

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	110	172.3	4
	Math	113	173	
	Combined	223	172.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	27	179.6	4
	Math	27	181.5	
	Combined	54	180.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	20	162.5	3
	Math	22	138.6	
	Combined	42	150	
Multiracial	ELA	5	170	—
	Math	5	160	
	Combined	10	—	
White	ELA	57	171.9	4
	Math	58	182.8	
	Combined	115	177.4	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	11	90.9	—
	Math	12	104.2	
	Combined	23	—	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	24	141.7	4
	Math	25	142	
	Combined	49	141.8	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	227	83.5	2
	Math	227	86.1	
	Combined	454	84.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	147	3
	Math	33	148.5	
	Combined	66	147.7	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	40	81.3	2
	Math	40	76.3	
	Combined	80	78.8	
Multiracial	ELA	6	141.7	—
	Math	6	133.3	
	Combined	12	—	
White	ELA	146	67.1	2
	Math	146	72.6	
	Combined	292	69.9	
English Language Learner	ELA	8	25	—
	Math	8	43.8	
	Combined	16	—	
Students with Disabilities	ELA	39	42.3	2
	Math	39	47.4	
	Combined	78	44.9	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	34	100	3
	Math	34	104.4	
	Combined	68	102.2	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	6	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	11	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	420	55	13.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	62	11	17.7%	3
Black or African American	4	—	—	—
Hispanic or Latino	81	14	17.3%	3
Multiracial	15	—	—	—
White	258	23	8.9%	4
English Language Learner	17	—	—	—
Students with Disabilities	76	9	11.8%	4
Economically Disadvantaged	62	19	30.6%	3

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	247	47.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	41	78.1%
Black or African American	—	2	—
Hispanic or Latino	X	42	47.6%
Multiracial	—	7	—
White	X	155	37.4%
English Language Learner	—	11	—
Students with Disabilities	—	34	—
Economically Disadvantaged	X	40	67.5%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	247	48.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	41	78.1%
Black or African American	—	2	—
Hispanic or Latino	X	42	52.4%
Multiracial	—	7	—
White	X	155	38.1%
English Language Learner	—	11	—
Students with Disabilities	—	34	—
Economically Disadvantaged	X	40	70%



## 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	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%
Grade 4	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%
Grade 5	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%
Grades 3-8	247	133	54%	114	46%	9	8%	30	26%	47	41%	28	25%	75	66%

## 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	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%
Female	41	21	51%	20	49%	0	0%	4	20%	7	35%	9	45%	16	80%
Male	46	21	46%	25	54%	3	12%	8	32%	11	44%	3	12%	14	56%
General Education Students	72	32	44%	40	56%	0	0%	11	28%	17	43%	12	30%	29	73%
Students with Disabilities	15	10	67%	5	33%	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	8	44%	10	56%	1	10%	2	20%	4	40%	3	30%	7	70%
White	56	33	59%	23	41%	2	9%	8	35%	9	39%	4	17%	13	57%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	0	0%	2	17%	5	42%	5	42%	10	83%
Economically Disadvantaged	15	5	33%	10	67%	2	20%	2	20%	4	40%	2	20%	6	60%
Not Economically Disadvantaged	72	37	51%	35	49%	1	3%	10	29%	14	40%	10	29%	24	69%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	85	40	47%	45	53%	3	7%	12	27%	18	40%	12	27%	30	67%
Not in Foster Care	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%
Not Homeless	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%
Not Migrant	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	87	42	48%	45	52%	3	7%	12	27%	18	40%	12	27%	30	67%

## 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	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%
Female	40	20	50%	20	50%	1	5%	5	25%	9	45%	5	25%	14	70%
Male	45	29	64%	16	36%	3	19%	5	31%	6	38%	2	13%	8	50%
General Education Students	76	40	53%	36	47%	4	11%	10	28%	15	42%	7	19%	22	61%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	7	37%	12	63%	2	17%	3	25%	4	33%	3	25%	7	58%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	7	58%	5	42%	–	–	–	–	–	–	–	–	–	–
White	48	33	69%	15	31%	2	13%	4	27%	5	33%	4	27%	9	60%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	9	50%	9	50%	0	0%	3	33%	6	67%	0	0%	6	67%
Economically Disadvantaged	15	5	33%	10	67%	3	30%	4	40%	3	30%	0	0%	3	30%
Not Economically Disadvantaged	70	44	63%	26	37%	1	4%	6	23%	12	46%	7	27%	19	73%
English Language Learner	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	79	45	57%	34	43%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%
Not Homeless	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%
Not Migrant	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	49	58%	36	42%	4	11%	10	28%	15	42%	7	19%	22	61%

## 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	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%
Female	37	22	59%	15	41%	1	7%	2	13%	5	33%	7	47%	12	80%
Male	38	20	53%	18	47%	1	6%	6	33%	9	50%	2	11%	11	61%
General Education Students	65	35	54%	30	46%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	10	7	70%	3	30%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	4	40%	4	40%	2	20%	6	60%
Hispanic or Latino	12	7	58%	5	42%	–	–	–	–	–	–	–	–	–	–
White	51	34	67%	17	33%	2	12%	1	6%	8	47%	6	35%	14	82%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	10	4	40%	6	60%	0	0%	1	17%	4	67%	1	17%	5	83%
Not Economically Disadvantaged	65	38	58%	27	42%	2	7%	7	26%	10	37%	8	30%	18	67%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	41	57%	31	43%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%
Not Homeless	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%
Not Migrant	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%
Parent Not in Armed Forces	75	42	56%	33	44%	2	6%	8	24%	14	42%	9	27%	23	70%

## 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	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%
Grade 4	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%
Grade 5	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%
Grades 3-8	247	130	53%	117	47%	5	4%	32	27%	63	54%	17	15%	80	68%

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	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%
Female	41	18	44%	23	56%	1	4%	4	17%	14	61%	4	17%	18	78%
Male	46	20	43%	26	57%	2	8%	6	23%	17	65%	1	4%	18	69%
General Education Students	72	29	40%	43	60%	0	0%	7	16%	31	72%	5	12%	36	84%
Students with Disabilities	15	9	60%	6	40%	3	50%	3	50%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	5	28%	13	72%	2	15%	3	23%	7	54%	1	8%	8	62%
White	56	32	57%	24	43%	1	4%	4	17%	17	71%	2	8%	19	79%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	0	0%	3	25%	7	58%	2	17%	9	75%
Economically Disadvantaged	15	3	20%	12	80%	3	25%	4	33%	3	25%	2	17%	5	42%
Not Economically Disadvantaged	72	35	49%	37	51%	0	0%	6	16%	28	76%	3	8%	31	84%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	85	36	42%	49	58%	3	6%	10	20%	31	63%	5	10%	36	73%
Not in Foster Care	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%
Not Homeless	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%
Not Migrant	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	87	38	44%	49	56%	3	6%	10	20%	31	63%	5	10%	36	73%

## 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	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%
Female	40	20	50%	20	50%	2	10%	6	30%	9	45%	3	15%	12	60%
Male	45	31	69%	14	31%	0	0%	6	43%	7	50%	1	7%	8	57%
General Education Students	76	42	55%	34	45%	2	6%	12	35%	16	47%	4	12%	20	59%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	7	37%	12	63%	0	0%	5	42%	5	42%	2	17%	7	58%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	8	67%	4	33%	–	–	–	–	–	–	–	–	–	–
White	48	34	71%	14	29%	1	7%	5	36%	6	43%	2	14%	8	57%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	10	56%	8	44%	1	13%	2	25%	5	63%	0	0%	5	63%
Economically Disadvantaged	15	7	47%	8	53%	1	13%	4	50%	2	25%	1	13%	3	38%
Not Economically Disadvantaged	70	44	63%	26	37%	1	4%	8	31%	14	54%	3	12%	17	65%
English Language Learner	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	79	47	59%	32	41%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%
Not Homeless	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%
Not Migrant	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	51	60%	34	40%	2	6%	12	35%	16	47%	4	12%	20	59%



## 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	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%
Female	37	22	59%	15	41%	0	0%	5	33%	7	47%	3	20%	10	67%
Male	38	19	50%	19	50%	0	0%	5	26%	9	47%	5	26%	14	74%
General Education Students	65	34	52%	31	48%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	10	7	70%	3	30%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	2	20%	5	50%	3	30%	8	80%
Hispanic or Latino	12	7	58%	5	42%	–	–	–	–	–	–	–	–	–	–
White	51	33	65%	18	35%	0	0%	4	22%	9	50%	5	28%	14	78%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	0	0%	4	67%	2	33%	0	0%	2	33%
Economically Disadvantaged	10	3	30%	7	70%	0	0%	2	29%	5	71%	0	0%	5	71%
Not Economically Disadvantaged	65	38	58%	27	42%	0	0%	8	30%	11	41%	8	30%	19	70%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	40	56%	32	44%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%
Not Homeless	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%
Not Migrant	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%
Parent Not in Armed Forces	75	41	55%	34	45%	0	0%	10	29%	16	47%	8	24%	24	71%

## 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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	4	57%	1	14%	2	29%	0	0%
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	6	0	0%	6	100%	0	0%	1	17%	1	17%	2	33%	2	33%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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

## 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	41	6	15%	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	41	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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