

MOTT HALL CHARTER 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

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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement: Potential Targeted 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	2	2	–	1
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	2	2	–	1
Hispanic or Latino	2	2	–	1
Multiracial	–	–	–	–
White	–	–	–	–
English Language Learner	1	1	–	–
Students with Disabilities	2	2	–	1
Economically Disadvantaged	2	2	–	1

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	183	100.3	2
	Math	187	88	
	Combined	370	94.1	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Black or African American	ELA	85	106.5	2
	Math	87	96	
	Combined	172	101.2	
Hispanic or Latino	ELA	94	96.8	2
	Math	96	78.1	
	Combined	190	87.4	
White	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
English Language Learner	ELA	16	18.8	1
	Math	16	56.3	
	Combined	32	37.5	
Students with Disabilities	ELA	37	63.5	2
	Math	38	47.4	
	Combined	75	55.3	
Economically Disadvantaged	ELA	171	102	2
	Math	175	88.3	
	Combined	346	95.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	198	92.7	2
	Math	198	83.1	
	Combined	396	87.9	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	92	98.4	2
	Math	91	91.8	
	Combined	183	95.1	
Hispanic or Latino	ELA	102	89.2	2
	Math	103	72.8	
	Combined	205	81	
White	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
English Language Learner	ELA	20	15	1
	Math	20	45	
	Combined	40	30	
Students with Disabilities	ELA	42	56	2
	Math	42	42.9	
	Combined	84	49.4	
Economically Disadvantaged	ELA	183	95.4	2
	Math	183	84.4	
	Combined	366	89.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	11	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	12	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	10	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	244	156	63.9%	1
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	112	64	57.1%	1
Hispanic or Latino	127	88	69.3%	1
Multiracial	–	–	–	–
White	4	–	–	–
English Language Learner	27	–	–	–
Students with Disabilities	53	31	58.5%	1
Economically Disadvantaged	227	147	64.8%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	223	88.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	X	103	88.4%
Hispanic or Latino	X	116	87.9%
Multiracial	—	0	—
White	—	3	—
English Language Learner	—	22	—
Students with Disabilities	X	47	85.1%
Economically Disadvantaged	X	207	88.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	224	89.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	X	103	91.3%
Hispanic or Latino	X	117	88%
Multiracial	—	0	—
White	—	3	—
English Language Learner	—	23	—
Students with Disabilities	X	48	87.5%
Economically Disadvantaged	X	208	90.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	0

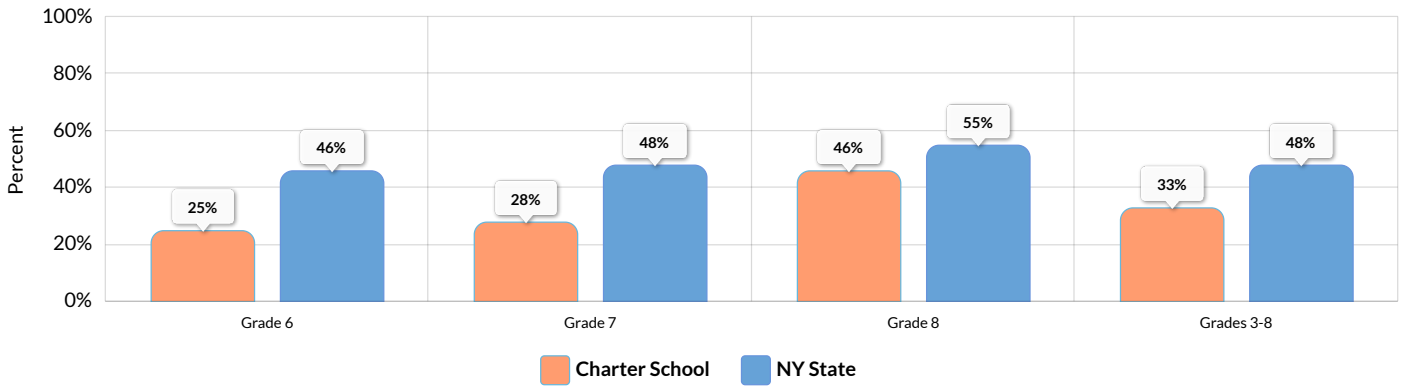
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



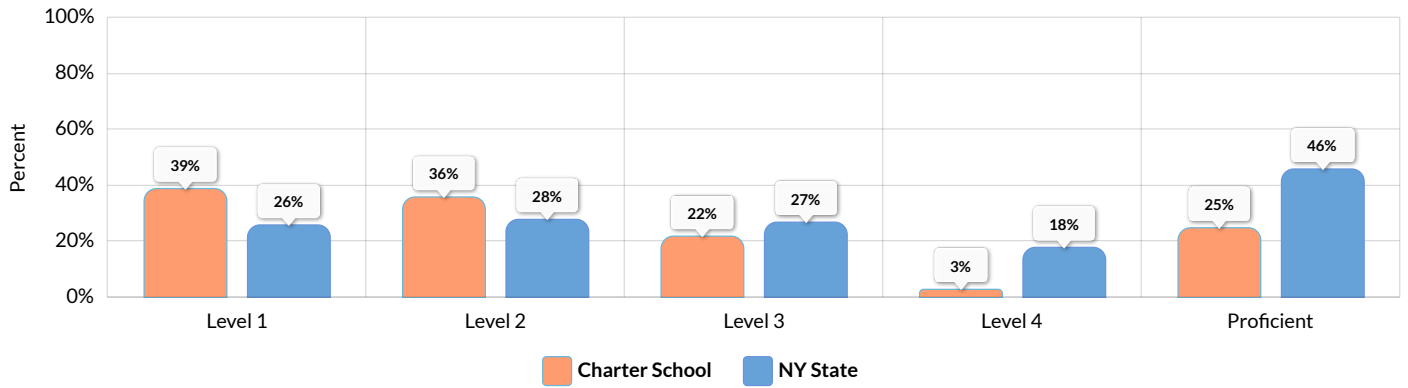
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	70	6	9%	64	91%	25	39%	23	36%	14	22%	2	3%	16	25%
Grade 7	70	2	3%	68	97%	26	38%	23	34%	17	25%	2	3%	19	28%
Grade 8	86	21	24%	65	76%	16	25%	19	29%	26	40%	4	6%	30	46%
Grades 3-8	226	29	13%	197	87%	67	34%	65	33%	57	29%	8	4%	65	33%

GRADE 6 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.



Percent Scoring at Levels for All Students



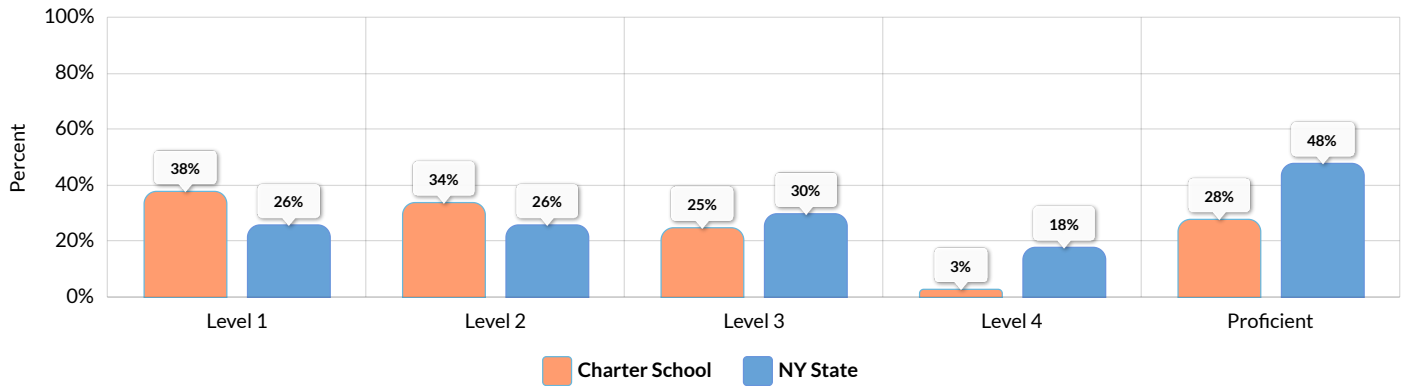
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	64	91%	25	39%	23	36%	14	22%	2	3%	16	25%
Female	37	3	8%	34	92%	11	32%	14	41%	7	21%	2	6%	9	26%
Male	33	3	9%	30	91%	14	47%	9	30%	7	23%	0	0%	7	23%
General Education Students	56	5	9%	51	91%	16	31%	20	39%	13	25%	2	4%	15	29%
Students with Disabilities	14	1	7%	13	93%	9	69%	3	23%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	27	2	7%	25	93%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	42	4	10%	38	90%	15	39%	14	37%	8	21%	1	3%	9	24%
Small Group Total: Race & Ethnicity	28	2	7%	26	93%	10	38%	9	35%	6	23%	1	4%	7	27%
Economically Disadvantaged	68	6	9%	62	91%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
English Language Learner	8	2	25%	6	75%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	62	4	6%	58	94%	22	38%	20	34%	14	24%	2	3%	16	28%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	68	6	9%	62	91%	–	–	–	–	–	–	–	–	–	–
Homeless	18	3	17%	15	83%	8	53%	4	27%	2	13%	1	7%	3	20%
Not Homeless	52	3	6%	49	94%	17	35%	19	39%	12	24%	1	2%	13	27%
Not Migrant	70	6	9%	64	91%	25	39%	23	36%	14	22%	2	3%	16	25%
Parent Not in Armed Forces	70	6	9%	64	91%	25	39%	23	36%	14	22%	2	3%	16	25%

GRADE 7 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.



Percent Scoring at Levels for All Students



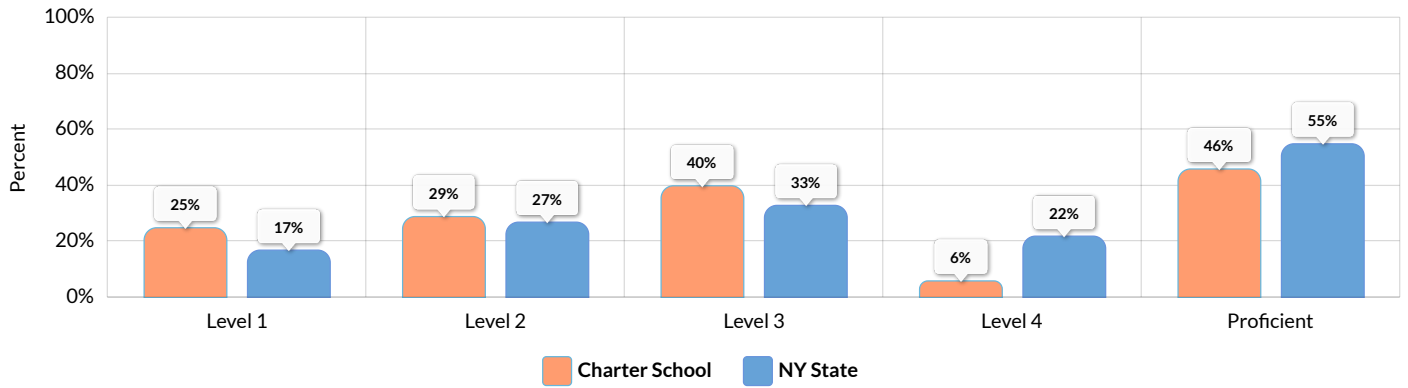
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	68	97%	26	38%	23	34%	17	25%	2	3%	19	28%
Female	35	2	6%	33	94%	10	30%	14	42%	9	27%	0	0%	9	27%
Male	35	0	0%	35	100%	16	46%	9	26%	8	23%	2	6%	10	29%
General Education Students	52	1	2%	51	98%	19	37%	17	33%	13	25%	2	4%	15	29%
Students with Disabilities	18	1	6%	17	94%	7	41%	6	35%	4	24%	0	0%	4	24%
Black or African American	38	1	3%	37	97%	10	27%	15	41%	11	30%	1	3%	12	32%
Hispanic or Latino	30	1	3%	29	97%	–	–	–	–	–	–	–	–	–	–
White	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	32	1	3%	31	97%	16	52%	8	26%	6	19%	1	3%	7	23%
Economically Disadvantaged	66	2	3%	64	97%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
English Language Learner	9	0	0%	9	100%	9	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	61	2	3%	59	97%	17	29%	23	39%	17	29%	2	3%	19	32%
Not in Foster Care	70	2	3%	68	97%	26	38%	23	34%	17	25%	2	3%	19	28%
Homeless	17	1	6%	16	94%	7	44%	4	25%	5	31%	0	0%	5	31%
Not Homeless	53	1	2%	52	98%	19	37%	19	37%	12	23%	2	4%	14	27%
Not Migrant	70	2	3%	68	97%	26	38%	23	34%	17	25%	2	3%	19	28%
Parent Not in Armed Forces	70	2	3%	68	97%	26	38%	23	34%	17	25%	2	3%	19	28%

GRADE 8 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.



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	86	21	24%	65	76%	16	25%	19	29%	26	40%	4	6%	30	46%
Female	41	4	10%	37	90%	8	22%	8	22%	18	49%	3	8%	21	57%
Male	45	17	38%	28	62%	8	29%	11	39%	8	29%	1	4%	9	32%
General Education Students	70	15	21%	55	79%	11	20%	16	29%	25	45%	3	5%	28	51%
Students with Disabilities	16	6	38%	10	63%	5	50%	3	30%	1	10%	1	10%	2	20%
Black or African American	39	10	26%	29	74%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	46	11	24%	35	76%	11	31%	6	17%	16	46%	2	6%	18	51%
White	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	40	10	25%	30	75%	5	17%	13	43%	10	33%	2	7%	12	40%
Economically Disadvantaged	76	18	24%	58	76%	13	22%	17	29%	24	41%	4	7%	28	48%
Not Economically Disadvantaged	10	3	30%	7	70%	3	43%	2	29%	2	29%	0	0%	2	29%
English Language Learner	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	17	21%	63	79%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	21	24%	65	76%	16	25%	19	29%	26	40%	4	6%	30	46%
Homeless	19	5	26%	14	74%	1	7%	5	36%	8	57%	0	0%	8	57%
Not Homeless	67	16	24%	51	76%	15	29%	14	27%	18	35%	4	8%	22	43%
Not Migrant	86	21	24%	65	76%	16	25%	19	29%	26	40%	4	6%	30	46%
Parent Not in Armed Forces	86	21	24%	65	76%	16	25%	19	29%	26	40%	4	6%	30	46%

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 6	69	4	6%	65	94%	28	43%	19	29%	15	23%	3	5%	18	28%
Combined 6	69	4	6%	65	94%	28	43%	19	29%	15	23%	3	5%	18	28%
Grade 7	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%
Combined 7	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%
Grade 8	86	23	27%	63	73%	36	57%	15	24%	11	17%	1	2%	12	19%
Regents 8	—	—	—	4	5%	—	—	—	—	—	—	—	—	—	—
Combined 8	86	19	22%	67	78%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	225	24	11%	201	89%	—	—	—	—	—	—	—	—	—	—

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

GRADE 6 MATH RESULTS

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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	4	6%	65	94%	28	43%	19	29%	15	23%	3	5%	18	28%
Female	36	2	6%	34	94%	18	53%	10	29%	5	15%	1	3%	6	18%
Male	33	2	6%	31	94%	10	32%	9	29%	10	32%	2	6%	12	39%
General Education Students	55	4	7%	51	93%	16	31%	18	35%	14	27%	3	6%	17	33%
Students with Disabilities	14	0	0%	14	100%	12	86%	1	7%	1	7%	0	0%	1	7%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	27	1	4%	26	96%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	41	3	7%	38	93%	19	50%	8	21%	8	21%	3	8%	11	29%
Small Group Total: Race & Ethnicity	28	1	4%	27	96%	9	33%	11	41%	7	26%	0	0%	7	26%
Economically Disadvantaged	67	4	6%	63	94%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
English Language Learner	8	2	25%	6	75%	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	61	2	3%	59	97%	25	42%	18	31%	13	22%	3	5%	16	27%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	67	4	6%	63	94%	–	–	–	–	–	–	–	–	–	–
Homeless	18	2	11%	16	89%	8	50%	5	31%	3	19%	0	0%	3	19%
Not Homeless	51	2	4%	49	96%	20	41%	14	29%	12	24%	3	6%	15	31%
Not Migrant	69	4	6%	65	94%	28	43%	19	29%	15	23%	3	5%	18	28%
Parent Not in Armed Forces	69	4	6%	65	94%	28	43%	19	29%	15	23%	3	5%	18	28%

GRADE 7 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	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%
Female	35	1	3%	34	97%	11	32%	13	38%	7	21%	3	9%	10	29%
Male	35	0	0%	35	100%	4	11%	21	60%	10	29%	0	0%	10	29%
General Education Students	52	1	2%	51	98%	9	18%	24	47%	15	29%	3	6%	18	35%
Students with Disabilities	18	0	0%	18	100%	6	33%	10	56%	2	11%	0	0%	2	11%
Black or African American	38	0	0%	38	100%	6	16%	20	53%	10	26%	2	5%	12	32%
Hispanic or Latino	30	1	3%	29	97%	–	–	–	–	–	–	–	–	–	–
White	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	32	1	3%	31	97%	9	29%	14	45%	7	23%	1	3%	8	26%
Economically Disadvantaged	66	1	2%	65	98%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
English Language Learner	9	0	0%	9	100%	5	56%	4	44%	0	0%	0	0%	0	0%
Non-English Language Learner	61	1	2%	60	98%	10	17%	30	50%	17	28%	3	5%	20	33%
Not in Foster Care	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%
Homeless	17	1	6%	16	94%	4	25%	9	56%	1	6%	2	13%	3	19%
Not Homeless	53	0	0%	53	100%	11	21%	25	47%	16	30%	1	2%	17	32%
Not Migrant	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%
Parent Not in Armed Forces	70	1	1%	69	99%	15	22%	34	49%	17	25%	3	4%	20	29%

GRADE 8 MATH RESULTS

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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	23	27%	63	73%	36	57%	15	24%	11	17%	1	2%	12	19%
Female	41	6	15%	35	85%	21	60%	5	14%	8	23%	1	3%	9	26%
Male	45	17	38%	28	62%	15	54%	10	36%	3	11%	0	0%	3	11%
General Education Students	70	17	24%	53	76%	28	53%	14	26%	10	19%	1	2%	11	21%
Students with Disabilities	16	6	38%	10	63%	8	80%	1	10%	1	10%	0	0%	1	10%
Black or African American	39	11	28%	28	72%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	46	12	26%	34	74%	21	62%	8	24%	5	15%	0	0%	5	15%
White	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	40	11	28%	29	73%	15	52%	7	24%	6	21%	1	3%	7	24%
Economically Disadvantaged	76	20	26%	56	74%	33	59%	13	23%	9	16%	1	2%	10	18%
Not Economically Disadvantaged	10	3	30%	7	70%	3	43%	2	29%	2	29%	0	0%	2	29%
English Language Learner	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	80	19	24%	61	76%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	86	23	27%	63	73%	36	57%	15	24%	11	17%	1	2%	12	19%
Homeless	19	5	26%	14	74%	8	57%	3	21%	3	21%	0	0%	3	21%
Not Homeless	67	18	27%	49	73%	28	57%	12	24%	8	16%	1	2%	9	18%
Not Migrant	86	23	27%	63	73%	36	57%	15	24%	11	17%	1	2%	12	19%
Parent Not in Armed Forces	86	23	27%	63	73%	36	57%	15	24%	11	17%	1	2%	12	19%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	86	35	41%	51	59%	23	45%	19	37%	9	18%	0	0%	9	18%
Regents 8	—	—	—	17	20%	6	35%	3	18%	8	47%	0	0%	8	47%
Combined 8	86	18	21%	68	79%	29	43%	22	32%	17	25%	0	0%	17	25%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	35	41%	51	59%	23	45%	19	37%	9	18%	0	0%	9	18%
Female	41	17	41%	24	59%	10	42%	11	46%	3	13%	0	0%	3	13%
Male	45	18	40%	27	60%	13	48%	8	30%	6	22%	0	0%	6	22%
General Education Students	70	31	44%	39	56%	15	38%	17	44%	7	18%	0	0%	7	18%
Students with Disabilities	16	4	25%	12	75%	8	67%	2	17%	2	17%	0	0%	2	17%
Black or African American	39	16	41%	23	59%	11	48%	8	35%	4	17%	0	0%	4	17%
Hispanic or Latino	46	18	39%	28	61%	12	43%	11	39%	5	18%	0	0%	5	18%
White	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	76	30	39%	46	61%	20	43%	18	39%	8	17%	0	0%	8	17%
Not Economically Disadvantaged	10	5	50%	5	50%	3	60%	1	20%	1	20%	0	0%	1	20%
English Language Learner	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	80	31	39%	49	61%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	86	35	41%	51	59%	23	45%	19	37%	9	18%	0	0%	9	18%
Homeless	19	5	26%	14	74%	4	29%	5	36%	5	36%	0	0%	5	36%
Not Homeless	67	30	45%	37	55%	19	51%	14	38%	4	11%	0	0%	4	11%
Not Migrant	86	35	41%	51	59%	23	45%	19	37%	9	18%	0	0%	9	18%
Parent Not in Armed Forces	86	35	41%	51	59%	23	45%	19	37%	9	18%	0	0%	9	18%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%
Female	16	5	31%	8	50%	3	19%	0	0%	0	0%	3	19%
Male	7	1	14%	1	14%	5	71%	0	0%	0	0%	5	71%
General Education Students	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%
Black or African American	10	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	3	25%	6	50%	3	25%	0	0%	0	0%	3	25%
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	3	27%	5	45%	0	0%	0	0%	5	45%
Economically Disadvantaged	19	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%
Not in Foster Care	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	22	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%
Parent Not in Armed Forces	23	6	26%	9	39%	8	35%	0	0%	0	0%	8	35%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	35	14	40%	6	17%	15	43%	0	0%	15	43%
Female	21	9	43%	6	29%	6	29%	0	0%	6	29%
Male	14	5	36%	0	0%	9	64%	0	0%	9	64%
General Education Students	32	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Black or African American	17	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	5	29%	4	24%	8	47%	0	0%	8	47%
White	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	9	50%	2	11%	7	39%	0	0%	7	39%
Economically Disadvantaged	29	10	34%	5	17%	14	48%	0	0%	14	48%
Not Economically Disadvantaged	6	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	35	14	40%	6	17%	15	43%	0	0%	15	43%
Not in Foster Care	35	14	40%	6	17%	15	43%	0	0%	15	43%
Homeless	5	0	0%	2	40%	3	60%	0	0%	3	60%
Not Homeless	30	14	47%	4	13%	12	40%	0	0%	12	40%
Not Migrant	35	14	40%	6	17%	15	43%	0	0%	15	43%
Parent Not in Armed Forces	35	14	40%	6	17%	15	43%	0	0%	15	43%

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 6	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Grade 7	9	2	22%	7	78%	0	0%	1	14%	0	0%	3	43%	3	43%	
Grade 8	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	0	0%	

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%

EXPENDITURES PER PUPIL (2022-23)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	228	\$883,535	\$3,875	\$4,541,334	\$19,918	\$5,424,869	\$23,793
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	19	7	37%	**	**	**
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%

**Complete principal data were not reported by this school/district.

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	18	15	83%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 2854(3)(a-1) of New York State Education Law allows charter schools certain exemptions concerning the employment of uncertified teachers. However, State reporting indicates the actual counts and percentages of teachers that are not considered certified for their reported teaching assignments.

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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THIS DOCUMENT WAS CREATED ON: OCTOBER 7, 2024, 8:28 AM EST