



ESCUELA CHARLES E. SCHWARTING - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2024 - 25]

El Informe de Calificaciones del Estado de Nueva York desempeña un papel fundamental en los esfuerzos continuos de la Junta de Regentes para promover la equidad educativa y mejorar los resultados de todos los estudiantes. Al ofrecer información valiosa sobre el desempeño de las escuelas y los distritos, el informe ayuda a orientar las mejoras en la instrucción y a optimizar los servicios para los estudiantes. Proporciona información pública esencial sobre el personal, los estudiantes y los indicadores clave de desempeño, de conformidad con la Ley Cada Estudiante Triunfa (ESSA). En esencia, el plan ESSA del Estado de Nueva York está diseñado para crear estrategias interconectadas que apoyen a los distritos y las escuelas, garantizando que cada estudiante tenga la oportunidad de tener éxito. El Estado de Nueva York está comprometido con el fomento de una cultura de mejora continua, donde los datos del informe se integran con los datos locales para respaldar las decisiones y acciones que permitan abordar los desafíos y celebrar los avances. Este compromiso garantiza que todos los estudiantes, independientemente de su origen, ubicación o circunstancias, reciban las herramientas y los recursos necesarios para prosperar.

ESTADO DE RENDICIÓN DE CUENTAS 2025-26 Y MODELO DE APOYO BASADO EN DATOS DE 2024-25

Para obtener información sobre cómo se determinaron los estados de rendición de cuentas y los modelos de apoyo para 2025-26, consulte Comprensión del sistema de rendición de cuentas del estado de Nueva York en virtud de la Ley Cada Estudiante Triunfa (ESSA) para los estados de rendición de cuentas de 2025-26 basados en los resultados de 2024-25 .

APOYO Y MEJORA LOCAL

MEDIDAS DE PROGRESO PROVISIONAL Y OBJETIVOS A LARGO PLAZO

MEDIDAS DE PROGRESO INTERMEDIO (MIP) Y OBJETIVOS A LARGO PLAZO (LTG) DE NIVEL ELEMENTAL/MEDIO CON PONDERACIÓN

Subgrupo	Sujeto	Índice promedio ponderado	MIP estatal	Teniente general del estado
Todos los estudiantes	ELA	95.7	123.3	136.1
	MATEMÁTICAS	111.8	127.4	139,5
Asiático o nativo hawaiano/de otras islas del Pacífico	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Negro o afroamericano	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Hispano o latino	ELA	104.8	107.5	122.9
	MATEMÁTICAS	133,9	105.6	121.4
Multirracial	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Blanco	ELA	93.4	123.7	136.4
	MATEMÁTICAS	107.5	134,7	145,6
Estudiante de inglés	ELA	–	–	–
	MATEMÁTICAS	–	–	–
Estudiantes con discapacidades	ELA	24	68.9	90.7
	MATEMÁTICAS	36	72.5	93.8
económicamente desfavorecidos	ELA	92.3	110	125
	MATEMÁTICAS	98.1	110	125

OBJETIVO DE PROGRESO Y META A LARGO PLAZO (ML) PARA ESTUDIANTES DE INGLÉS COMO SEGUNDO AÑO (ELL)

Subgrupo	Número de estudiantes de inglés como segunda lengua	Punto de referencia	Tasa de progreso	Índice de éxito	Objetivo estatal	Teniente general del estado
Estudiante de inglés	4	–	–	–	–	–

SECCIÓN 1003 FONDOS PARA LA MEJORA ESCOLAR (2024-25)

El enlace que aparece a continuación proporciona una lista de todas las agencias educativas locales y escuelas públicas que recibieron fondos para la mejora escolar de la Sección 1003, incluyendo la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos.

Datos de los fondos para la mejora escolar de la Sección 1003 (1,13 megabytes)

Para obtener información sobre el uso de los fondos del Título I para la mejora escolar, consulte:

- Subvención para la mejora escolar del Título I 2024-25, número 1003 (básica)
- 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
Hispanic or Latino	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	2	1	–	4
Hispanic or Latino	3	2	1	–	3
White	4	2	2	–	4
Students with Disabilities	2	1	–	–	4
Economically Disadvantaged	4	2	–	–	2

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	139	152.2	4
	Math	144	171.5	
	Science	33	157.6	
	Combined	316	161.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Hispanic or Latino	ELA	25	130	3
	Math	26	159.6	
	Science	6	133.3	
	Combined	57	143.9	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
White	ELA	107	157.9	4
	Math	111	175.2	
	Science	24	170.8	
	Combined	242	167.1	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	22	54.5	2
	Math	22	81.8	
	Science	4	—	
	Combined	48	70.8	
Economically Disadvantaged	ELA	17	141.2	4
	Math	17	150	
	Science	2	—	
	Combined	36	143.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	221	95.7	2
	Math	221	111.8	
	Science	68	76.5	
	Combined	510	100.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Science	1	—	
	Combined	9	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Hispanic or Latino	ELA	31	104.8	2
	Math	31	133.9	
	Science	9	88.9	
	Combined	71	115.5	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
White	ELA	181	93.4	2
	Math	181	107.5	
	Science	57	71.9	
	Combined	419	96.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Students with Disabilities	ELA	50	24	1
	Math	50	36	
	Science	13	30.8	
	Combined	113	30.1	
Economically Disadvantaged	ELA	26	92.3	2
	Math	26	98.1	
	Science	5	40	
	Combined	57	90.4	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	140	6,183	44.2	1
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	35	1,443	41.2	1
Multiracial	4	—	—	—
White	94	4,351	46.3	2
English Language Learner	2	—	—	—
Students with Disabilities	16	—	—	—
Economically Disadvantaged	11	—	—	—

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	4	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	1	–	–	–	–
English Language Learner	4	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

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	401	13	30	126	232	215	4
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–
Black or African American	7	–	–	–	–	–	–
Hispanic or Latino	62	4	9	19	30	196.8	3
Multiracial	11	–	–	–	–	–	–
White	315	7	19	99	190	219.7	4
English Language Learner	9	–	–	–	–	–	–
Students with Disabilities	108	6	14	32	56	201.9	4
Economically Disadvantaged	48	5	11	16	16	172.9	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	235	59.6%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	3	—
Hispanic or Latino	—	34	—
Multiracial	—	3	—
White	X	191	56.5%
English Language Learner	—	2	—
Students with Disabilities	X	49	42.9%
Economically Disadvantaged	—	28	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

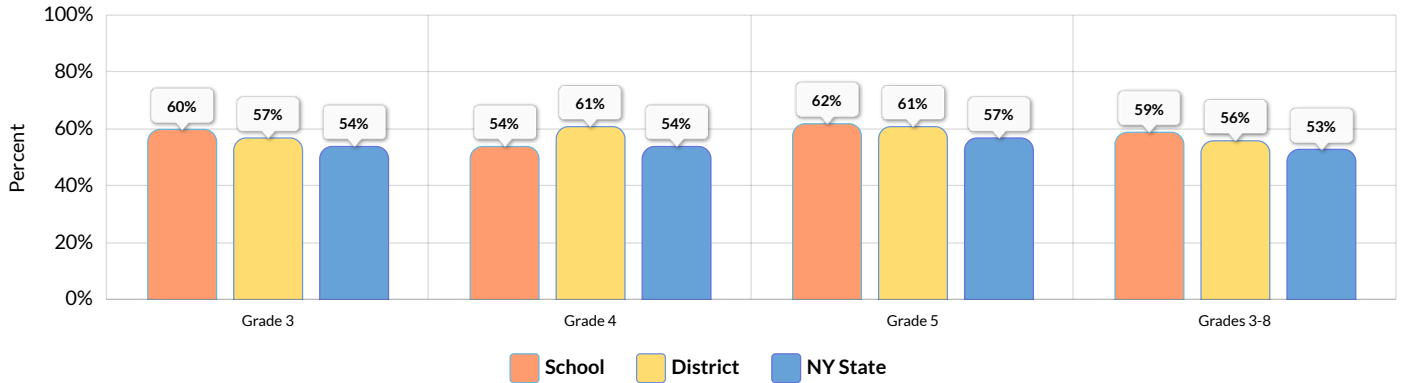
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	235	62.1%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	3	—
Hispanic or Latino	—	34	—
Multiracial	—	3	—
White	X	191	58.6%
English Language Learner	—	2	—
Students with Disabilities	X	49	42.9%
Economically Disadvantaged	—	28	—

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



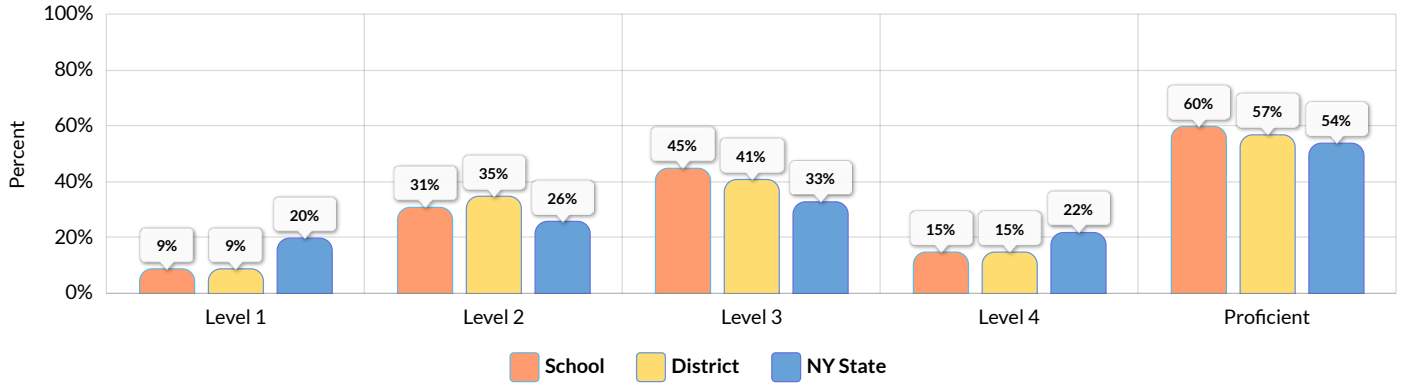
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	79		24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Grade 4	85		37	44%	48	56%	7	15%	15	31%	17	35%	9	19%	26	54%
Grade 5	73		36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Grades 3-8	237		97	41%	140	59%	20	14%	38	27%	59	42%	23	16%	82	59%

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

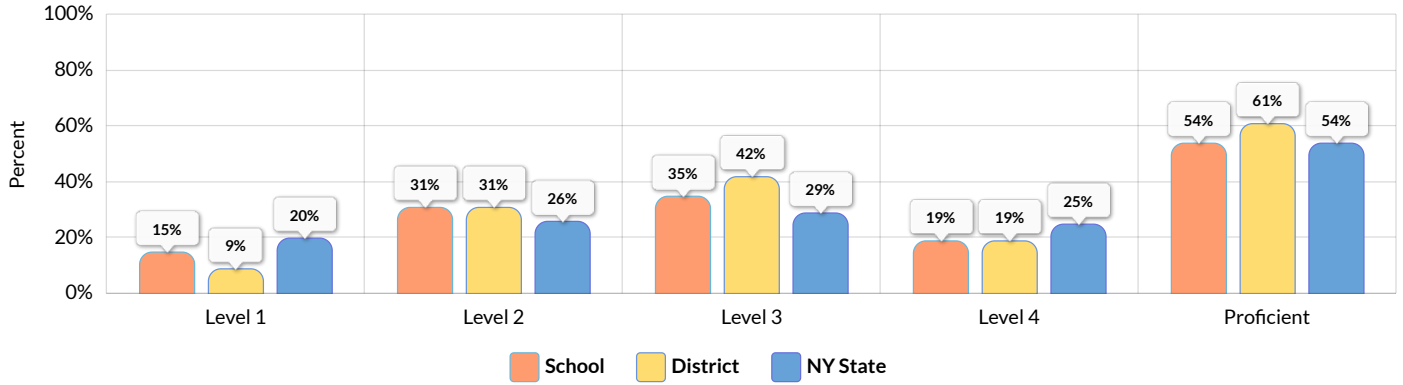


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Female	42	7	17%	35	83%	1	3%	8	23%	19	54%	7	20%	26	74%
Male	37	17	46%	20	54%	4	20%	9	45%	6	30%	1	5%	7	35%
General Education Students	63	17	27%	46	73%	1	2%	14	30%	23	50%	8	17%	31	67%
Students with Disabilities	16	7	44%	9	56%	4	44%	3	33%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	3	27%	8	73%	—	—	—	—	—	—	—	—	—	—
White	67	21	31%	46	69%	3	7%	15	33%	24	52%	4	9%	28	61%
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	2	22%	2	22%	1	11%	4	44%	5	56%
Economically Disadvantaged	10	2	20%	8	80%	1	13%	3	38%	3	38%	1	13%	4	50%
Not Economically Disadvantaged	69	22	32%	47	68%	4	9%	14	30%	22	47%	7	15%	29	62%
Non-English Language Learner	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Not in Foster Care	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Not Homeless	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Not Migrant	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%
Parent Not in Armed Forces	79	24	30%	55	70%	5	9%	17	31%	25	45%	8	15%	33	60%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

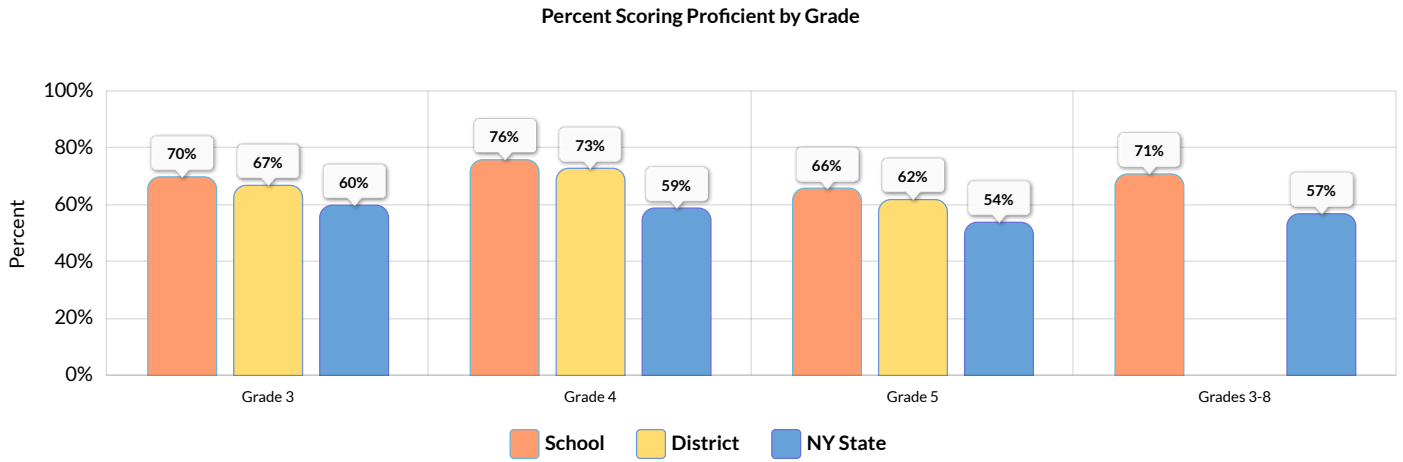


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	37	44%	48	56%	7	15%	15	31%	17	35%	9	19%	26	54%
Female	42	16	38%	26	62%	2	8%	7	27%	10	38%	7	27%	17	65%
Male	43	21	49%	22	51%	5	23%	8	36%	7	32%	2	9%	9	41%
General Education Students	65	25	38%	40	62%	1	3%	13	33%	17	43%	9	23%	26	65%
Students with Disabilities	20	12	60%	8	40%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	4	27%	11	73%	-	-	-	-	-	-	-	-	-	-
White	64	30	47%	34	53%	4	12%	11	32%	11	32%	8	24%	19	56%
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	3	21%	4	29%	6	43%	1	7%	7	50%
Economically Disadvantaged	13	7	54%	6	46%	2	33%	2	33%	0	0%	2	33%	2	33%
Not Economically Disadvantaged	72	30	42%	42	58%	5	12%	13	31%	17	40%	7	17%	24	57%
English Language Learner	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	83	36	43%	47	57%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	85	37	44%	48	56%	7	15%	15	31%	17	35%	9	19%	26	54%
Homeless	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Not Homeless	83	36	43%	47	57%	-	-	-	-	-	-	-	-	-	-
Not Migrant	85	37	44%	48	56%	7	15%	15	31%	17	35%	9	19%	26	54%
Parent Not in Armed Forces	85	37	44%	48	56%	7	15%	15	31%	17	35%	9	19%	26	54%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Female	28	13	46%	15	54%	2	13%	1	7%	10	67%	2	13%	12	80%
Male	45	23	51%	22	49%	6	27%	5	23%	7	32%	4	18%	11	50%
General Education Students	59	26	44%	33	56%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	—	—	—	—	—	—	—	—	—	—
White	61	33	54%	28	46%	5	18%	4	14%	13	46%	6	21%	19	68%
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	3	33%	2	22%	4	44%	0	0%	4	44%
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	34	50%	34	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Not in Foster Care	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Not Homeless	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Not Migrant	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%
Parent Not in Armed Forces	73	36	49%	37	51%	8	22%	6	16%	17	46%	6	16%	23	62%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



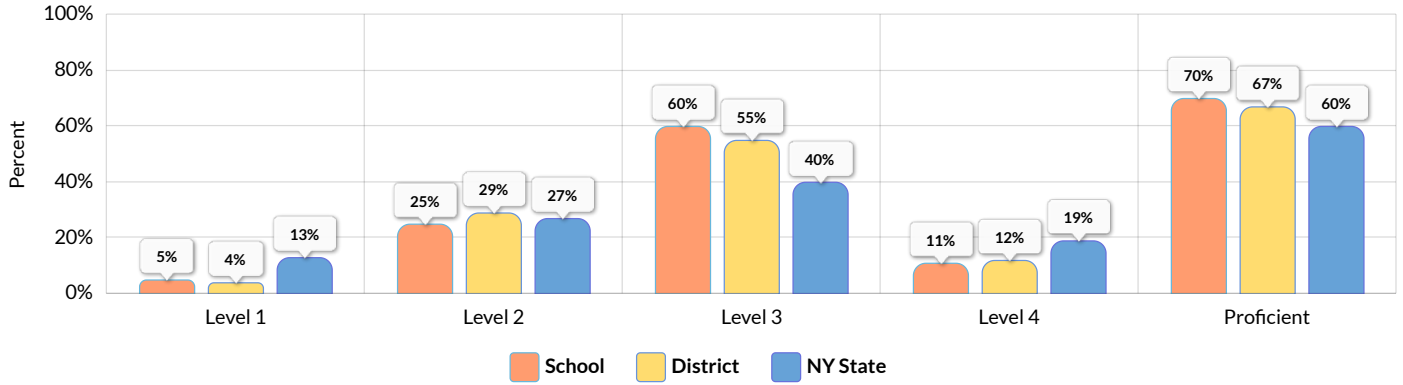
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Grade 4	85	31	36%	54	64%	4	7%	9	17%	35	65%	6	11%	41	76%
Grade 5	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Grades 3-8	237	91	38%	146	62%	11	8%	31	21%	80	55%	24	16%	104	71%

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

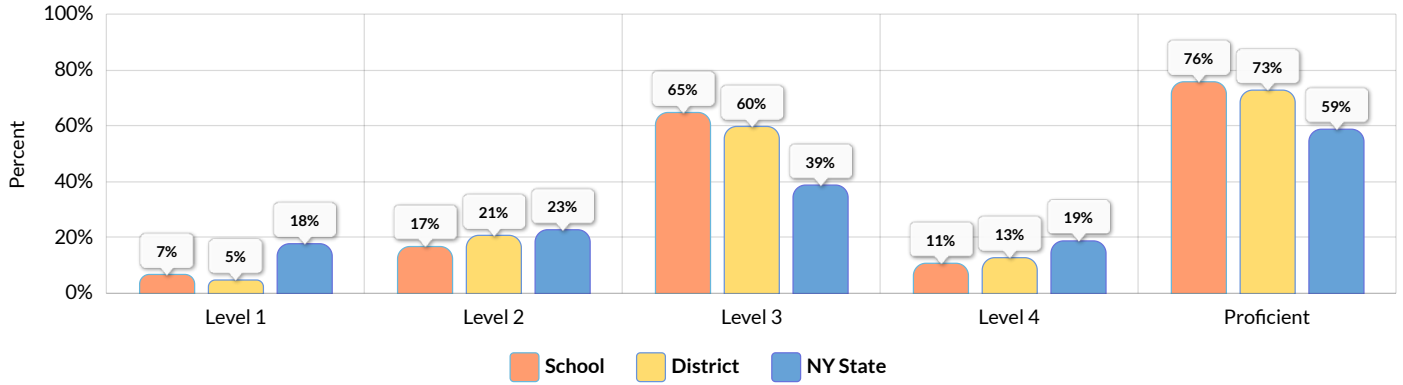


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Female	42	6	14%	36	86%	1	3%	8	22%	24	67%	3	8%	27	75%
Male	37	16	43%	21	57%	2	10%	6	29%	10	48%	3	14%	13	62%
General Education Students	63	15	24%	48	76%	0	0%	11	23%	31	65%	6	13%	37	77%
Students with Disabilities	16	7	44%	9	56%	3	33%	3	33%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	2	18%	9	82%	–	–	–	–	–	–	–	–	–	–
White	67	20	30%	47	70%	2	4%	12	26%	28	60%	5	11%	33	70%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	2	20%	6	60%	1	10%	7	70%
Economically Disadvantaged	10	1	10%	9	90%	1	11%	2	22%	6	67%	0	0%	6	67%
Not Economically Disadvantaged	69	21	30%	48	70%	2	4%	12	25%	28	58%	6	13%	34	71%
Non-English Language Learner	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Not in Foster Care	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Not Homeless	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Not Migrant	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%
Parent Not in Armed Forces	79	22	28%	57	72%	3	5%	14	25%	34	60%	6	11%	40	70%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

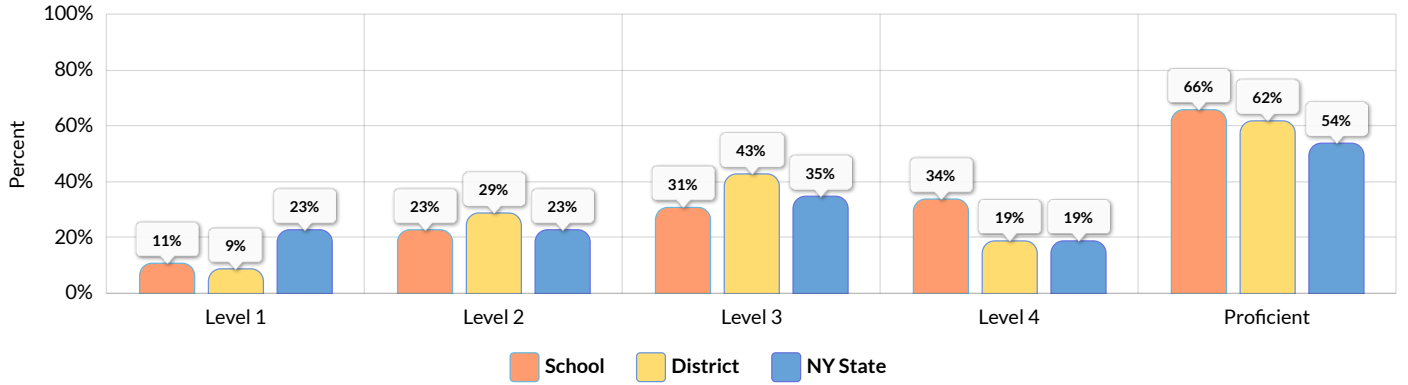


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	31	36%	54	64%	4	7%	9	17%	35	65%	6	11%	41	76%
Female	42	13	31%	29	69%	2	7%	4	14%	21	72%	2	7%	23	79%
Male	43	18	42%	25	58%	2	8%	5	20%	14	56%	4	16%	18	72%
General Education Students	65	20	31%	45	69%	0	0%	5	11%	34	76%	6	13%	40	89%
Students with Disabilities	20	11	55%	9	45%	4	44%	4	44%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	4	27%	11	73%	-	-	-	-	-	-	-	-	-	-
White	64	24	38%	40	63%	3	8%	7	18%	25	63%	5	13%	30	75%
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	1	7%	2	14%	10	71%	1	7%	11	79%
Economically Disadvantaged	13	6	46%	7	54%	2	29%	0	0%	4	57%	1	14%	5	71%
Not Economically Disadvantaged	72	25	35%	47	65%	2	4%	9	19%	31	66%	5	11%	36	77%
English Language Learner	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	83	30	36%	53	64%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	85	31	36%	54	64%	4	7%	9	17%	35	65%	6	11%	41	76%
Homeless	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Not Homeless	83	30	36%	53	64%	-	-	-	-	-	-	-	-	-	-
Not Migrant	85	31	36%	54	64%	4	7%	9	17%	35	65%	6	11%	41	76%
Parent Not in Armed Forces	85	31	36%	54	64%	4	7%	9	17%	35	65%	6	11%	41	76%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students



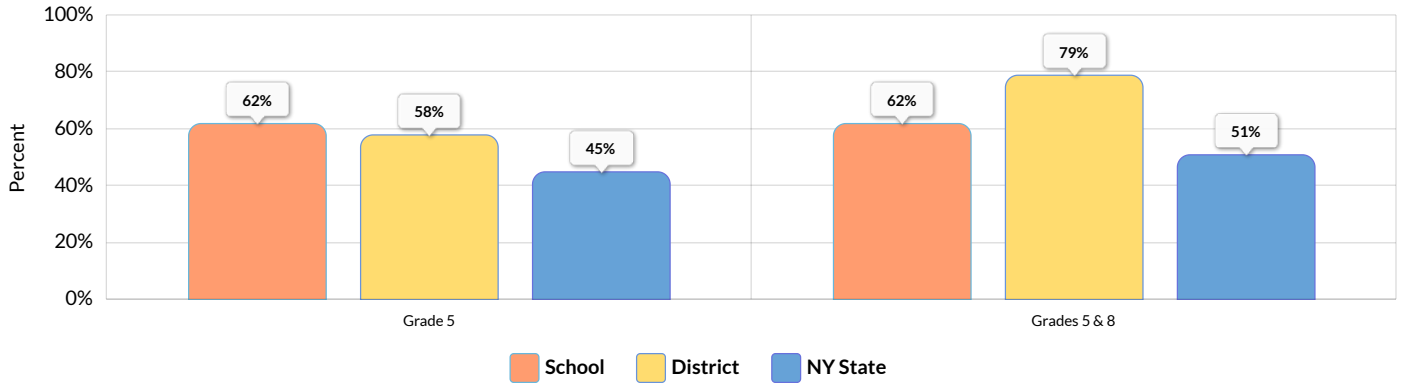
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Female	28	15	54%	13	46%	1	8%	4	31%	4	31%	4	31%	8	62%
Male	45	23	51%	22	49%	3	14%	4	18%	7	32%	8	36%	15	68%
General Education Students	59	27	46%	32	54%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	14	11	79%	3	21%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	2	22%	7	78%	–	–	–	–	–	–	–	–	–	–
White	61	36	59%	25	41%	3	12%	3	12%	8	32%	11	44%	19	76%
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	5	50%	3	30%	1	10%	4	40%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	68	35	51%	33	49%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Not in Foster Care	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Not Homeless	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Not Migrant	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%
Parent Not in Armed Forces	73	38	52%	35	48%	4	11%	8	23%	11	31%	12	34%	23	66%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



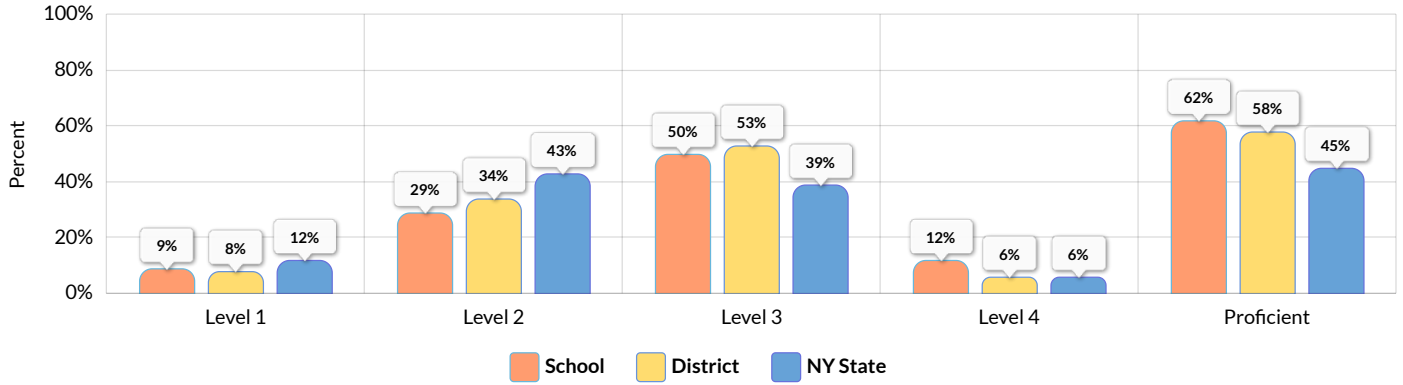
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	73		39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Grades 5 & 8	73		39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%

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	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Female	28	15	54%	13	46%	0	0%	4	31%	6	46%	3	23%	9	69%
Male	45	24	53%	21	47%	3	14%	6	29%	11	52%	1	5%	12	57%
General Education Students	59	29	49%	30	51%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	14	10	71%	4	29%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	3	33%	6	67%	–	–	–	–	–	–	–	–	–	–
White	61	36	59%	25	41%	1	4%	7	28%	13	52%	4	16%	17	68%
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	2	22%	3	33%	4	44%	0	0%	4	44%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	68	36	53%	32	47%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Not in Foster Care	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Not Homeless	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Not Migrant	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%
Parent Not in Armed Forces	73	39	53%	34	47%	3	9%	10	29%	17	50%	4	12%	21	62%

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	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

National Assessment of Education Progress (NAEP) are reported for ***statewide*** (New York State) and ***national*** results only. District- and school-level results are ***not*** reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

Group values may not sum to 100% due to rounding.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	401	43	10.7%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—
Black or African American	7	—	—
Hispanic or Latino	62	13	21%
Multiracial	11	—	—
White	315	26	8.3%
English Language Learner	9	—	—
Students with Disabilities	108	20	18.5%
Economically Disadvantaged	48	16	33.3%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Los distritos escolares informan al Departamento de Educación de los Estados Unidos sobre los datos de la Recopilación de Datos sobre Derechos Civiles (CRDC, por sus siglas en inglés), que incluyen información sobre la calidad, el clima y la seguridad escolar, así como sobre la matrícula en programas preescolares y cursos acelerados para obtener créditos de educación superior. Para obtener más información, visite la página de la Recopilación de Datos sobre Derechos Civiles de la Oficina de Derechos Civiles .

Datos CRDC (18,04 megabytes)

Glosario y guía CRDC

© COPYRIGHT DEPARTAMENTO DE EDUCACIÓN DEL ESTADO DE NUEVA YORK, TODOS LOS DERECHOS RESERVADOS.

THIS DOCUMENT WAS CREATED ON: APRIL 13, 2026, 3:42 PM EST