117	52%	107	48%	21	20%	42	39%	33	31%	11	10%	44	41%

## GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Female	27	14	52%	13	48%	0	0%	4	31%	4	31%	5	38%	9	69%
Male	45	21	47%	24	53%	5	21%	8	33%	8	33%	3	13%	11	46%
General Education Students	57	27	47%	30	53%	2	7%	9	30%	11	37%	8	27%	19	63%
Students with Disabilities	15	8	53%	7	47%	3	43%	3	43%	1	14%	0	0%	1	14%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
White	62	32	52%	30	48%	4	13%	7	23%	11	37%	8	27%	19	63%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	1	14%	5	71%	1	14%	0	0%	1	14%
Economically Disadvantaged	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	68	33	49%	35	51%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Not in Foster Care	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Not Homeless	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Not Migrant	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%
Parent Not in Armed Forces	72	35	49%	37	51%	5	14%	12	32%	12	32%	8	22%	20	54%

## GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%
Female	35	12	34%	23	66%	7	30%	11	48%	5	22%	0	0%	5	22%
Male	41	28	68%	13	32%	2	15%	6	46%	5	38%	0	0%	5	38%
General Education Students	63	30	48%	33	52%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13	10	77%	3	23%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
White	67	37	55%	30	45%	7	23%	14	47%	9	30%	0	0%	9	30%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	3	50%	1	17%	0	0%	1	17%
Economically Disadvantaged	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	73	38	52%	35	48%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	75	39	52%	36	48%	9	25%	17	47%	10	28%	0	0%	10	28%
Not in Foster Care	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%
Not Homeless	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%
Not Migrant	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%
Parent Not in Armed Forces	76	40	53%	36	47%	9	25%	17	47%	10	28%	0	0%	10	28%

## GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Female	38	23	61%	15	39%	1	7%	8	53%	4	27%	2	13%	6	40%
Male	38	19	50%	19	50%	6	32%	5	26%	7	37%	1	5%	8	42%
General Education Students	67	37	55%	30	45%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	69	41	59%	28	41%	6	21%	9	32%	11	39%	2	7%	13	46%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	4	67%	0	0%	1	17%	1	17%
Economically Disadvantaged	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	38	56%	30	44%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Not in Foster Care	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Not Homeless	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Not Migrant	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%
Parent Not in Armed Forces	76	42	55%	34	45%	7	21%	13	38%	11	32%	3	9%	14	41%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation 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 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Grade 4	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%
Grade 5	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Grades 3-8	224	121	54%	103	46%	13	13%	31	30%	43	42%	16	16%	59	57%

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



## GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Female	27	14	52%	13	48%	0	0%	4	31%	5	38%	4	31%	9	69%
Male	45	21	47%	24	53%	3	13%	6	25%	10	42%	5	21%	15	63%
General Education Students	57	27	47%	30	53%	1	3%	6	20%	14	47%	9	30%	23	77%
Students with Disabilities	15	8	53%	7	47%	2	29%	4	57%	1	14%	0	0%	1	14%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
White	62	33	53%	29	47%	1	3%	7	24%	12	41%	9	31%	21	72%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	2	25%	3	38%	3	38%	0	0%	3	38%
Economically Disadvantaged	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	68	33	49%	35	51%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Not in Foster Care	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Not Homeless	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Not Migrant	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%
Parent Not in Armed Forces	72	35	49%	37	51%	3	8%	10	27%	15	41%	9	24%	24	65%

## GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%
Female	35	16	46%	19	54%	3	16%	8	42%	8	42%	0	0%	8	42%
Male	41	27	66%	14	34%	2	14%	3	21%	7	50%	2	14%	9	64%
General Education Students	63	32	51%	31	49%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13	11	85%	2	15%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
White	67	39	58%	28	42%	3	11%	10	36%	14	50%	1	4%	15	54%
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	2	40%	1	20%	1	20%	1	20%	2	40%
Economically Disadvantaged	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	73	41	56%	32	44%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	75	42	56%	33	44%	5	15%	11	33%	15	45%	2	6%	17	52%
Not in Foster Care	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%
Not Homeless	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%
Not Migrant	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%
Parent Not in Armed Forces	76	43	57%	33	43%	5	15%	11	33%	15	45%	2	6%	17	52%

## GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Female	38	23	61%	15	39%	1	7%	3	20%	10	67%	1	7%	11	73%
Male	38	20	53%	18	47%	4	22%	7	39%	3	17%	4	22%	7	39%
General Education Students	67	37	55%	30	45%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	6	67%	3	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	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	69	42	61%	27	39%	4	15%	8	30%	11	41%	4	15%	15	56%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	2	33%	2	33%	1	17%	3	50%
Economically Disadvantaged	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	39	57%	29	43%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Not in Foster Care	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Not Homeless	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Not Migrant	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%
Parent Not in Armed Forces	76	43	57%	33	43%	5	15%	10	30%	13	39%	5	15%	18	55%

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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 1	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-	
Grade 2	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-	
Grade 4	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-	

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%



**NEW YORK STATE NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	38	5	13%	1	0	0%
THIS DISTRICT	241	35	15%	5	1	20%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH- POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW- POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	38	0	0%
THIS DISTRICT	231	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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