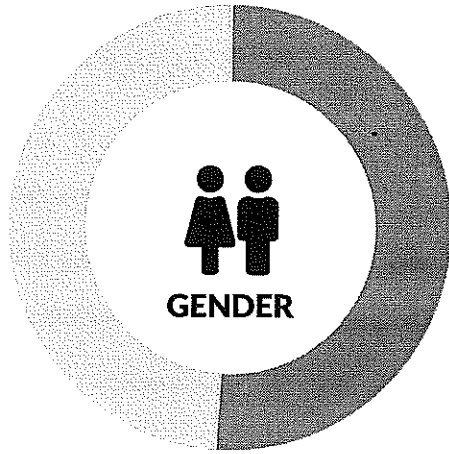
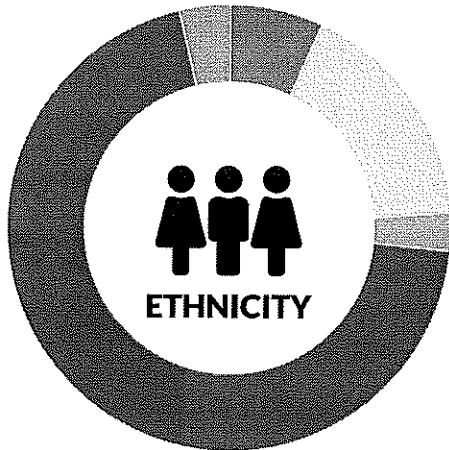


# WILLIAM S COVERT SCHOOL AT A GLANCE



**298**

Total Students



## WILLIAM S COVERT SCHOOL DATA

2018-19   2017-18   Archive

**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL: DARREN  
RAYMAR**

LEGAL NAME: WILLIAM S COVERT  
SCHOOL

BEDS CODE: 280221030006

INSTITUTION ID: 800000049373

PHONE: (516) 255-8916

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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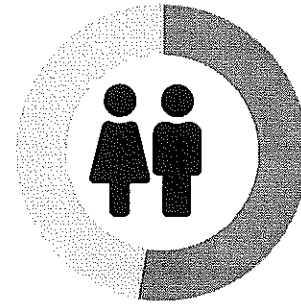
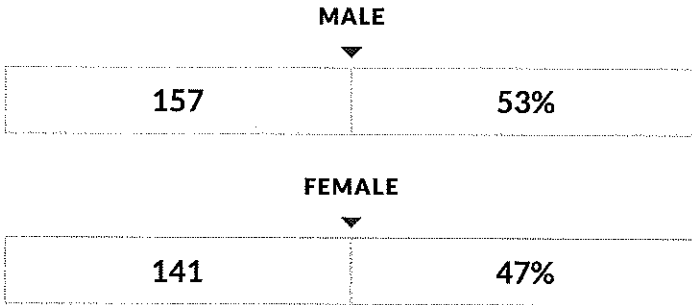
THIS DOCUMENT WAS CREATED ON: MAY 7, 2020, 2:00 PM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

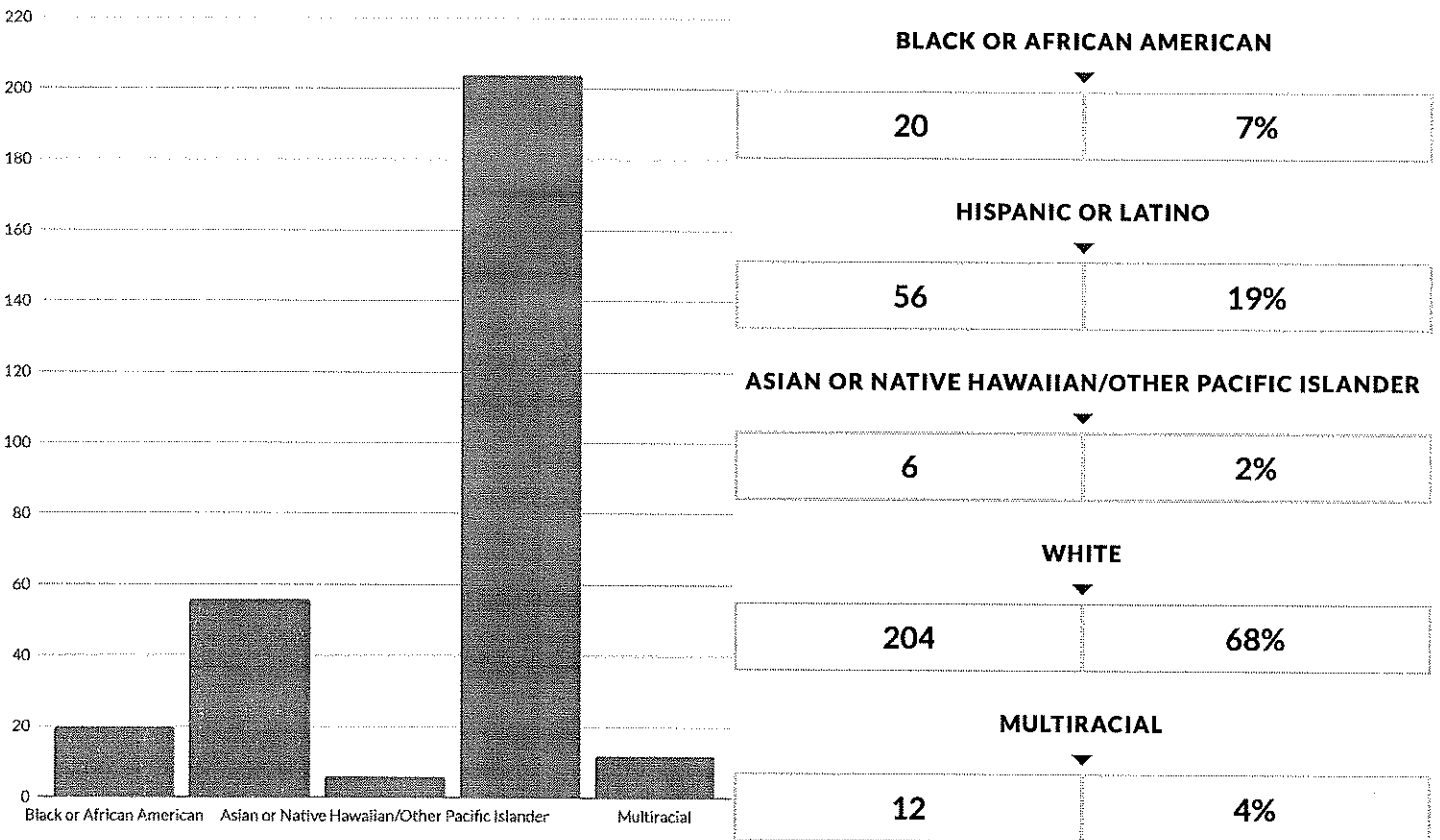
## WILLIAM S COVERT SCHOOL ENROLLMENT (2018 - 19)

**K-12 Enrollment: 298**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**

**ENGLISH LANGUAGE LEARNERS**



**STUDENTS WITH DISABILITIES**



**ECONOMICALLY DISADVANTAGED**



**MIGRANT**



**HOMELESS**



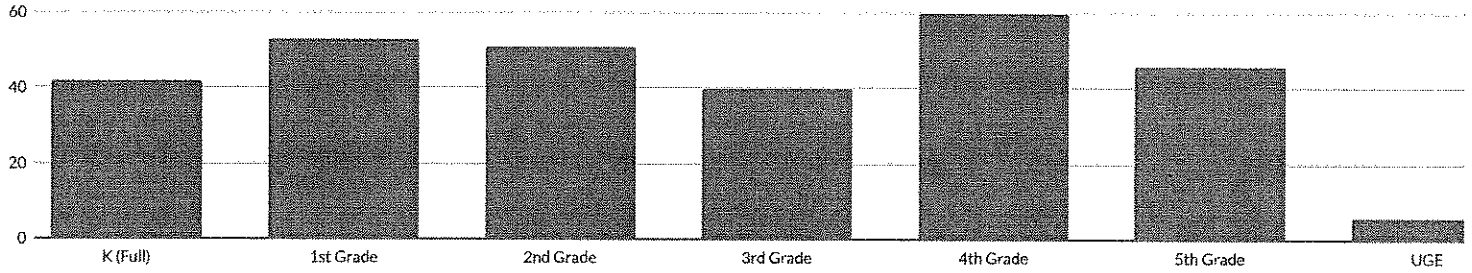
**FOSTER CARE**



**PARENT IN ARMED FORCES**



**ENROLLMENT BY GRADE**



**K (FULL DAY)**



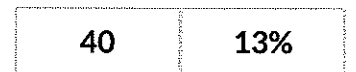
**1ST GRADE**



**2ND GRADE**



**3RD GRADE**



**4TH GRADE**



**5TH GRADE**



**UNGRADED ELEMENTARY**



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**WILLIAM S COVERT SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

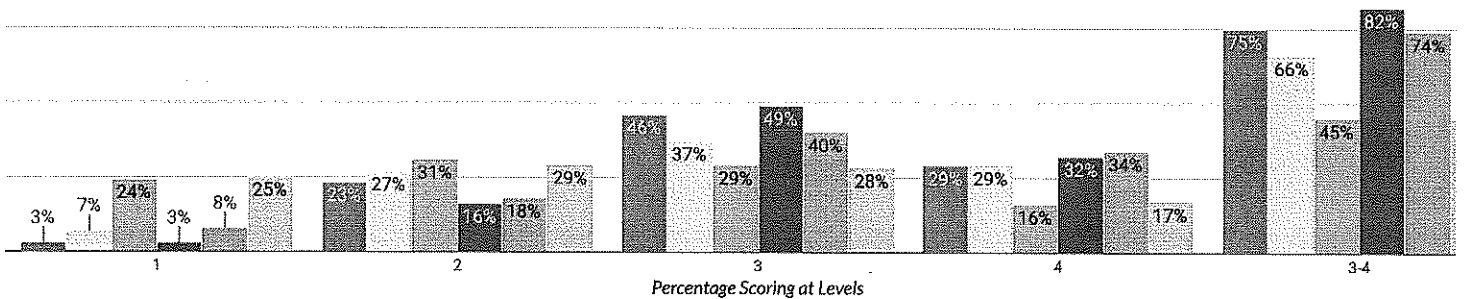
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For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

WILLIAM S COVERT SCHOOL (2018)
ROCKVILLE CENTRE UFSD (2018)
NY STATE (2018)
WILLIAM S COVERT SCHOOL (2019)
ROCKVILLE CENTRE UFSD (2019)



**2018**

ALL STUDENTS

▼

**PROFICIENT**

---

60

75%

**TOTAL TESTED: 80**

**2019**

ALL STUDENTS

▼

**PROFICIENT**

---

63

82%

**TOTAL TESTED: 77**

LEVEL 1		LEVEL 2	
2	3%	18	23%
LEVEL 3		LEVEL 4	
37	46%	23	29%

LEVEL 1		LEVEL 2	
2	3%	12	16%
LEVEL 3		LEVEL 4	
38	49%	25	32%

BY GENDER

FEMALE  
▼  
**PROFICIENT**

TOTAL TESTED: 41

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
0	0%	9	22%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
17	41%	15	37%

FEMALE  
▼  
**PROFICIENT**

TOTAL TESTED: 41

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
1	2%	5	12%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
20	49%	15	37%

MALE  
▼  
**PROFICIENT**

TOTAL TESTED: 39

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
2	5%	9	23%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
20	51%	8	21%

MALE  
▼  
**PROFICIENT**

TOTAL TESTED: 36

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
1	3%	7	19%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
18	50%	10	28%

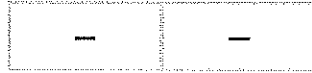
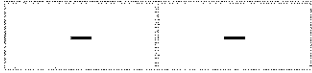
BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

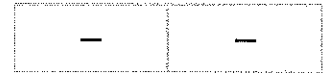


MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-
---	---

-	-
---	---

LEVEL 3

LEVEL 4

-	-
---	---

-	-
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 58

LEVEL 1

LEVEL 2

1	2%
---	----

10	17%
----	-----

LEVEL 3

LEVEL 4

31	53%
----	-----

16	28%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-
---	---

-	-
---	---

LEVEL 3

LEVEL 4

-	-
---	---

-	-
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 58

LEVEL 1

LEVEL 2

1	2%
---	----

7	12%
---	-----

LEVEL 3

LEVEL 4

31	53%
----	-----

19	33%
----	-----

**BLACK OR AFRICAN AMERICAN**

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

**HISPANIC OR LATINO**

▼  
**PROFICIENT**

TOTAL TESTED: 10

LEVEL 1

LEVEL 2

0	0%
---	----

4	40%
---	-----

LEVEL 3

LEVEL 4

3	30%
---	-----

3	30%
---	-----

**BLACK OR AFRICAN AMERICAN**

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

**HISPANIC OR LATINO**

▼  
**PROFICIENT**

TOTAL TESTED: 9

LEVEL 1

LEVEL 2

0	0%
---	----

2	22%
---	-----

LEVEL 3

LEVEL 4

4	44%
---	-----

3	33%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 75**

**LEVEL 1**

2	3%
---	----

**LEVEL 2**

15	20%
----	-----

**LEVEL 3**

36	48%
----	-----

**LEVEL 4**

22	29%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 5**

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

3	60%
---	-----

**LEVEL 3**

1	20%
---	-----

**LEVEL 4**

1	20%
---	-----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 71**

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

12	17%
----	-----

**LEVEL 3**

35	49%
----	-----

**LEVEL 4**

24	34%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 6**

**LEVEL 1**

2	33%
---	-----

**LEVEL 2**

0	0%
---	----

**LEVEL 3**

3	50%
---	-----

**LEVEL 4**

1	17%
---	-----

**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

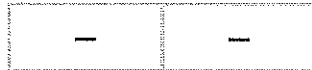
**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 73

**LEVEL 1**

1	1%
---	----

**LEVEL 2**

15	21%
----	-----

**LEVEL 3**

36	49%
----	-----

**LEVEL 4**

21	29%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 7

**LEVEL 1**

1	14%
---	-----

**LEVEL 2**

3	43%
---	-----

**LEVEL 3**

1	14%
---	-----

**LEVEL 4**

2	29%
---	-----

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 70

**LEVEL 1**

2	3%
---	----

**LEVEL 2**

10	14%
----	-----

**LEVEL 3**

35	50%
----	-----

**LEVEL 4**

23	33%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 7

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

2	29%
---	-----

**LEVEL 3**

3	43%
---	-----

**LEVEL 4**

2	29%
---	-----



NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

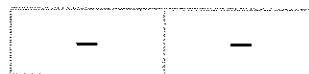
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES

**PROFICIENT**

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT HOMELESS



PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT HOMELESS



PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HOMELESS



PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HOMELESS



PROFICIENT

TOTAL TESTED: —

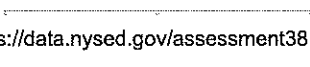
LEVEL 1



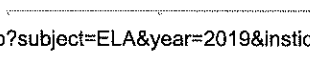
LEVEL 2



LEVEL 3

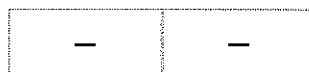


LEVEL 4



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



-	-	-	-
---	---	---	---

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**WILLIAM S COVERT SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

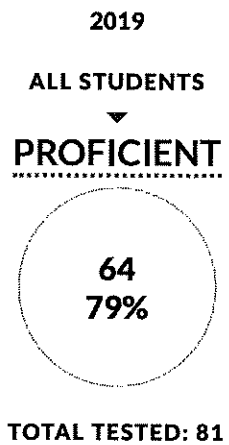
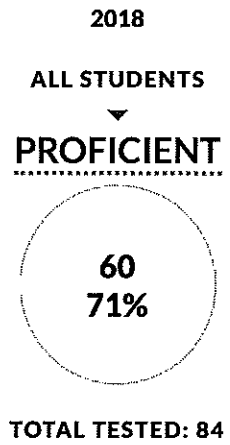
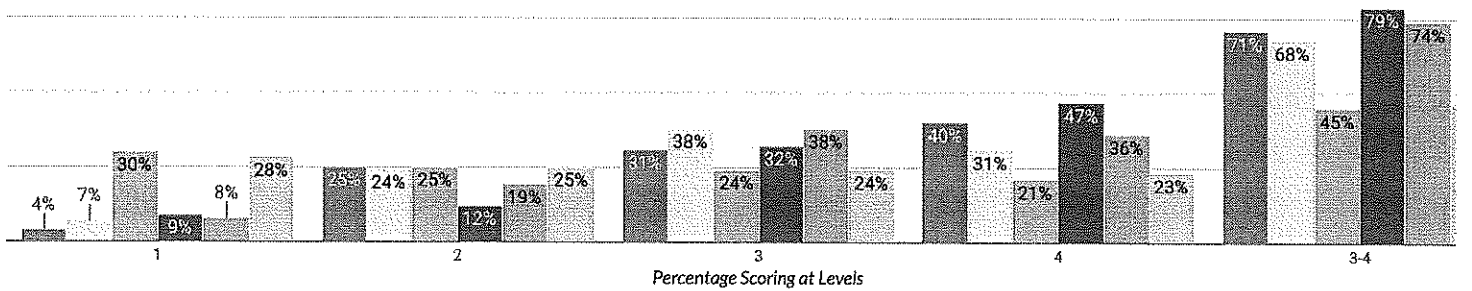
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ROCKVILLE CENTRE UFSD (2018)
NY STATE (2018)
WILLIAM S COVERT SCHOOL (2019)
ROCKVILLE CENTRE UFSD (2019)



<b>LEVEL 1</b>		<b>LEVEL 2</b>	
3	4%	21	25%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
26	31%	34	40%

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
7	9%	10	12%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
26	32%	38	47%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
2	5%	12	29%
LEVEL 3		LEVEL 4	
12	29%	16	38%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
1	2%	9	21%
LEVEL 3		LEVEL 4	
14	33%	18	43%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 40

LEVEL 1		LEVEL 2	
4	10%	5	13%
LEVEL 3		LEVEL 4	
10	25%	21	53%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 41

LEVEL 1		LEVEL 2	
3	7%	5	12%
LEVEL 3		LEVEL 4	
16	39%	17	41%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

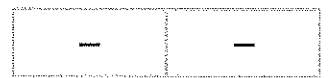


MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

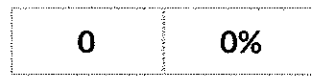


AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

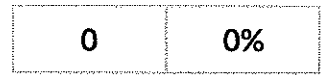
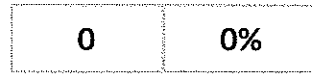
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**

TOTAL TESTED: --

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼  
**PROFICIENT**

TOTAL TESTED: 60

LEVEL 1

1	2%
---	----

LEVEL 2

13	22%
----	-----

LEVEL 3

21	35%
----	-----

LEVEL 4

25	42%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**

TOTAL TESTED: --

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼  
**PROFICIENT**

TOTAL TESTED: 62

LEVEL 1

5	8%
---	----

LEVEL 2

4	6%
---	----

LEVEL 3

21	34%
----	-----

LEVEL 4

32	52%
----	-----



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: 8**

**LEVEL 1**

**LEVEL 2**

2	25%
---	-----

3	38%
---	-----

**LEVEL 3**

**LEVEL 4**

2	25%
---	-----

1	13%
---	-----

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 11**

**LEVEL 1**

**LEVEL 2**

0	0%
---	----

5	45%
---	-----

**LEVEL 3**

**LEVEL 4**

2	18%
---	-----

4	36%
---	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 9**

**LEVEL 1**

**LEVEL 2**

1	11%
---	-----

1	11%
---	-----

**LEVEL 3**

**LEVEL 4**

5	56%
---	-----

2	22%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 78**

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

20	26%
----	-----

**LEVEL 3**

26	33%
----	-----

**LEVEL 4**

32	41%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 6**

**LEVEL 1**

3	50%
---	-----

**LEVEL 2**

1	17%
---	-----

**LEVEL 3**

0	0%
---	----

**LEVEL 4**

2	33%
---	-----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 75**

**LEVEL 1**

4	5%
---	----

**LEVEL 2**

10	13%
----	-----

**LEVEL 3**

24	32%
----	-----

**LEVEL 4**

37	49%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 6**

**LEVEL 1**

3	50%
---	-----

**LEVEL 2**

0	0%
---	----

**LEVEL 3**

2	33%
---	-----

**LEVEL 4**

1	17%
---	-----

**NON-ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**NON-ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 75

LEVEL 1

2	3%
---	----

LEVEL 2

15	20%
----	-----

LEVEL 3

25	33%
----	-----

LEVEL 4

33	44%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 9

LEVEL 1

1	11%
---	-----

LEVEL 2

6	67%
---	-----

LEVEL 3

1	11%
---	-----

LEVEL 4

1	11%
---	-----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 75

LEVEL 1

6	8%
---	----

LEVEL 2

9	12%
---	-----

LEVEL 3

23	31%
----	-----

LEVEL 4

37	49%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 6

LEVEL 1

1	17%
---	-----

LEVEL 2

1	17%
---	-----

LEVEL 3

3	50%
---	-----

LEVEL 4

1	17%
---	-----

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



**LEVEL 3**



**LEVEL 4**



**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



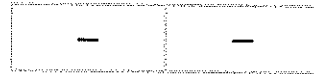
**LEVEL 3**

**LEVEL 4**



**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**



**LEVEL 3**



**LEVEL 4**

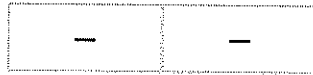


**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

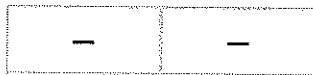
**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

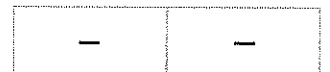
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

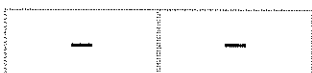


HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



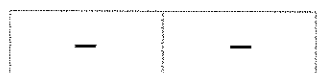
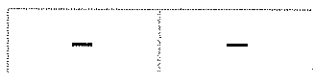
LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



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## WILLIAM S COVERT SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 \(54.71 kilobytes\)](#)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	3	4	—	3	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	3	—	3	—	—	4
Hispanic or Latino	3	4	4	—	3	4
Multiracial	—	—	—	—	—	—
White	4	3	4	—	3	4
English Language Learners	—	—	—	—	—	—
Students with Disabilities	4	—	4	—	2	4
Economically Disadvantaged	3	—	3	—	3	4

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	3
Hispanic or Latino	3
Multiracial	—
White	4
English Language Learners	—
Students with Disabilities	4
Economically Disadvantaged	3

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	80	196	4
	Math	84	194	
	Science	62	236	
	Combined	226	206	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Science	1	—	
	Combined	7	—	
Black or African American	ELA	15	150	3
	Math	15	123	
	Science	11	236	
	Combined	41	163	
Hispanic or Latino	ELA	20	193	4
	Math	22	180	
	Science	16	222	
	Combined	58	196	
Multiracial	ELA	4	—	—
	Math	5	210	
	Science	4	—	
	Combined	13	—	
White	ELA	60	201	4
	Math	64	203	
	Science	46	240	
	Combined	170	212	
English Language Learners	ELA	—	—	—
	Math	—	—	
	Science	3	—	
	Combined	3	—	
Students with Disabilities	ELA	18	172	4
	Math	19	142	
	Science	16	219	
	Combined	53	176	
Economically Disadvantaged	ELA	18	175	4
	Math	19	150	
	Science	17	218	
	Combined	54	180	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	138	113	3
	Math	138	118	
	Science	62	236	
	Combined	338	138	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Science	1	—	
	Combined	9	—	
Black or African American	ELA	24	94	2
	Math	24	77	
	Science	11	236	
	Combined	59	114	
Hispanic or Latino	ELA	44	88	2
	Math	44	90	
	Science	18	197	
	Combined	106	107	
Multiracial	ELA	8	100	—
	Math	8	131	
	Science	4	—	
	Combined	20	—	
White	ELA	102	118	3
	Math	102	128	
	Science	46	240	
	Combined	250	144	
English Language Learners	ELA	5	0	—
	Math	5	0	
	Science	6	83	
	Combined	16	—	
Students with Disabilities	ELA	44	71	3
	Math	44	61	
	Science	17	206	
	Combined	105	89	
Economically Disadvantaged	ELA	43	73	2
	Math	43	66	
	Science	17	218	
	Combined	103	94	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	12,941	241	53.7	3
American Indian or Alaska Native	--	0	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	6	--	--
Black or African American	--	18	--	--
Hispanic or Latino	1,850	32	57.8	4
Multiracial	--	6	--	--
White	9,635	179	53.8	3
English Language Learners	--	0	--	--
Students with Disabilities	--	9	--	--
Economically Disadvantaged	--	22	--	--

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	4
Black or African American	3
Hispanic or Latino	4
White	4
Students with Disabilities	4
Economically Disadvantaged	3

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	0	--	--	--	--
Black or African American	0	--	--	--	--
Hispanic or Latino	10	--	--	--	--
Multiracial	0	--	--	--	--
White	0	--	--	--	--
English Language Learners	10	--	--	--	--
Students with Disabilities	2	--	--	--	--
Economically Disadvantaged	7	--	--	--	--

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	81	138	113	91	105	122	161	—	—	200	3	3
	Math	75	138	118	85	107	124	162	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	4	—	—	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	52	44	88	64	95	113	157	—	Y	200	3	3
	Math	46	44	90	58	92	111	155	—	Y	200	3	
Multiracial	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
White	ELA	96	102	118	105	102	119	160	—	—	200	3	3
	Math	88	102	128	97	110	126	163	—	—	200	4	
English Language Learners	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	64	44	71	70	61	85	142	—	—	200	3	2
	Math	61	44	61	67	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	43	43	73	56	95	113	157	—	Y	200	3	3
	Math	41	43	66	54	94	112	156	—	Y	200	3	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	7.6	253	13	5.1%	7.4%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—	—	—	—	—	—	—	—	—
Black or African American	26.3	36	6	16.7%	25.4%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	10	44	3	6.8%	9.6%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	18	—	—	—	—	—	—	—	—	—	—
White	5.5	174	9	5.2%	5.5%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	26	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7.5	41	1	2.4%	7.4%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	16.2	41	4	9.8%	15.4%	19.9%	17.1%	11.1%	—	—	5%	4

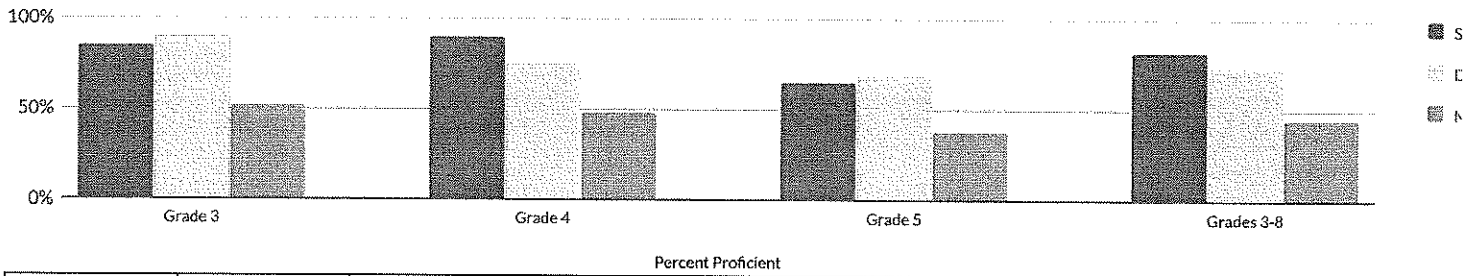
## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	146	54.8%	299	54.9%
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	1	--	--	--
Black or African American	--	13	--	--	--
Hispanic or Latino	--	20	--	--	--
Multiracial	--	4	--	--	--
White	X	108	55.6%	215	56.3%
English Language Learners	--	5	--	--	--
Students with Disabilities	--	26	--	--	--
Economically Disadvantaged	--	21	--	--	--

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

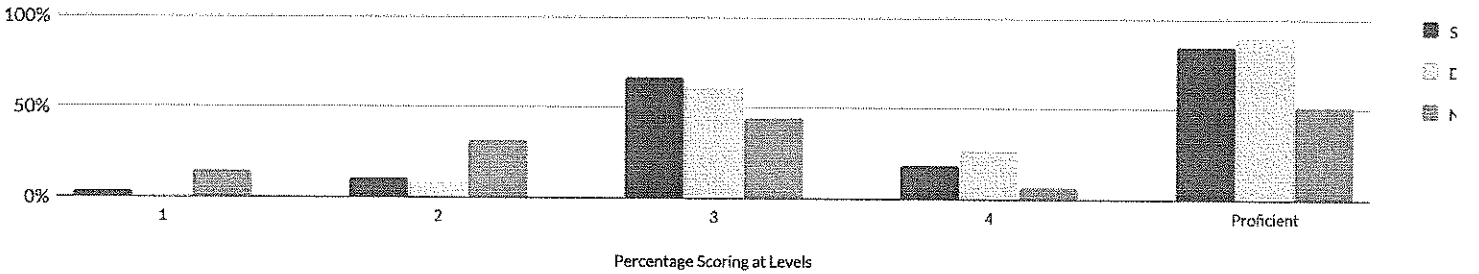
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	146	57.5%	299	57.5%
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	1	--	--	--
Black or African American	--	13	--	--	--
Hispanic or Latino	--	20	--	--	--
Multiracial	--	4	--	--	--
White	X	108	59.3%	215	59.1%
English Language Learners	--	5	--	--	--
Students with Disabilities	--	26	--	--	--
Economically Disadvantaged	--	21	--	--	--

**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
Grade 4	34	30	0	0%	3	10%	15	50%	12	40%	27	90%
Grade 5	25	20	1	5%	6	30%	5	25%	8	40%	13	65%
Grades 3-8	69	77	2	3%	12	16%	38	49%	25	32%	63	82%

**GRADE 3 ELA RESULTS**

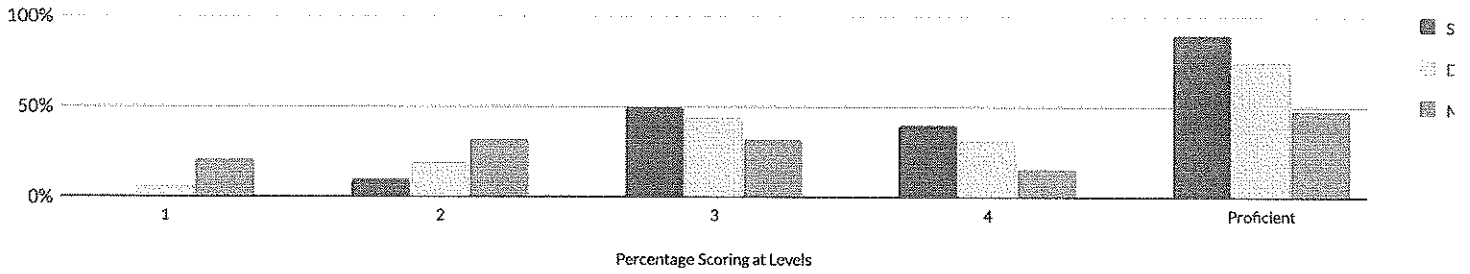


**MEAN SCORE: 614**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
General Education	8	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	10	22	1	5%	1	5%	15	68%	5	23%	20	91%
Small Group Total	0	5	0	0%	2	40%	3	60%	0	0%	3	60%
Female	5	15	0	0%	2	13%	9	60%	4	27%	13	87%
Male	5	12	1	8%	1	8%	9	75%	1	8%	10	83%
Non-English Language Learners	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
Economically Disadvantaged	0	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	23	—	—	—	—	—	—	—	—	—	—
Not Migrant	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
Not Homeless	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
Not in Foster Care	10	27	1	4%	3	11%	18	67%	5	19%	23	85%
Parent Not in Armed Forces	10	27	1	4%	3	11%	18	67%	5	19%	23	85%



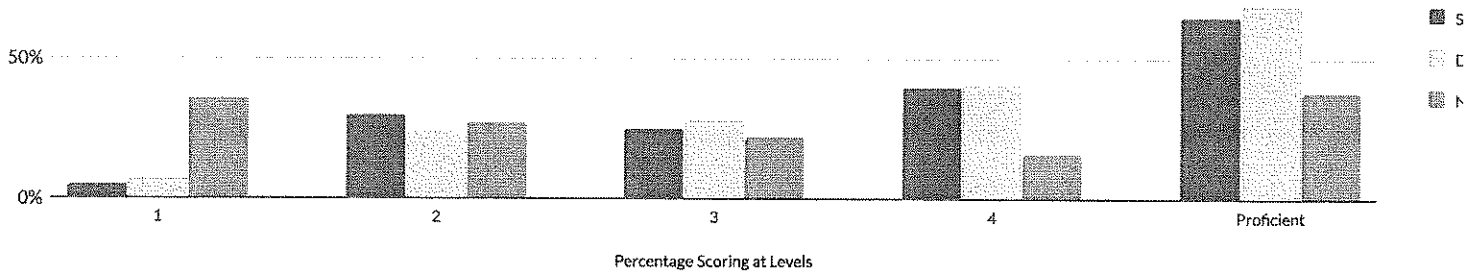
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 615**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	34	30	0	0%	3	10%	15	50%	12	40%	27	90%
General Education	22	29	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	—	—	—	—	—	—	—	—	—	—
White	22	25	0	0%	3	12%	12	48%	10	40%	22	88%
Small Group Total	11	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	11	16	0	0%	2	13%	7	44%	7	44%	14	88%
Male	23	14	0	0%	1	7%	8	57%	5	36%	13	93%
Non-English Language Learners	31	30	0	0%	3	10%	15	50%	12	40%	27	90%
Economically Disadvantaged	10	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	24	29	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	30	0	0%	3	10%	15	50%	12	40%	27	90%
Not Homeless	33	30	0	0%	3	10%	15	50%	12	40%	27	90%
Not in Foster Care	34	30	0	0%	3	10%	15	50%	12	40%	27	90%
Parent Not in Armed Forces	34	30	0	0%	3	10%	15	50%	12	40%	27	90%

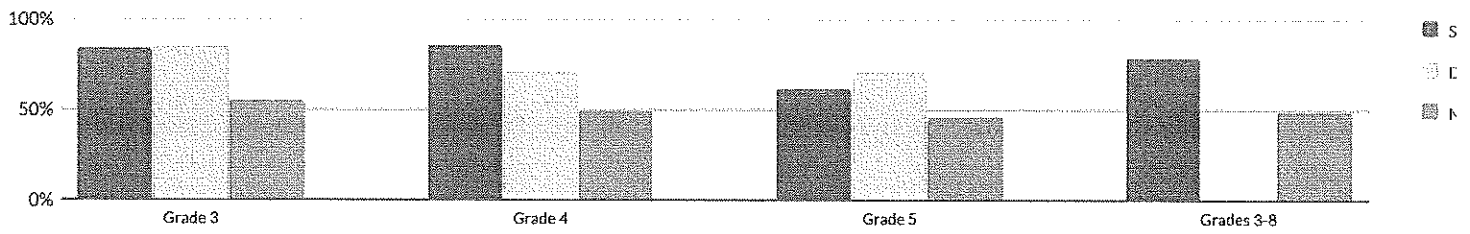
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 616**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	20	1	5%	6	30%	5	25%	8	40%	13	65%
General Education	19	18	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	6	2	--	--	--	--	--	--	--	--	--	--
Black or African American	1	3	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	5	4	--	--	--	--	--	--	--	--	--	--
White	18	11	0	0%	3	27%	4	36%	4	36%	8	73%
Multiracial	1	2	--	--	--	--	--	--	--	--	--	--
Small Group Total	7	9	1	11%	3	33%	1	11%	4	44%	5	56%
Female	13	10	1	10%	1	10%	4	40%	4	40%	8	80%
Male	12	10	0	0%	5	50%	1	10%	4	40%	5	50%
Non-English Language Learners	23	20	1	5%	6	30%	5	25%	8	40%	13	65%
Economically Disadvantaged	4	2	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	21	18	--	--	--	--	--	--	--	--	--	--
Not Migrant	25	20	1	5%	6	30%	5	25%	8	40%	13	65%
Not Homeless	25	20	1	5%	6	30%	5	25%	8	40%	13	65%
Not in Foster Care	25	20	1	5%	6	30%	5	25%	8	40%	13	65%
Parent Not in Armed Forces	25	20	1	5%	6	30%	5	25%	8	40%	13	65%

**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**

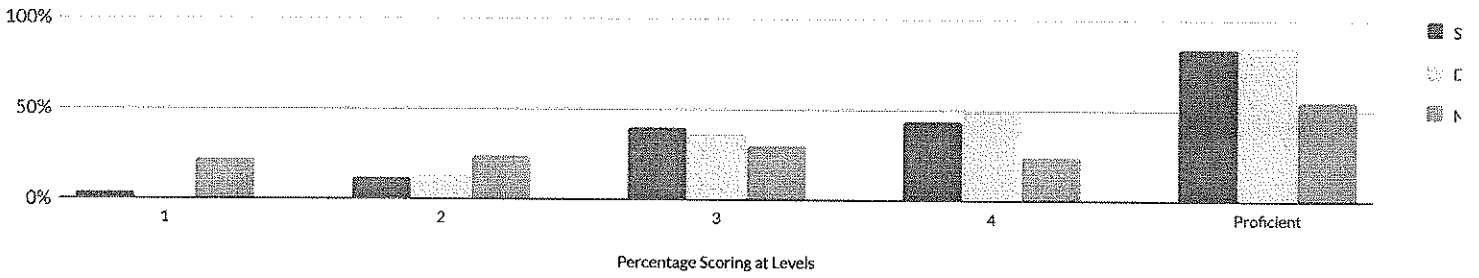


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
Grade 4	29	35	3	9%	2	6%	11	31%	19	54%	30	86%
Grade 5	24	21	3	14%	5	24%	5	24%	8	38%	13	62%
Grades 3-8	65	81	7	9%	10	12%	26	32%	38	47%	64	79%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

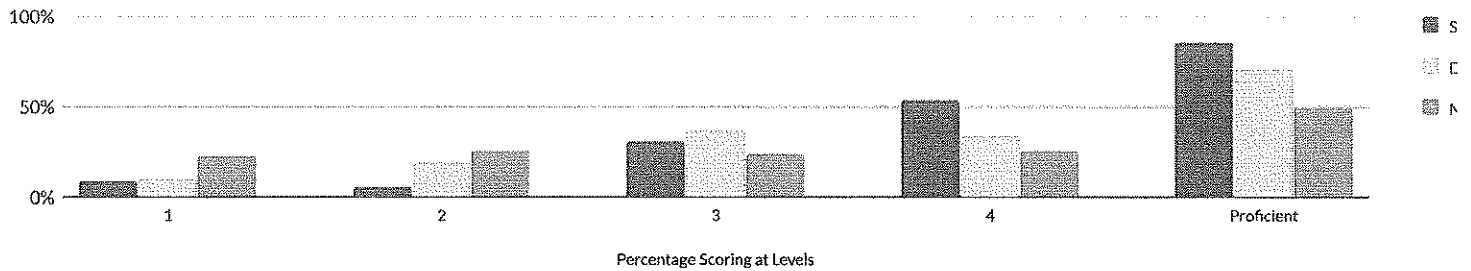
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
General Education	10	22	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	2	3	--	--	--	--	--	--	--	--	--	--
Black or African American	0	3	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	0	2	--	--	--	--	--	--	--	--	--	--
White	12	20	1	5%	1	5%	8	40%	10	50%	18	90%
Small Group Total	0	5	0	0%	2	40%	2	40%	1	20%	3	60%
Female	5	15	0	0%	1	7%	5	33%	9	60%	14	93%
Male	7	10	1	10%	2	20%	5	50%	2	20%	7	70%
Non-English Language Learners	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
Economically Disadvantaged	1	3	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	11	22	--	--	--	--	--	--	--	--	--	--
Not Migrant	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
Not Homeless	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
Not in Foster Care	12	25	1	4%	3	12%	10	40%	11	44%	21	84%
Parent Not in Armed Forces	12	25	1	4%	3	12%	10	40%	11	44%	21	84%

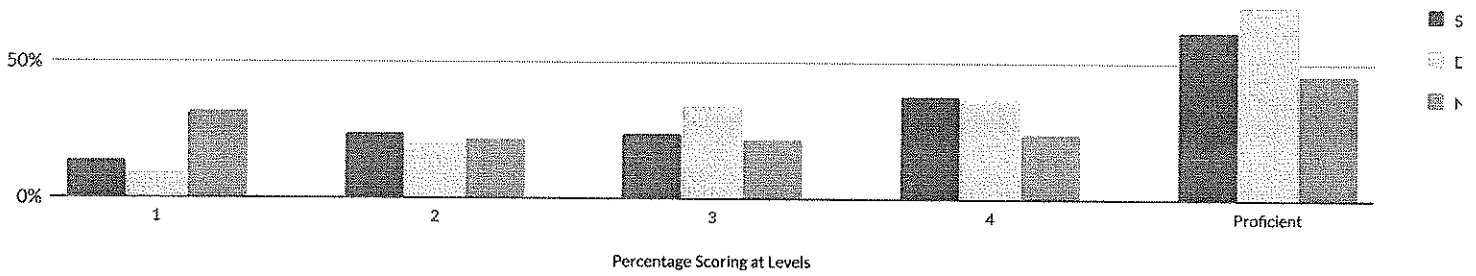
## GRADE 4 MATH RESULTS



## MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	35	3	9%	2	6%	11	31%	19	54%	30	86%
General Education	17	34	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	—	—	—	—	—	—	—	—	—	—
White	17	30	3	10%	1	3%	9	30%	17	57%	26	87%
Small Group Total	11	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	11	16	2	13%	2	13%	4	25%	8	50%	12	75%
Male	18	19	1	5%	0	0%	7	37%	11	58%	18	95%
Non-English Language Learners	26	35	3	9%	2	6%	11	31%	19	54%	30	86%
Economically Disadvantaged	10	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	19	34	—	—	—	—	—	—	—	—	—	—
Not Migrant	29	35	3	9%	2	6%	11	31%	19	54%	30	86%
Not Homeless	28	35	3	9%	2	6%	11	31%	19	54%	30	86%
Not in Foster Care	29	35	3	9%	2	6%	11	31%	19	54%	30	86%
Parent Not in Armed Forces	29	35	3	9%	2	6%	11	31%	19	54%	30	86%

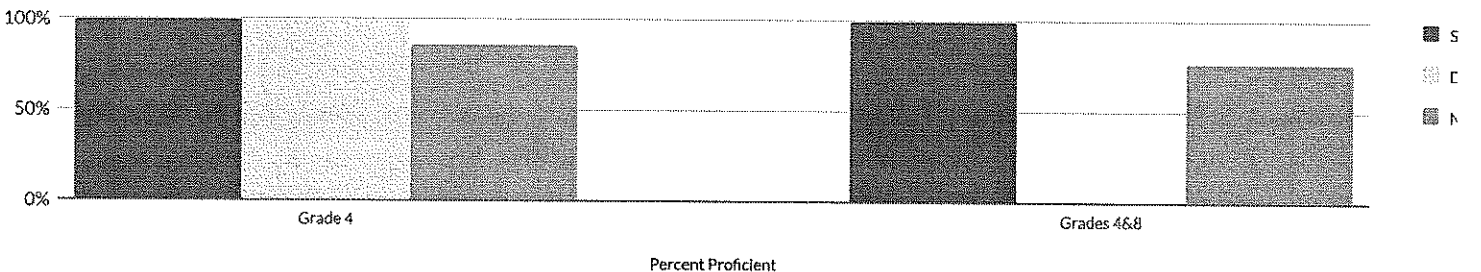
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	21	3	14%	5	24%	5	24%	8	38%	13	62%
General Education	18	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	—	—	—	—	—	—	—	—	—	—
White	17	12	1	8%	2	17%	4	33%	5	42%	9	75%
Multiracial	1	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	9	2	22%	3	33%	1	11%	3	33%	4	44%
Female	14	9	2	22%	2	22%	1	11%	4	44%	5	56%
Male	10	12	1	8%	3	25%	4	33%	4	33%	8	67%
Non-English Language Learners	22	21	3	14%	5	24%	5	24%	8	38%	13	62%
Economically Disadvantaged	4	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	20	19	—	—	—	—	—	—	—	—	—	—
Not Migrant	24	21	3	14%	5	24%	5	24%	8	38%	13	62%
Not Homeless	24	21	3	14%	5	24%	5	24%	8	38%	13	62%
Not in Foster Care	24	21	3	14%	5	24%	5	24%	8	38%	13	62%
Parent Not in Armed Forces	24	21	3	14%	5	24%	5	24%	8	38%	13	62%

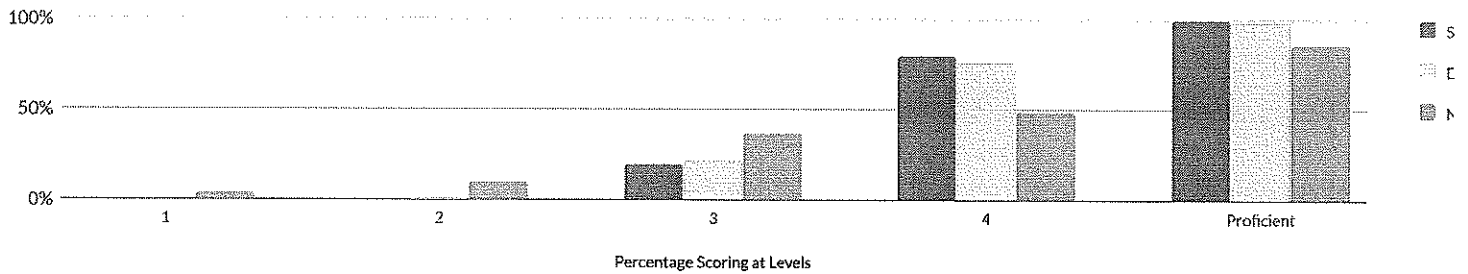
**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	59	0	0%	0	0%	12	20%	47	80%	59	100%
Grades 4&8	5	59	0	0%	0	0%	12	20%	47	80%	59	100%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

### GRADE 4 SCIENCE RESULTS



**MEAN SCORE: 91**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	59	0	0%	0	0%	12	20%	47	80%	59	100%
General Education	1	50	0	0%	0	0%	9	18%	41	82%	50	100%
Students with Disabilities	4	9	0	0%	0	0%	3	33%	6	67%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	7	0	0%	0	0%	4	57%	3	43%	7	100%
White	3	44	0	0%	0	0%	5	11%	39	89%	44	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	8	0	0%	0	0%	3	38%	5	63%	8	100%
Female	2	25	0	0%	0	0%	6	24%	19	76%	25	100%
Male	3	34	0	0%	0	0%	6	18%	28	82%	34	100%
English Language Learners	1	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	4	57	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	9	0	0%	0	0%	6	67%	3	33%	9	100%
Not Economically Disadvantaged	3	50	0	0%	0	0%	6	12%	44	88%	50	100%
Not Migrant	5	59	0	0%	0	0%	12	20%	47	80%	59	100%
Not Homeless	4	59	0	0%	0	0%	12	20%	47	80%	59	100%
Not in Foster Care	5	59	0	0%	0	0%	12	20%	47	80%	59	100%
Parent Not in Armed Forces	5	59	0	0%	0	0%	12	20%	47	80%	59	100%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	1	--	--	--	--	--
Grade 1	0	4	--	--	--	--	--
Grade 2	0	2	--	--	--	--	--
Grade 4	0	3	--	--	--	--	--
Grade 5	0	2	--	--	--	--	--

**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

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	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 4 ELA	0	3	--	--	--	--	--	--	--	--
Grade 4 Math	0	3	--	--	--	--	--	--	--	--
Grade 4 Science	0	3	--	--	--	--	--	--	--	--



**NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)**

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

CRDC Data (13.06 megabytes)

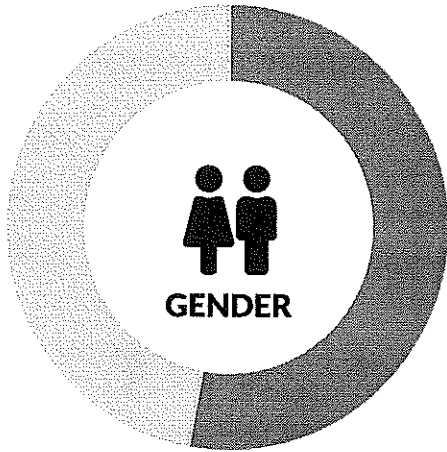
Glossary of Terms

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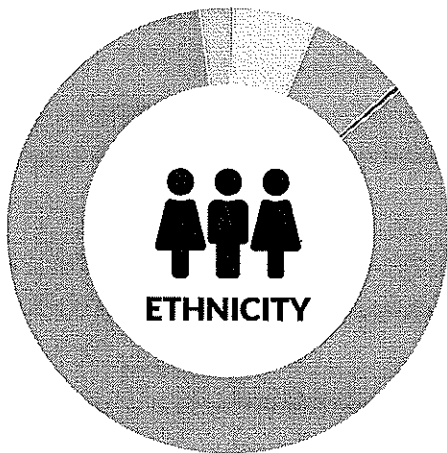


# HEWITT SCHOOL AT A GLANCE



**464**

Total Students



## HEWITT SCHOOL DATA

2018-19   2017-18   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL:  
ELIZABETH PRYKE**

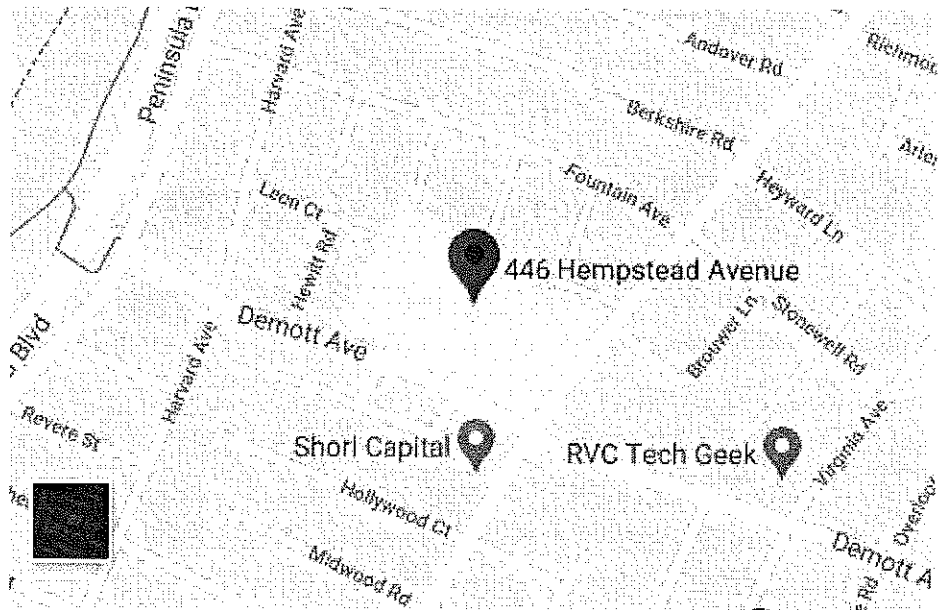
LEGAL NAME: HEWITT SCHOOL

BEDS CODE: 280221030005

INSTITUTION ID: 800000049372

PHONE: (516) 255-8913

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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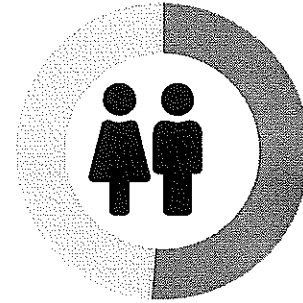
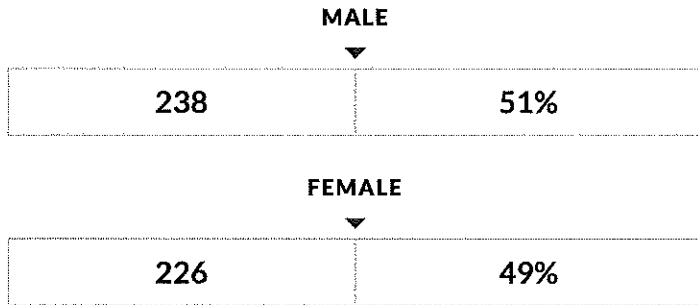
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

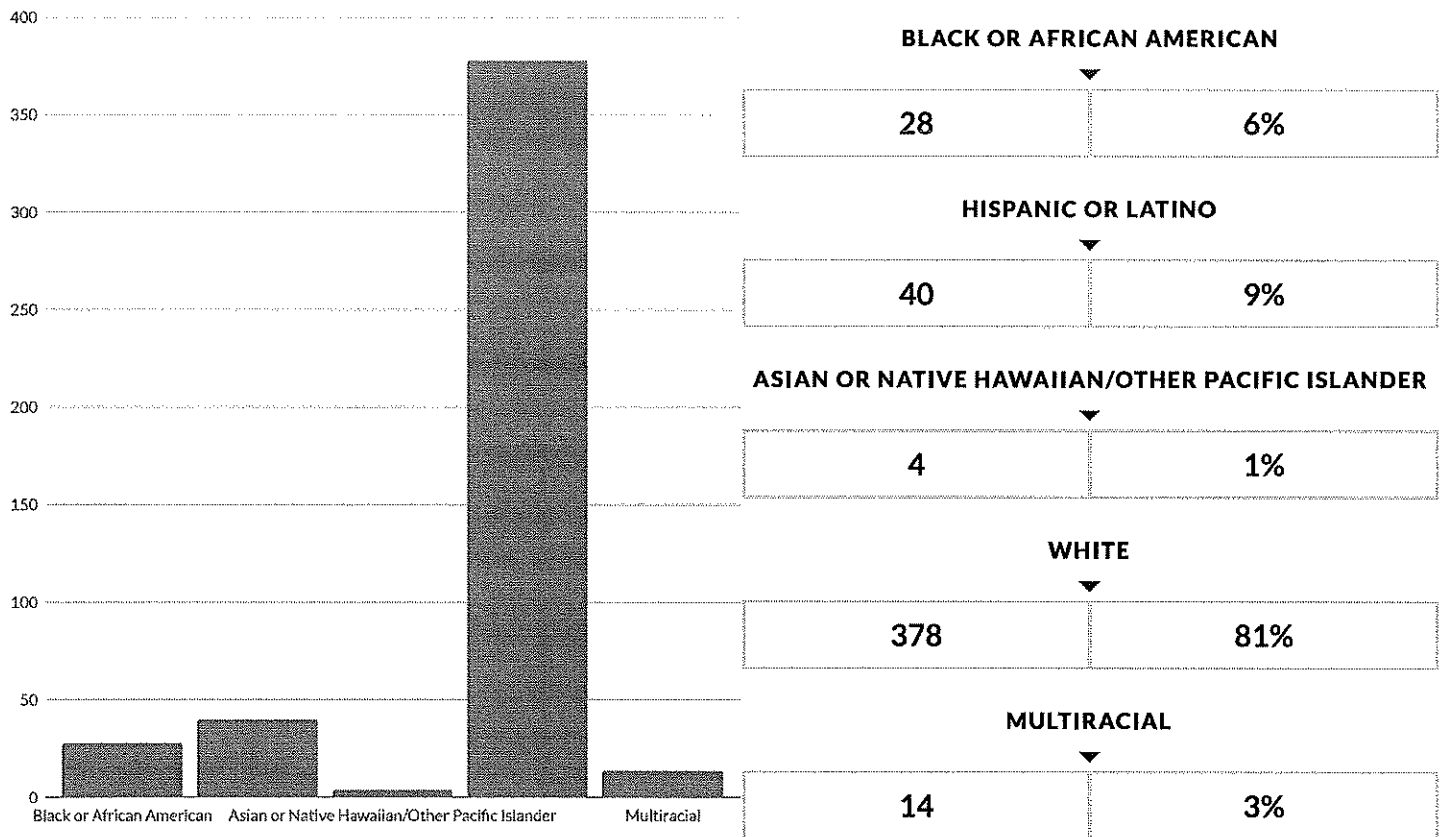
### HEWITT SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 464

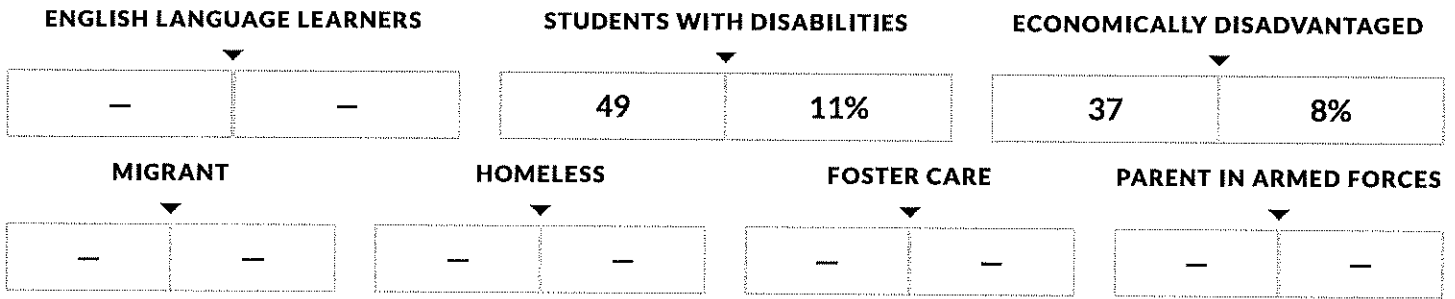
#### ENROLLMENT BY GENDER



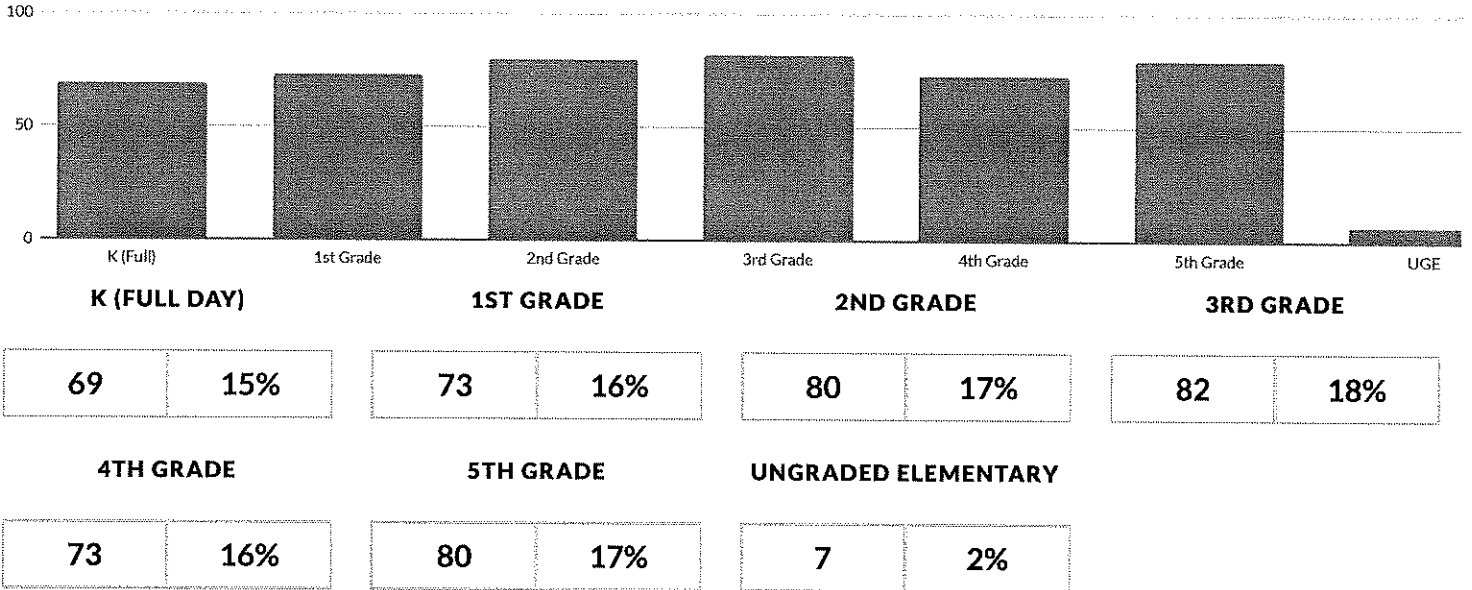
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



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**HEWITT SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

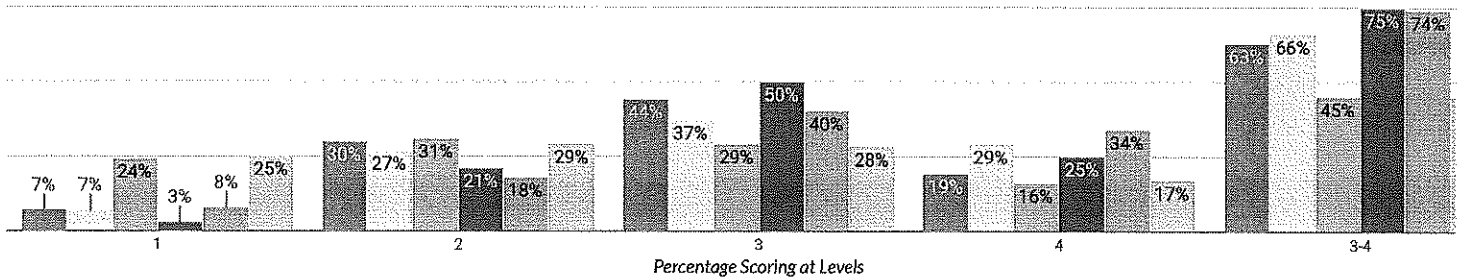
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

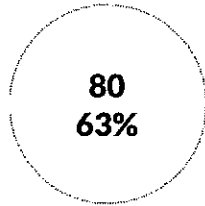
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

HEWITT SCHOOL (2018)    ROCKVILLE CENTRE UFSD (2018)    NY STATE (2018)    HEWITT SCHOOL (2019)    ROCKVILLE CENTRE UFSD (2019)    NY STATE (2019)

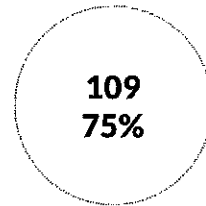


**2018**  
ALL STUDENTS  
▼  
**PROFICIENT**



TOTAL TESTED: 128

**2019**  
ALL STUDENTS  
▼  
**PROFICIENT**



TOTAL TESTED: 145

LEVEL 1		LEVEL 2	
9	7%	39	30%
LEVEL 3		LEVEL 4	
56	44%	24	19%

LEVEL 1		LEVEL 2	
5	3%	31	21%
LEVEL 3		LEVEL 4	
73	50%	36	25%

BY GENDER

FEMALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 58

LEVEL 1		LEVEL 2	
1	2%	15	26%
LEVEL 3		LEVEL 4	
27	47%	15	26%

MALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 70

LEVEL 1		LEVEL 2	
8	11%	24	34%
LEVEL 3		LEVEL 4	
29	41%	9	13%

FEMALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 66

LEVEL 1		LEVEL 2	
0	0%	9	14%
LEVEL 3		LEVEL 4	
35	53%	22	33%

MALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 79

LEVEL 1		LEVEL 2	
5	6%	22	28%
LEVEL 3		LEVEL 4	
38	48%	14	18%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



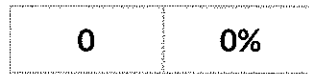
AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 0

LEVEL 1

0	0%
---	----

LEVEL 2

0	0%
---	----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

WHITE

PROFICIENT

TOTAL TESTED: 106

LEVEL 1

4	4%
---	----

LEVEL 2

35	33%
----	-----

LEVEL 3

46	43%
----	-----

LEVEL 4

21	20%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

PROFICIENT

TOTAL TESTED: 124

LEVEL 1

2	2%
---	----

LEVEL 2

25	20%
----	-----

LEVEL 3

66	53%
----	-----

LEVEL 4

31	25%
----	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: 11**

**LEVEL 1**

3	27%
---	-----

**LEVEL 2**

4	36%
---	-----

**LEVEL 3**

3	27%
---	-----

**LEVEL 4**

1	9%
---	----

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

3	30%
---	-----

**LEVEL 3**

4	40%
---	-----

**LEVEL 4**

3	30%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 120**

**LEVEL 1**

7	6%
---	----

**LEVEL 2**

34	28%
----	-----

**LEVEL 3**

55	46%
----	-----

**LEVEL 4**

24	20%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 8**

**LEVEL 1**

2	25%
---	-----

**LEVEL 2**

5	63%
---	-----

**LEVEL 3**

1	13%
---	-----

**LEVEL 4**

0	0%
---	----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 137**

**LEVEL 1**

4	3%
---	----

**LEVEL 2**

26	19%
----	-----

**LEVEL 3**

71	52%
----	-----

**LEVEL 4**

36	26%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 8**

**LEVEL 1**

1	13%
---	-----

**LEVEL 2**

5	63%
---	-----

**LEVEL 3**

2	25%
---	-----

**LEVEL 4**

0	0%
---	----

**NON-ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**NON-ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**ENGLISH LANGUAGE LEARNERS**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 118

LEVEL 1		LEVEL 2	
4	3%	36	31%
LEVEL 3		LEVEL 4	
54	46%	24	20%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
5	50%	3	30%
LEVEL 3		LEVEL 4	
2	20%	0	0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 136

LEVEL 1		LEVEL 2	
2	1%	26	19%
LEVEL 3		LEVEL 4	
72	53%	36	26%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
3	33%	5	56%
LEVEL 3		LEVEL 4	
1	11%	0	0%



NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3



LEVEL 4



FOSTER CARE

PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

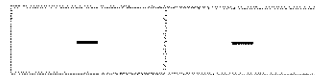


LEVEL 4



PARENTS IN ARMED FORCES

PROFICIENT



LEVEL 3



LEVEL 4



FOSTER CARE

PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: —

LEVEL 1



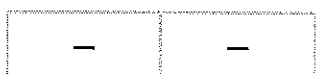
LEVEL 2



LEVEL 3



LEVEL 4



PARENTS IN ARMED FORCES

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



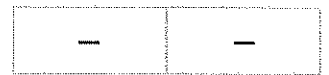
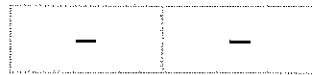
NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

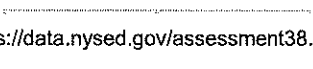
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4





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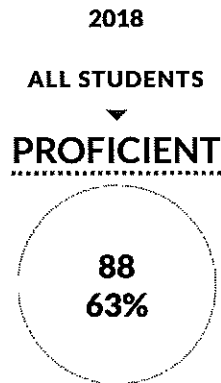
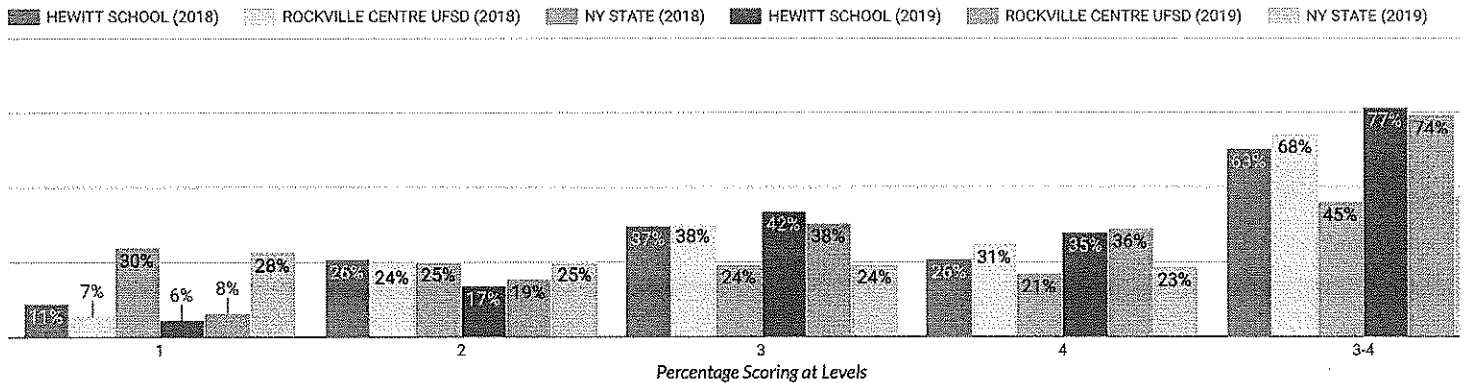
**HEWITT SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

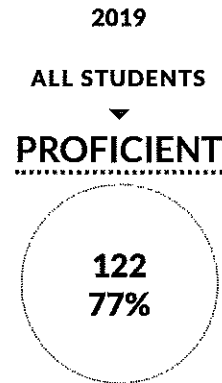
Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



TOTAL TESTED: 140



TOTAL TESTED: 159

LEVEL 1		LEVEL 2	
15	11%	37	26%
LEVEL 3		LEVEL 4	
52	37%	36	26%

LEVEL 1		LEVEL 2	
10	6%	27	17%
LEVEL 3		LEVEL 4	
66	42%	56	35%

BY GENDER

FEMALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 61

LEVEL 1		LEVEL 2	
5	8%	12	20%
LEVEL 3		LEVEL 4	
24	39%	20	33%

MALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 79

LEVEL 1		LEVEL 2	
10	13%	25	32%
LEVEL 3		LEVEL 4	
28	35%	16	20%

FEMALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 71

LEVEL 1		LEVEL 2	
2	3%	17	24%
LEVEL 3		LEVEL 4	
34	48%	18	25%

MALE  
 ▼  
**PROFICIENT**

TOTAL TESTED: 88

LEVEL 1		LEVEL 2	
8	9%	10	11%
LEVEL 3		LEVEL 4	
32	36%	38	43%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2

0	0%
---	----

0	0%
---	----

LEVEL 3

LEVEL 4

0	0%
---	----

0	0%
---	----

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2

0	0%
---	----

0	0%
---	----

LEVEL 3

LEVEL 4

0	0%
---	----

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 0

LEVEL 1

0	0%
---	----

LEVEL 2

0	0%
---	----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 115

LEVEL 1

9	8%
---	----

LEVEL 2

31	27%
----	-----

LEVEL 3

42	37%
----	-----

LEVEL 4

33	29%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 134

LEVEL 1

6	4%
---	----

LEVEL 2

21	16%
----	-----

LEVEL 3

57	43%
----	-----

LEVEL 4

50	37%
----	-----



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: 13**

**LEVEL 1**

**LEVEL 2**

4	31%
---	-----

4	31%
---	-----

**LEVEL 3**

**LEVEL 4**

5	38%
---	-----

0	0%
---	----

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: -**

**LEVEL 1**

**LEVEL 2**

-	-
---	---

-	-
---	---

**LEVEL 3**

**LEVEL 4**

-	-
---	---

-	-
---	---

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: 8**

**LEVEL 1**

**LEVEL 2**

1	13%
---	-----

3	38%
---	-----

**LEVEL 3**

**LEVEL 4**

2	25%
---	-----

2	25%
---	-----

**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 12**

**LEVEL 1**

**LEVEL 2**

2	17%
---	-----

3	25%
---	-----

**LEVEL 3**

**LEVEL 4**

4	33%
---	-----

3	25%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 130**

**LEVEL 1**

12	9%
----	----

**LEVEL 2**

32	25%
----	-----

**LEVEL 3**

50	38%
----	-----

**LEVEL 4**

36	28%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

3	30%
---	-----

**LEVEL 2**

5	50%
---	-----

**LEVEL 3**

2	20%
---	-----

**LEVEL 4**

0	0%
---	----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 149**

**LEVEL 1**

3	2%
---	----

**LEVEL 2**

26	17%
----	-----

**LEVEL 3**

64	43%
----	-----

**LEVEL 4**

56	38%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

7	70%
---	-----

**LEVEL 2**

1	10%
---	-----

**LEVEL 3**

2	20%
---	-----

**LEVEL 4**

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 127**

**LEVEL 1**

9	7%
---	----

**LEVEL 2**

32	25%
----	-----

**LEVEL 3**

50	39%
----	-----

**LEVEL 4**

36	28%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 13**

**LEVEL 1**

6	46%
---	-----

**LEVEL 2**

5	38%
---	-----

**LEVEL 3**

2	15%
---	-----

**LEVEL 4**

0	0%
---	----

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 149**

**LEVEL 1**

5	3%
---	----

**LEVEL 2**

25	17%
----	-----

**LEVEL 3**

66	44%
----	-----

**LEVEL 4**

53	36%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

5	50%
---	-----

**LEVEL 2**

2	20%
---	-----

**LEVEL 3**

0	0%
---	----

**LEVEL 4**

3	30%
---	-----

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

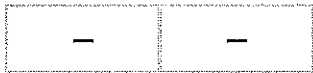
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

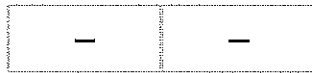
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---



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## HEWITT SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	4	4	--	3	4
American Indian or Alaska Native	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--
Black or African American	2	2	2	--	2	4
Hispanic or Latino	3	3	3	--	--	4
Multiracial	--	--	--	--	--	--
White	4	4	4	--	4	4
English Language Learners	--	--	--	--	--	--
Students with Disabilities	3	4	4	--	1	4
Economically Disadvantaged	2	2	2	--	1	3

## ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	--
Black or African American	2
Hispanic or Latino	3
Multiracial	--
White	4
Students with Disabilities	3
Economically Disadvantaged	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	146	184	4
	Math	160	188	
	Science	72	233	
	Combined	378	195	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Black or African American	ELA	17	118	2
	Math	20	130	
	Science	11	205	
	Combined	48	143	
Hispanic or Latino	ELA	18	175	3
	Math	21	155	
	Science	8	219	
	Combined	47	173	
Multiracial	ELA	6	175	—
	Math	7	164	
	Science	4	—	
	Combined	17	—	
White	ELA	125	188	4
	Math	135	193	
	Science	59	236	
	Combined	319	199	
Students with Disabilities	ELA	17	100	4
	Math	21	71	
	Science	13	196	
	Combined	51	113	
Economically Disadvantaged	ELA	18	78	2
	Math	22	84	
	Science	15	200	
	Combined	55	114	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	226	119	3
	Math	226	133	
	Science	72	233	
	Combined	524	140	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Black or African American	ELA	33	61	2
	Math	33	79	
	Science	11	205	
	Combined	77	89	
Hispanic or Latino	ELA	28	113	3
	Math	28	116	
	Science	8	219	
	Combined	64	127	
Multiracial	ELA	8	131	—
	Math	8	144	
	Science	4	—	
	Combined	20	—	
White	ELA	188	125	3
	Math	188	139	
	Science	59	236	
	Combined	435	146	
Students with Disabilities	ELA	50	34	2
	Math	50	30	
	Science	14	182	
	Combined	114	50	
Economically Disadvantaged	ELA	47	30	1
	Math	47	39	
	Science	15	200	
	Combined	109	57	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	25,889	477	54.3	4
American Indian or Alaska Native	--	0	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	0	--	--
Black or African American	1,547	33	46.9	2
Hispanic or Latino	1,730	33	52.4	3
Multiracial	--	13	--	--
White	21,791	398	54.8	4
English Language Learners	--	0	--	--
Students with Disabilities	1,915	35	54.7	4
Economically Disadvantaged	1,494	31	48.2	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	4
Black or African American	2
Hispanic or Latino	3
White	4
Students with Disabilities	4
Economically Disadvantaged	2

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	111	226	119	118	105	122	161	—	—	200	3	3
	Math	108	226	133	116	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	57	33	61	69	98	116	158	N	—	200	1	2
	Math	59	33	79	70	88	107	154	—	Y	200	3	
Hispanic or Latino	ELA	—	28	—	—	—	—	—	—	—	—	—	—
	Math	—	28	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
White	ELA	118	188	125	125	102	119	160	—	—	200	4	4
	Math	115	188	139	122	110	126	163	—	—	200	4	
Students with Disabilities	ELA	27	50	34	41	61	85	142	N	—	200	1	1
	Math	29	50	30	42	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	43	47	30	56	95	113	157	N	—	200	1	1
	Math	41	47	39	53	94	112	156	N	—	200	1	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.9	397	14	3.5%	4.9%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	9.6	48	4	8.3%	9.4%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	11.3	54	5	9.3%	11%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	22	—	—	—	—	—	—	—	—	—	—
White	3.7	330	9	2.7%	3.7%	10.5%	9.3%	7.2%	—	—	5%	4
Students with Disabilities	12.8	44	1	2.3%	12.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	13.2	30	5	16.7%	12.6%	19.9%	17.1%	11.1%	—	—	5%	3

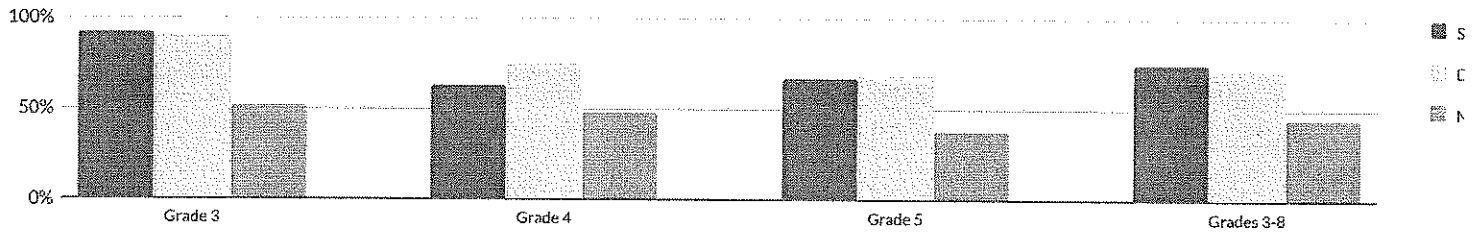
**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	239	61.1%	467	58.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	17	—	—	—
Multiracial	—	5	—	—	—
White	X	199	62.8%	391	59.1%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	28	—	—	—
Economically Disadvantaged	—	22	—	—	—

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	239	67%	467	64.2%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	17	—	—	—
Multiracial	—	5	—	—	—
White	X	199	67.8%	391	63.9%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	28	—	—	—
Economically Disadvantaged	—	22	—	—	—

**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**

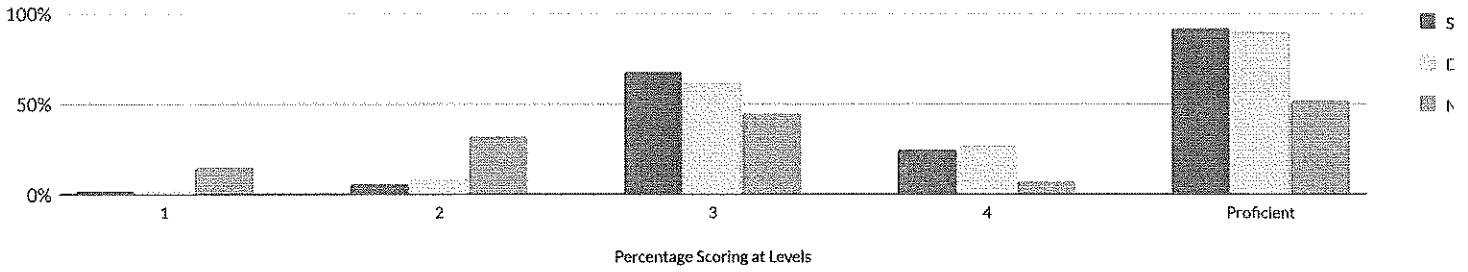


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	32	53	1	2%	3	6%	36	68%	13	25%	49	92%
Grade 4	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
Grade 5	37	43	1	2%	13	30%	16	37%	13	30%	29	67%
Grades 3-8	94	145	5	3%	31	21%	73	50%	36	25%	109	75%



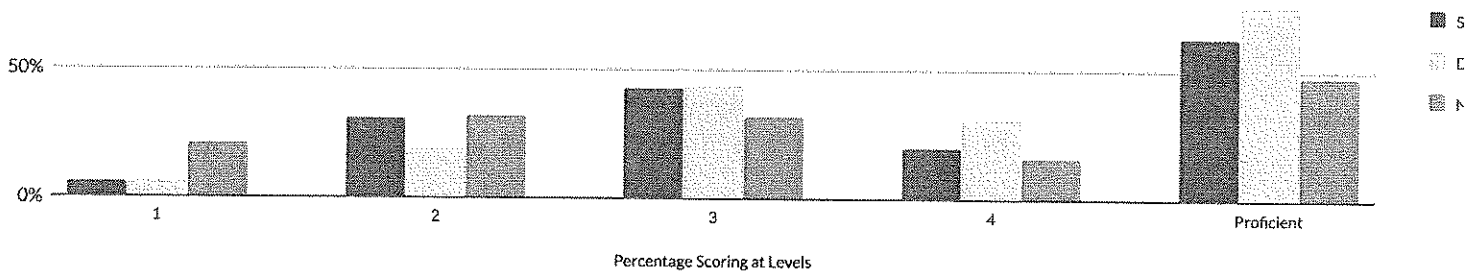
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 616**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	32	53	1	2%	3	6%	36	68%	13
General Education	23	52	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	5	—	—	—	—	—	—	—	—	—	—
White	24	46	0	0%	3	7%	31	67%	12	26%	43	93%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	7	1	14%	0	0%	5	71%	1	14%	6	86%
Female	18	31	0	0%	2	6%	19	61%	10	32%	29	94%
Male	14	22	1	5%	1	5%	17	77%	3	14%	20	91%
Non-English Language Learners	32	53	1	2%	3	6%	36	68%	13	25%	49	92%
Economically Disadvantaged	4	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	28	51	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	53	1	2%	3	6%	36	68%	13	25%	49	92%
Not Homeless	32	53	1	2%	3	6%	36	68%	13	25%	49	92%
Not in Foster Care	32	53	1	2%	3	6%	36	68%	13	25%	49	92%
Parent Not in Armed Forces	32	53	1	2%	3	6%	36	68%	13	25%	49	92%

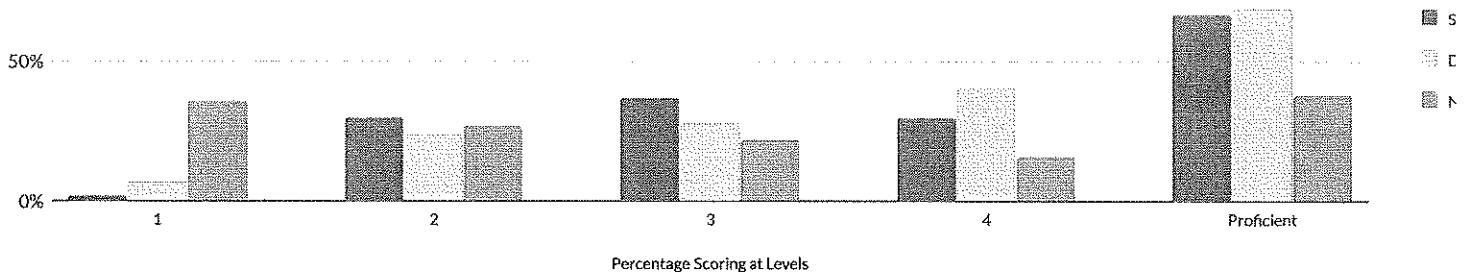
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 605**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
General Education	22	44	3	7%	11	25%	20	45%	10	23%	30	68%
Students with Disabilities	3	5	0	0%	4	80%	1	20%	0	0%	1	20%
Black or African American	1	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	—	—	—	—	—	—	—	—	—
White	20	41	2	5%	10	24%	20	49%	9	22%	29	71%
Small Group Total	3	8	1	13%	5	63%	1	13%	1	13%	2	25%
Female	13	21	0	0%	5	24%	8	38%	8	38%	16	76%
Male	12	28	3	11%	10	36%	13	46%	2	7%	15	54%
Non-English Language Learners	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
Economically Disadvantaged	4	6	1	17%	5	83%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	21	43	2	5%	10	23%	21	49%	10	23%	31	72%
Not Migrant	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
Not Homeless	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
Not in Foster Care	25	49	3	6%	15	31%	21	43%	10	20%	31	63%
Parent Not in Armed Forces	25	49	3	6%	15	31%	21	43%	10	20%	31	63%

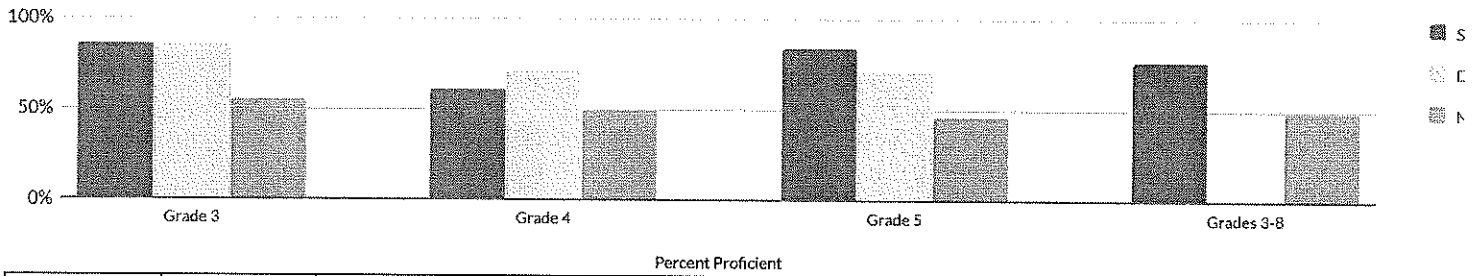
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 615**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	43	1	2%	13	30%	16	37%	13	30%	29	67%
General Education	29	41	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	3	—	—	—	—	—	—	—	—	—	—
White	31	37	0	0%	12	32%	15	41%	10	27%	25	68%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	6	1	17%	1	17%	1	17%	3	50%	4	67%
Female	16	14	0	0%	2	14%	8	57%	4	29%	12	86%
Male	21	29	1	3%	11	38%	8	28%	9	31%	17	59%
Non-English Language Learners	37	43	1	2%	13	30%	16	37%	13	30%	29	67%
Economically Disadvantaged	5	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	32	42	—	—	—	—	—	—	—	—	—	—
Not Migrant	37	43	1	2%	13	30%	16	37%	13	30%	29	67%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	37	42	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	37	43	1	2%	13	30%	16	37%	13	30%	29	67%
Parent Not in Armed Forces	37	43	1	2%	13	30%	16	37%	13	30%	29	67%

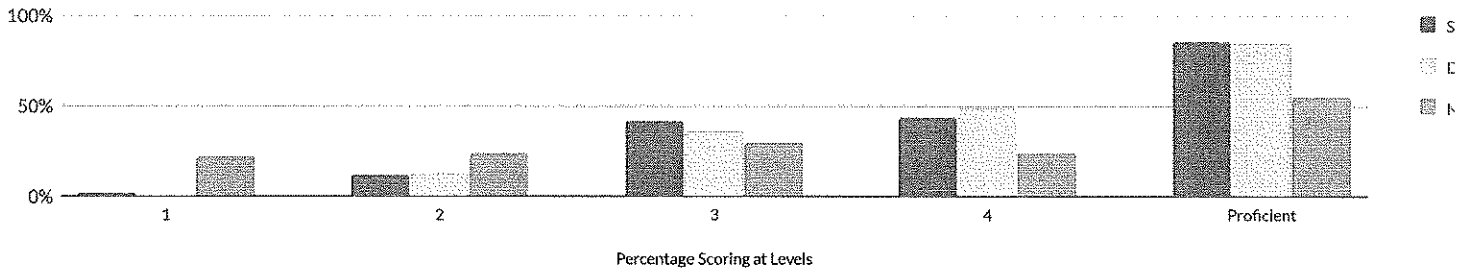
**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
Grade 4	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
Grade 5	35	45	1	2%	6	13%	18	40%	20	44%	38	84%
Grades 3-8	80	159	10	6%	27	17%	66	42%	56	35%	122	77%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

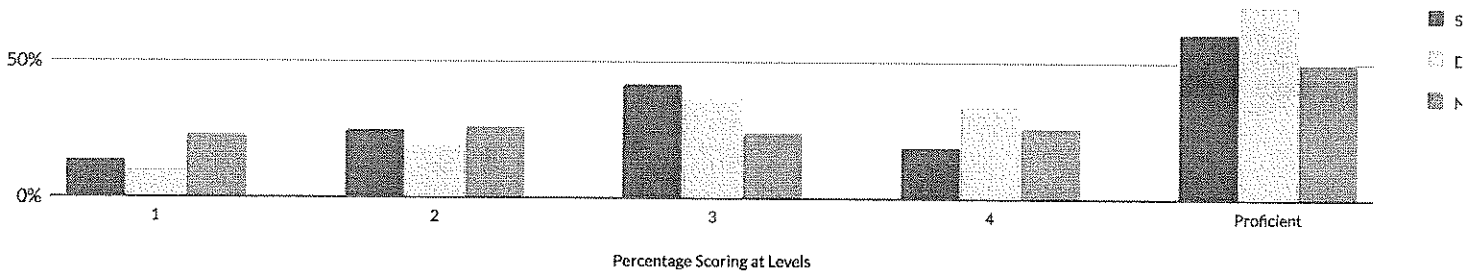
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 611**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
General Education	19	56	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	6	—	—	—	—	—	—	—	—	—	—
White	21	49	0	0%	4	8%	22	45%	23	47%	45	92%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	8	1	13%	3	38%	2	25%	2	25%	4	50%
Female	18	31	0	0%	5	16%	15	48%	11	35%	26	84%
Male	10	26	1	4%	2	8%	9	35%	14	54%	23	88%
Non-English Language Learners	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
Economically Disadvantaged	4	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	24	55	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
Not Homeless	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
Not in Foster Care	28	57	1	2%	7	12%	24	42%	25	44%	49	86%
Parent Not in Armed Forces	28	57	1	2%	7	12%	24	42%	25	44%	49	86%

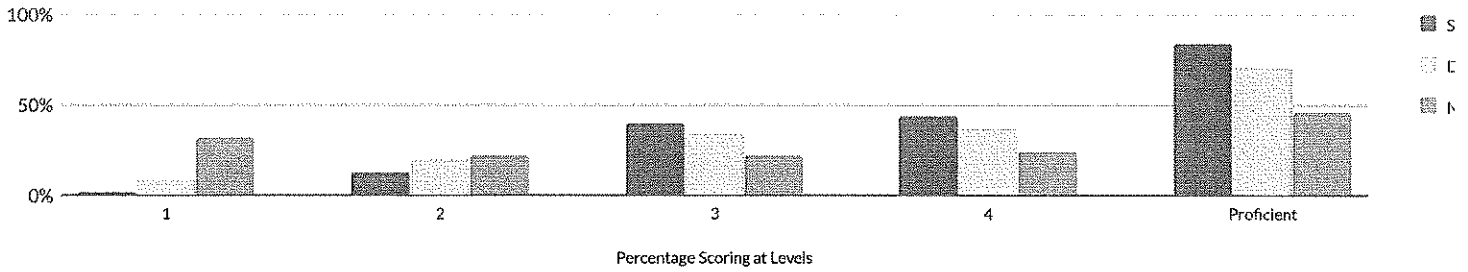
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
General Education	15	51	3	6%	13	25%	24	47%	11	22%	35	69%
Students with Disabilities	2	6	5	83%	1	17%	0	0%	0	0%	0	0%
Black or African American	0	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	3	—	—	—	—	—	—	—	—	—	—
White	15	46	5	11%	11	24%	20	43%	10	22%	30	65%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	11	3	27%	3	27%	4	36%	1	9%	5	45%
Female	8	26	1	4%	8	31%	13	50%	4	15%	17	65%
Male	9	31	7	23%	6	19%	11	35%	7	23%	18	58%
Non-English Language Learners	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
Economically Disadvantaged	3	7	4	57%	2	29%	0	0%	1	14%	1	14%
Not Economically Disadvantaged	14	50	4	8%	12	24%	24	48%	10	20%	34	68%
Not Migrant	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
Not Homeless	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
Not in Foster Care	17	57	8	14%	14	25%	24	42%	11	19%	35	61%
Parent Not in Armed Forces	17	57	8	14%	14	25%	24	42%	11	19%	35	61%

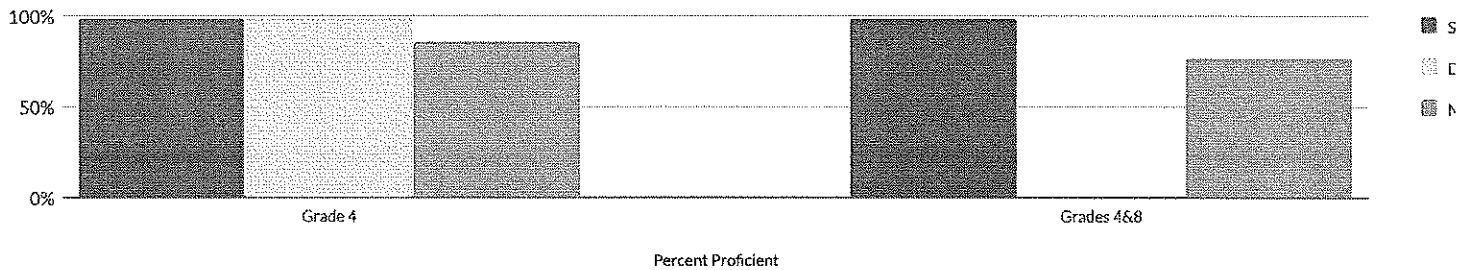
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 613**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	35	45	1	2%	6	13%	18	40%	20	44%	38	84%
General Education	28	42	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	3	—	—	—	—	—	—	—	—	—	—
White	29	39	1	3%	6	15%	15	38%	17	44%	32	82%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	16	14	1	7%	4	29%	6	43%	3	21%	9	64%
Male	19	31	0	0%	2	6%	12	39%	17	55%	29	94%
Non-English Language Learners	35	45	1	2%	6	13%	18	40%	20	44%	38	84%
Economically Disadvantaged	5	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	30	44	—	—	—	—	—	—	—	—	—	—
Not Migrant	35	45	1	2%	6	13%	18	40%	20	44%	38	84%
Not Homeless	34	45	1	2%	6	13%	18	40%	20	44%	38	84%
Not in Foster Care	35	45	1	2%	6	13%	18	40%	20	44%	38	84%
Parent Not in Armed Forces	35	45	1	2%	6	13%	18	40%	20	44%	38	84%

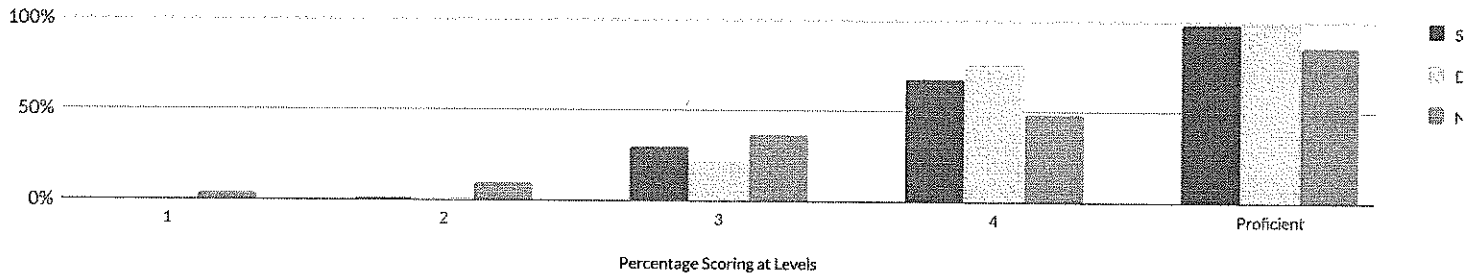
**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
Grades 4&8	1	73	0	0%	1	1%	22	30%	50	68%	72	99%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

### GRADE 4 SCIENCE RESULTS



MEAN SCORE: 87

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
General Education	0	66	0	0%	0	0%	17	26%	49	74%	66	100%
Students with Disabilities	1	7	0	0%	1	14%	5	71%	1	14%	6	86%
Black or African American	0	7	0	0%	0	0%	4	57%	3	43%	7	100%
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	1	60	0	0%	1	2%	14	23%	45	75%	59	98%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	0	0%	0	0%	4	67%	2	33%	6	100%
Female	0	34	0	0%	0	0%	11	32%	23	68%	34	100%
Male	1	39	0	0%	1	3%	11	28%	27	69%	38	97%
Non-English Language Learners	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
Economically Disadvantaged	0	10	0	0%	0	0%	8	80%	2	20%	10	100%
Not Economically Disadvantaged	1	63	0	0%	1	2%	14	22%	48	76%	62	98%
Not Migrant	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
Not Homeless	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
Not in Foster Care	1	73	0	0%	1	1%	22	30%	50	68%	72	99%
Parent Not in Armed Forces	1	73	0	0%	1	1%	22	30%	50	68%	72	99%

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	2	—	—	—	—	—



**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

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	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 3 ELA	0	1	—	—	—	—	—	—	—	—
Grade 3 Math	0	1	—	—	—	—	—	—	—	—

**NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)**

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

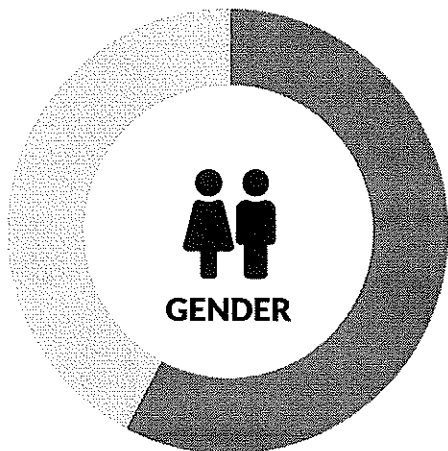
CRDC Data (13.06 megabytes)

Glossary of Terms

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# RIVERSIDE SCHOOL AT A GLANCE



**167**

Total Students



## RIVERSIDE SCHOOL DATA

2018-19   2017-18   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL: ERIK WALTER**

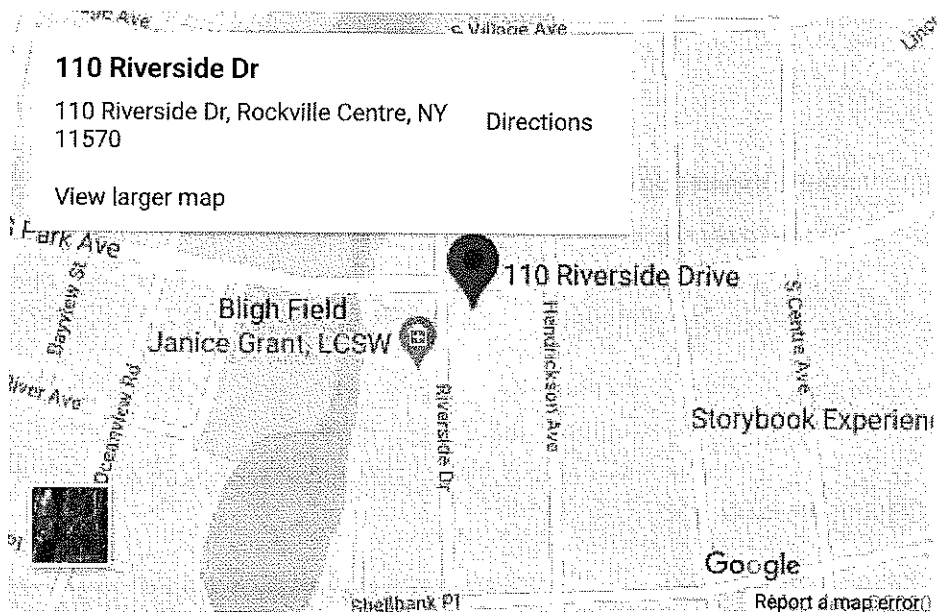
LEGAL NAME: RIVERSIDE SCHOOL

BEDS CODE: 280221030004

INSTITUTION ID: 800000049371

PHONE: (516) 255-8902

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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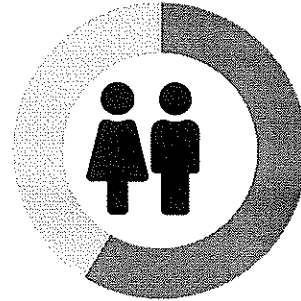
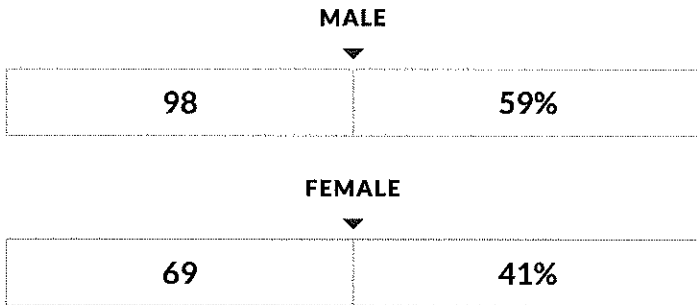
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

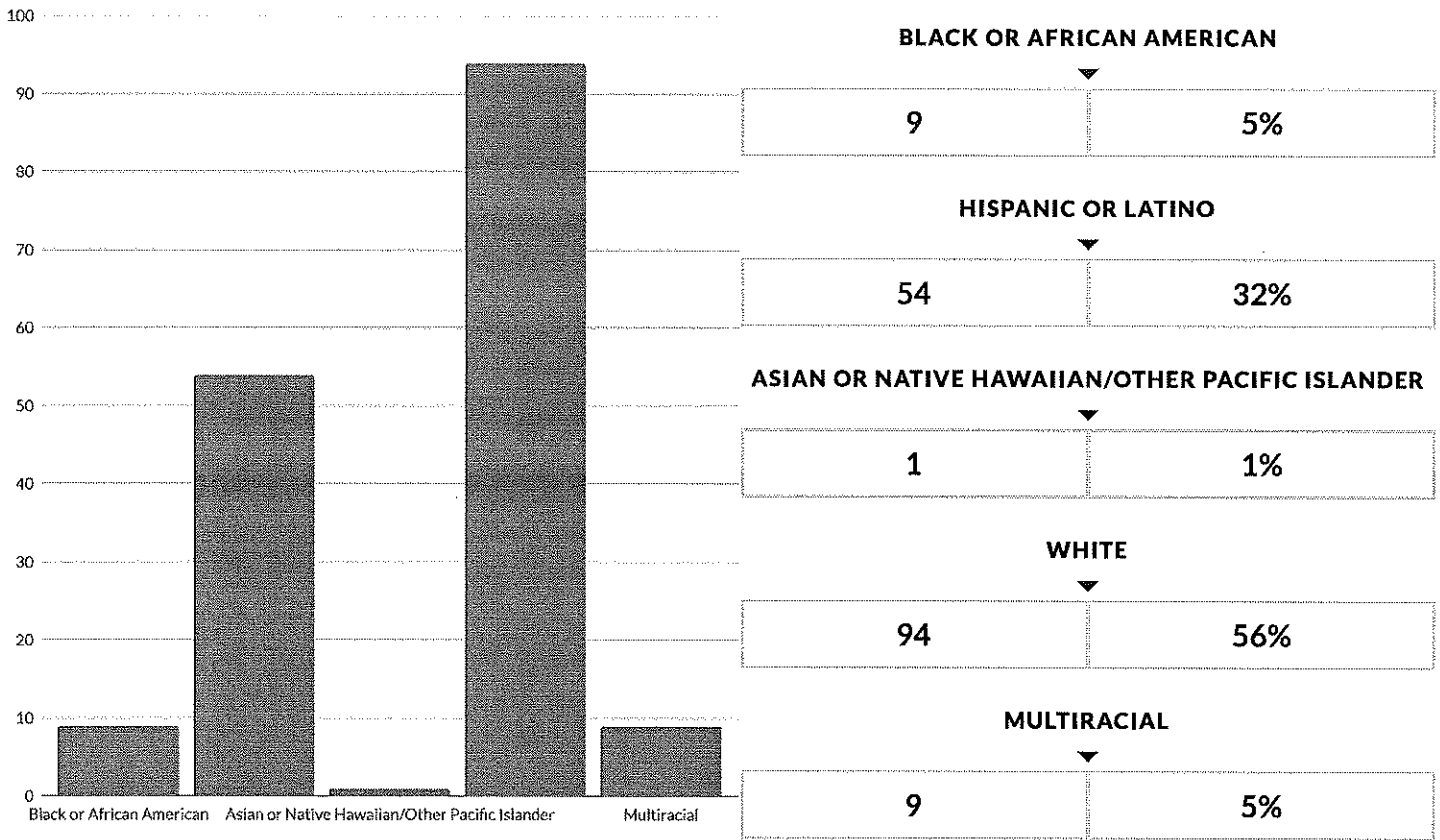
### RIVERSIDE SCHOOL ENROLLMENT (2018 - 19)

**K-12 Enrollment: 167**

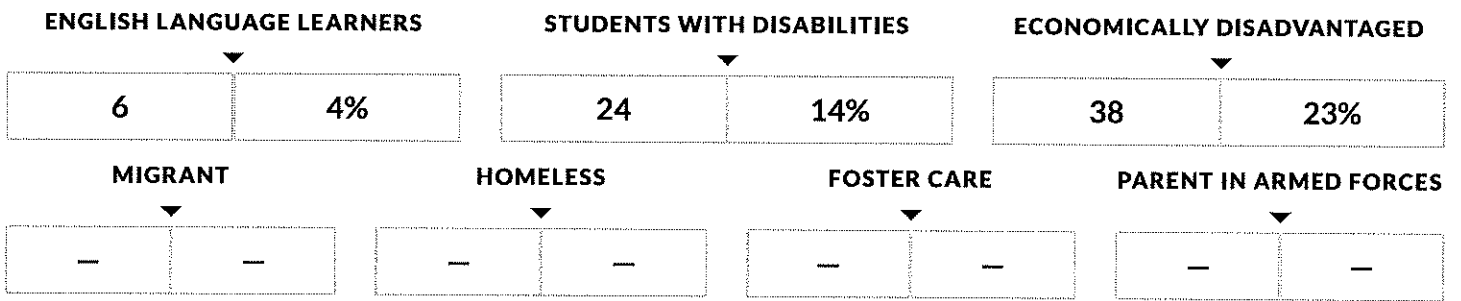
#### ENROLLMENT BY GENDER



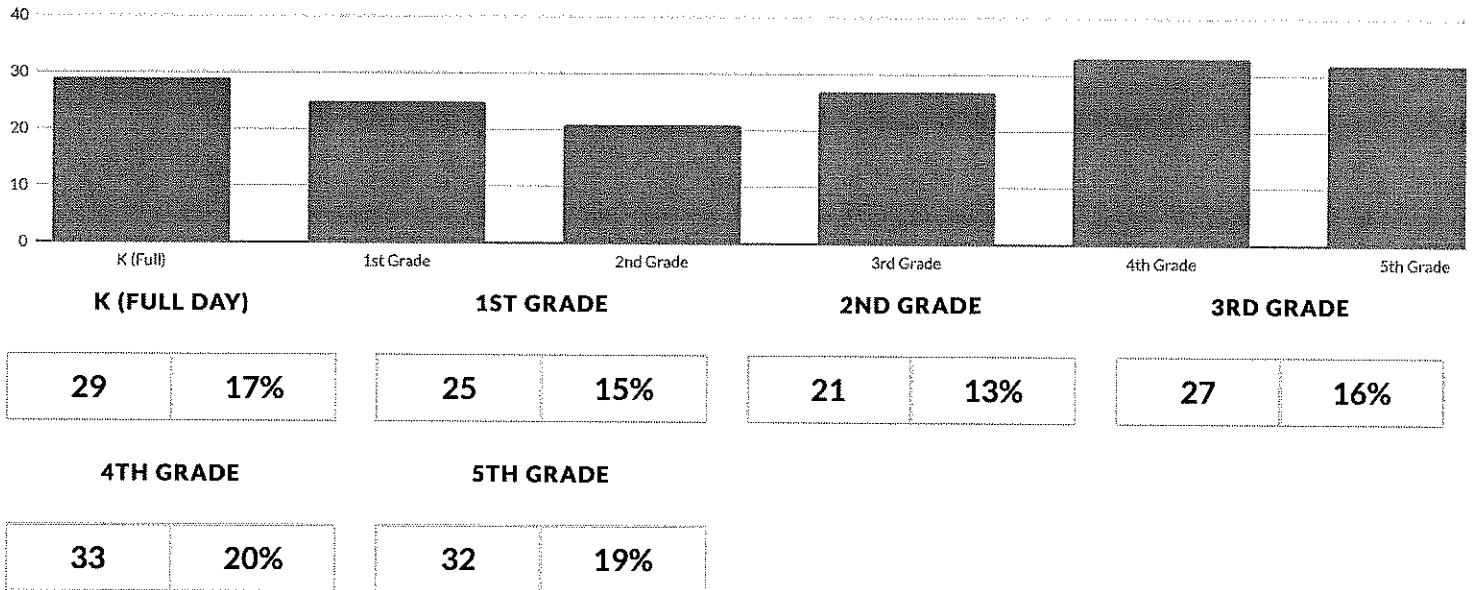
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



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**RIVERSIDE SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

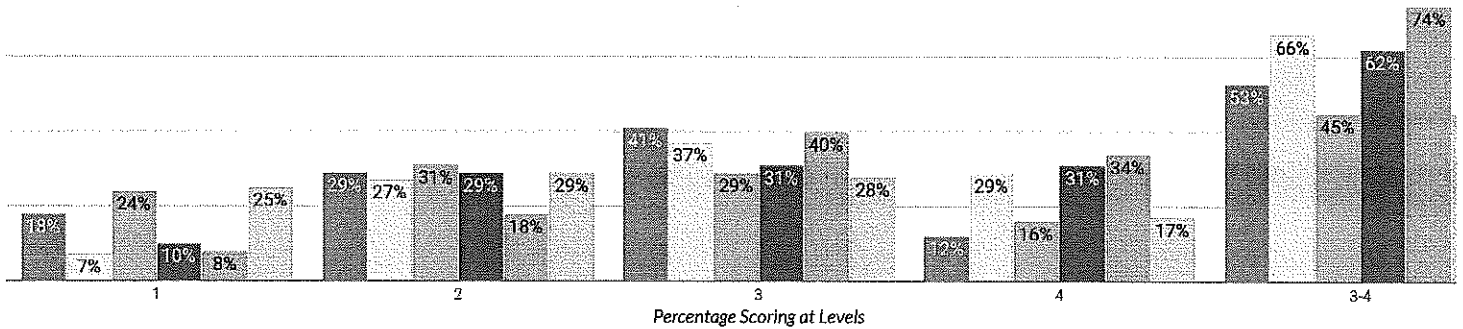
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

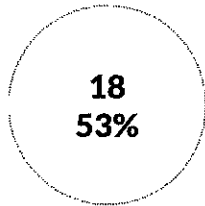
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

RIVERSIDE SCHOOL (2018)
  ROCKVILLE CENTRE UFSD (2018)
  NY STATE (2018)
  RIVERSIDE SCHOOL (2019)
  ROCKVILLE CENTRE UFSD (2019)
  NY STATE (2019)

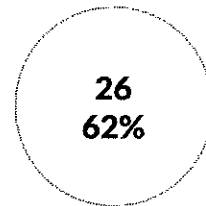


**2018**  
ALL STUDENTS  
▼  
**PROFICIENT**



TOTAL TESTED: 34

**2019**  
ALL STUDENTS  
▼  
**PROFICIENT**



TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
6	18%	10	29%
LEVEL 3		LEVEL 4	
14	41%	4	12%

LEVEL 1		LEVEL 2	
4	10%	12	29%
LEVEL 3		LEVEL 4	
13	31%	13	31%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 11

LEVEL 1		LEVEL 2	
1	9%	2	18%
LEVEL 3		LEVEL 4	
4	36%	4	36%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 17

LEVEL 1		LEVEL 2	
1	6%	3	18%
LEVEL 3		LEVEL 4	
6	35%	7	41%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
5	22%	8	35%
LEVEL 3		LEVEL 4	
10	43%	0	0%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 25

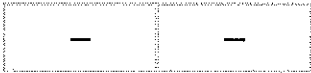
LEVEL 1		LEVEL 2	
3	12%	9	36%
LEVEL 3		LEVEL 4	
7	28%	6	24%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

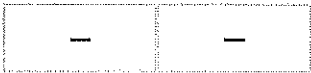
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



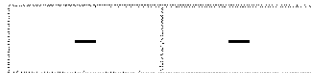
LEVEL 4



MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

**TOTAL TESTED: --**

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
—	—	—	—
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
—	—	—	—

**WHITE**

**PROFICIENT**

**TOTAL TESTED: 18**

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
1	6%	2	11%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
11	61%	4	22%

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

**TOTAL TESTED: 0**

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
0	0%	0	0%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
0	0%	0	0%

**WHITE**

**PROFICIENT**

**TOTAL TESTED: 22**

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
1	5%	5	23%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
6	27%	10	45%

**BLACK OR AFRICAN AMERICAN**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

▼  
**PROFICIENT**

**TOTAL TESTED: 9**

**LEVEL 1**

2	22%
---	-----

**LEVEL 2**

5	56%
---	-----

**LEVEL 3**

2	22%
---	-----

**LEVEL 4**

0	0%
---	----

**BLACK OR AFRICAN AMERICAN**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

▼  
**PROFICIENT**

**TOTAL TESTED: 13**

**LEVEL 1**

2	15%
---	-----

**LEVEL 2**

5	38%
---	-----

**LEVEL 3**

5	38%
---	-----

**LEVEL 4**

1	8%
---	----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**

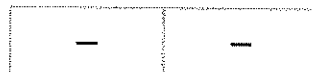


**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

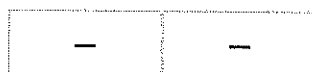
**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

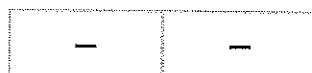
**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



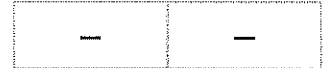
NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 34

LEVEL 1

3	9%
---	----

LEVEL 2

10	29%
----	-----

LEVEL 3

11	32%
----	-----

LEVEL 4

10	29%
----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 8

LEVEL 1

1	13%
---	-----

LEVEL 2

2	25%
---	-----

LEVEL 3

2	25%
---	-----

LEVEL 4

3	38%
---	-----



NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

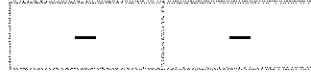
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**  
▼  
**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

PROFICIENT

TOTAL TESTED: —

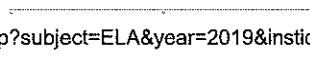
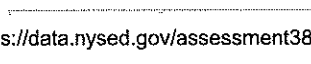
LEVEL 1

LEVEL 2



LEVEL 3

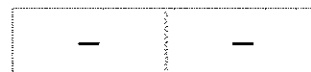
LEVEL 4



TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



--	--	--	--	--	--	--	--	--	--

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**RIVERSIDE SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

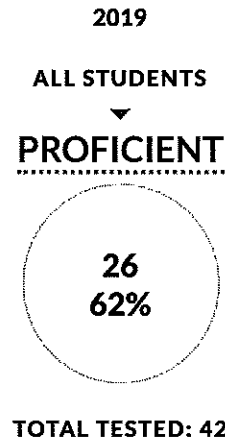
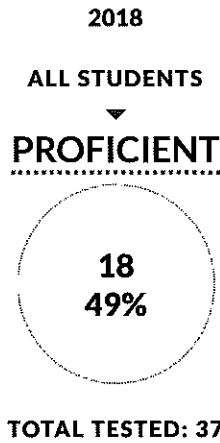
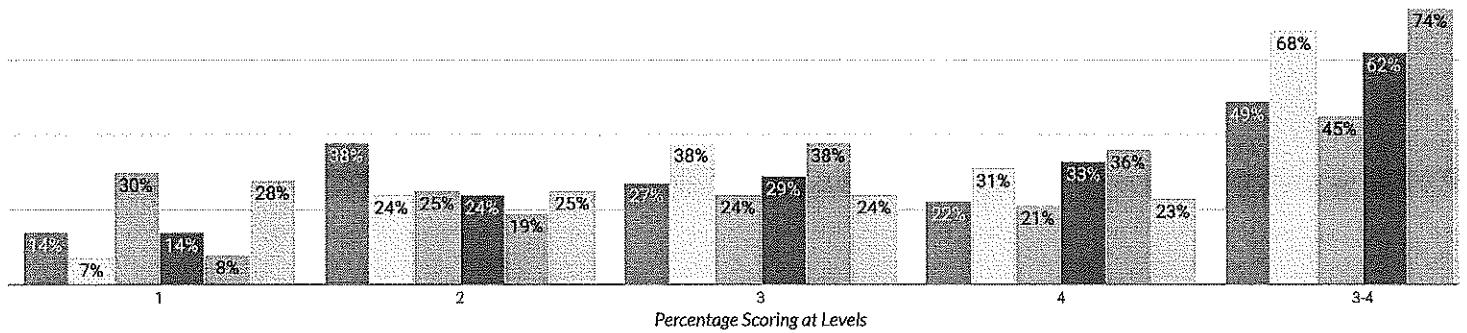
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

RIVERSIDE SCHOOL (2018)
  ROCKVILLE CENTRE UFSD (2018)
  NY STATE (2018)
  RIVERSIDE SCHOOL (2019)
  ROCKVILLE CENTRE UFSD (2019)
  NY STATE (2019)



LEVEL 1		LEVEL 2	
5	14%	14	38%
LEVEL 3		LEVEL 4	
10	27%	8	22%

LEVEL 1		LEVEL 2	
6	14%	10	24%
LEVEL 3		LEVEL 4	
12	29%	14	33%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 12

LEVEL 1

0	0%
---	----

LEVEL 2

4	33%
---	-----

LEVEL 3

4	33%
---	-----

LEVEL 4

4	33%
---	-----

MALE  
▼  
PROFICIENT

TOTAL TESTED: 25

LEVEL 1

5	20%
---	-----

LEVEL 2

10	40%
----	-----

LEVEL 3

6	24%
---	-----

LEVEL 4

4	16%
---	-----

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 15

LEVEL 1

2	13%
---	-----

LEVEL 2

3	20%
---	-----

LEVEL 3

3	20%
---	-----

LEVEL 4

7	47%
---	-----

MALE  
▼  
PROFICIENT

TOTAL TESTED: 27

LEVEL 1

4	15%
---	-----

LEVEL 2

7	26%
---	-----

LEVEL 3

9	33%
---	-----

LEVEL 4

7	26%
---	-----

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2

0	0%
---	----

0	0%
---	----

LEVEL 3

LEVEL 4

0	0%
---	----

0	0%
---	----

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2

0	0%
---	----

0	0%
---	----

LEVEL 3

LEVEL 4

0	0%
---	----

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 18

LEVEL 1

2	11%
---	-----

LEVEL 2

3	17%
---	-----

LEVEL 3

6	33%
---	-----

LEVEL 4

7	39%
---	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 0

LEVEL 1

0	0%
---	----

LEVEL 2

0	0%
---	----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 24

LEVEL 1

2	8%
---	----

LEVEL 2

3	13%
---	-----

LEVEL 3

9	38%
---	-----

LEVEL 4

10	42%
----	-----



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: --

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 11

**LEVEL 1**

2	18%
---	-----

**LEVEL 2**

6	55%
---	-----

**LEVEL 3**

2	18%
---	-----

**LEVEL 4**

1	9%
---	----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: --

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 12

**LEVEL 1**

3	25%
---	-----

**LEVEL 2**

4	33%
---	-----

**LEVEL 3**

2	17%
---	-----

**LEVEL 4**

3	25%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

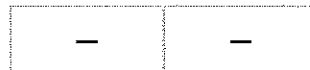


ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 31**

**LEVEL 1**

4	13%
---	-----

**LEVEL 2**

11	35%
----	-----

**LEVEL 3**

9	29%
---	-----

**LEVEL 4**

7	23%
---	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 6**

**LEVEL 1**

1	17%
---	-----

**LEVEL 2**

3	50%
---	-----

**LEVEL 3**

1	17%
---	-----

**LEVEL 4**

1	17%
---	-----

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 35**

**LEVEL 1**

6	17%
---	-----

**LEVEL 2**

7	20%
---	-----

**LEVEL 3**

11	31%
----	-----

**LEVEL 4**

11	31%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 7**

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

3	43%
---	-----

**LEVEL 3**

1	14%
---	-----

**LEVEL 4**

3	43%
---	-----

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES

**PROFICIENT**

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



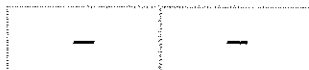
NOT HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

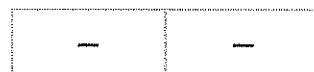
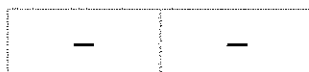
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



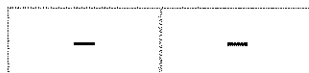
HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

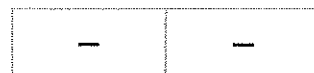
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

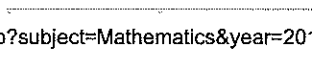
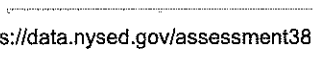
LEVEL 1

LEVEL 2



LEVEL 3

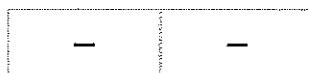
LEVEL 4



TOTAL TESTED: —

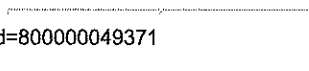
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



--	--	--	--	--	--	--	--	--	--

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## RIVERSIDE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 \(54.71 kilobytes\)](#)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	1	2	—	3	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	2	—	2	—	—	—
Hispanic or Latino	2	—	2	—	2	4
Multiracial	—	—	—	—	—	—
White	3	2	2	—	2	4
English Language Learners	—	—	—	—	—	—
Students with Disabilities	1	—	1	—	—	4
Economically Disadvantaged	1	—	1	—	2	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	2
Hispanic or Latino	2
Multiracial	—
White	3
English Language Learners	—
Students with Disabilities	1
Economically Disadvantaged	1

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	42	168	4
	Math	42	164	
	Science	29	217	
	Combined	113	179	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Black or African American	ELA	8	119	2
	Math	7	136	
	Science	3	—	
	Combined	18	133	
Hispanic or Latino	ELA	22	121	2
	Math	23	122	
	Science	9	206	
	Combined	54	135	
Multiracial	ELA	5	130	—
	Math	6	100	
	Science	2	—	
	Combined	13	—	
White	ELA	39	190	4
	Math	41	187	
	Science	15	233	
	Combined	95	195	
English Language Learners	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Students with Disabilities	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Economically Disadvantaged	ELA	12	167	—
	Math	13	154	
	Science	2	—	
	Combined	27	—	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	87	81	2
	Math	87	79	
	Science	62	102	
	Combined	236	86	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	--	--
	Math	1	--	
	Science	--	--	
	Combined	2	--	
Black or African American	ELA	14	68	2
	Math	14	68	
	Science	5	100	
	Combined	33	73	
Hispanic or Latino	ELA	50	53	1
	Math	50	56	
	Science	21	88	
	Combined	121	60	
Multiracial	ELA	9	72	--
	Math	9	67	
	Science	2	--	
	Combined	20	--	
White	ELA	90	82	2
	Math	90	85	
	Science	33	106	
	Combined	213	87	
English Language Learners	ELA	2	--	--
	Math	2	--	
	Science	1	--	
	Combined	5	--	
Students with Disabilities	ELA	19	11	1
	Math	19	5	
	Science	2	--	
	Combined	40	8	
Economically Disadvantaged	ELA	39	51	1
	Math	39	51	
	Science	14	32	
	Combined	92	48	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	4,714	109	43.2	1
American Indian or Alaska Native	--	0	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	0	--	--
Black or African American	--	6	--	--
Hispanic or Latino	--	28	--	--
Multiracial	--	9	--	--
White	3,048	66	46.2	2
English Language Learners	--	0	--	--
Students with Disabilities	--	2	--	--
Economically Disadvantaged	--	14	--	--

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	2
Black or African American	2
Hispanic or Latino	2
White	2
Students with Disabilities	1
Economically Disadvantaged	1

**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	4	--	--	--	--
Multiracial	0	--	--	--	--
White	0	--	--	--	--
English Language Learners	4	--	--	--	--
Students with Disabilities	1	--	--	--	--
Economically Disadvantaged	4	--	--	--	--

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	52	87	81	64	105	122	161	--	Y	200	3	3
	Math	65	87	79	76	107	124	162	--	Y	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	1	--	--	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--	--	
Black or African American	ELA	--	14	--	--	--	--	--	--	--	--	--	--
	Math	--	14	--	--	--	--	--	--	--	--	--	
Hispanic or Latino	ELA	25	50	53	39	95	113	157	--	Y	200	3	2
	Math	37	50	56	50	92	111	155	--	N	200	2	
Multiracial	ELA	--	9	--	--	--	--	--	--	--	--	--	--
	Math	--	9	--	--	--	--	--	--	--	--	--	
White	ELA	62	90	82	73	102	119	160	--	N	200	2	2
	Math	63	90	85	74	110	126	163	--	N	200	2	
English Language Learners	ELA	--	2	--	--	--	--	--	--	--	--	--	--
	Math	--	2	--	--	--	--	--	--	--	--	--	
Students with Disabilities	ELA	--	19	--	--	--	--	--	--	--	--	--	--
	Math	--	19	--	--	--	--	--	--	--	--	--	
Economically Disadvantaged	ELA	27	39	51	41	95	113	157	--	Y	200	3	2
	Math	30	39	51	43	94	112	156	--	N	200	2	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	11.1	141	10	7.1%	10.7%	14.6%	12.8%	8.9%	--	--	5%	4
Asian or Native Hawaiian/Other Pacific Islander	--	4	--	--	--	--	--	--	--	--	--	--
Black or African American	--	21	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	18.2	46	5	10.9%	17.2%	19.8%	17%	11%	--	--	5%	4
Multiracial	--	17	--	--	--	--	--	--	--	--	--	--
White	6.9	77	5	6.5%	6.7%	10.5%	9.3%	7.2%	--	--	5%	4
English Language Learners	--	13	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	18.4	35	5	14.3%	17.9%	21.5%	18.5%	11.8%	--	--	5%	4
Economically Disadvantaged	25.6	33	7	21.2%	24%	19.9%	17.1%	11.1%	--	N	5%	2

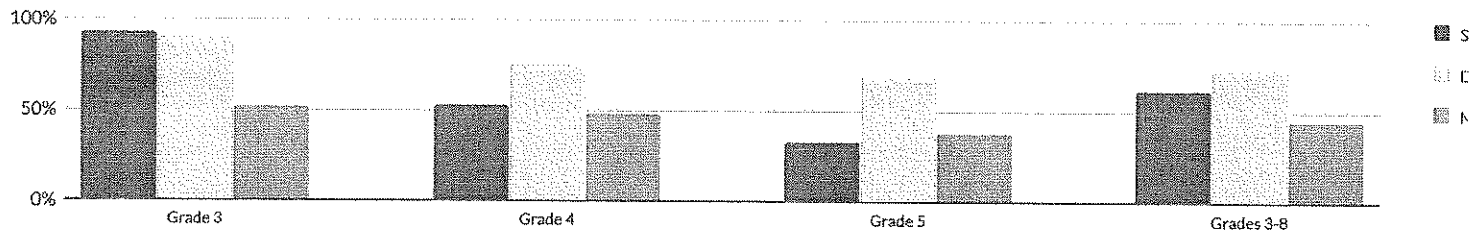
**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	93	45.2%	181	42.5%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	30	—	—	—
Multiracial	—	3	—	—	—
White	X	52	42.3%	96	41.7%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	15	—	—	—
Economically Disadvantaged	—	23	—	—	—

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	93	45.2%	181	43.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	30	—	—	—
Multiracial	—	3	—	—	—
White	X	52	46.2%	96	43.8%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	15	—	—	—
Economically Disadvantaged	—	23	—	—	—

**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**

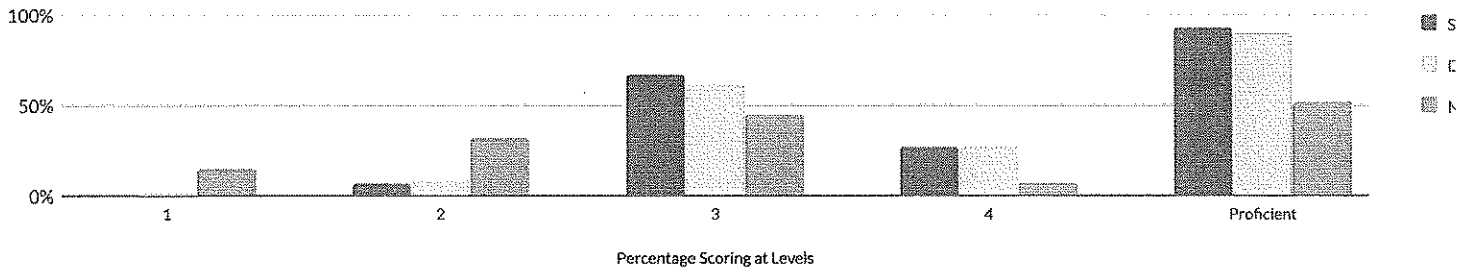


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	15	0	0%	1	7%	10	67%	4	27%	14	93%
Grade 4	18	15	2	13%	5	33%	3	20%	5	33%	8	53%
Grade 5	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
Grades 3-8	51	42	4	10%	12	29%	13	31%	13	31%	26	62%



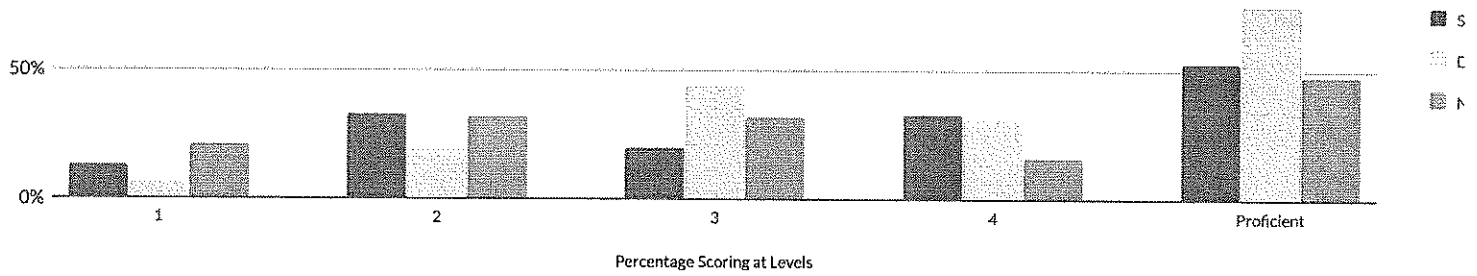
### GRADE 3 ELA RESULTS



**MEAN SCORE: 615**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	12	15	0	0%	1	7%	10	67%	4
General Education	6	14	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	3	—	—	—	—	—	—	—	—	—	—
White	8	8	0	0%	0	0%	5	63%	3	38%	8	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	7	0	0%	1	14%	5	71%	1	14%	6	86%
Female	4	9	0	0%	1	11%	5	56%	3	33%	8	89%
Male	8	6	0	0%	0	0%	5	83%	1	17%	6	100%
Non-English Language Learners	11	15	0	0%	1	7%	10	67%	4	27%	14	93%
Economically Disadvantaged	4	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	12	—	—	—	—	—	—	—	—	—	—
Not Migrant	12	15	0	0%	1	7%	10	67%	4	27%	14	93%
Not Homeless	12	15	0	0%	1	7%	10	67%	4	27%	14	93%
Not in Foster Care	12	15	0	0%	1	7%	10	67%	4	27%	14	93%
Parent Not in Armed Forces	12	15	0	0%	1	7%	10	67%	4	27%	14	93%

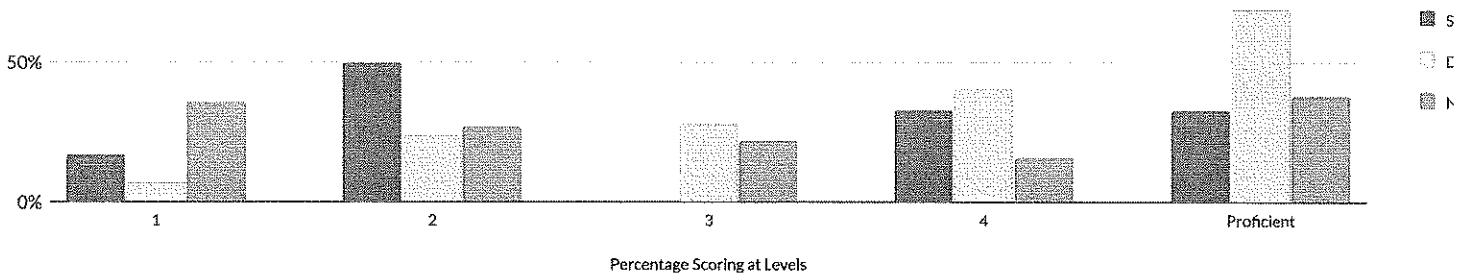
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 607**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	15	2	13%	5	33%	3	20%	5	33%	8	53%
General Education	16	15	2	13%	5	33%	3	20%	5	33%	8	53%
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	6	1	17%	3	50%	2	33%	0	0%	2	33%
White	9	6	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	9	1	11%	2	22%	1	11%	5	56%	6	67%
Female	7	3	—	—	—	—	—	—	—	—	—	—
Male	11	12	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	17	15	2	13%	5	33%	3	20%	5	33%	8	53%
Economically Disadvantaged	7	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	11	14	—	—	—	—	—	—	—	—	—	—
Not Migrant	18	15	2	13%	5	33%	3	20%	5	33%	8	53%
Not Homeless	18	15	2	13%	5	33%	3	20%	5	33%	8	53%
Not in Foster Care	18	15	2	13%	5	33%	3	20%	5	33%	8	53%
Parent Not in Armed Forces	18	15	2	13%	5	33%	3	20%	5	33%	8	53%

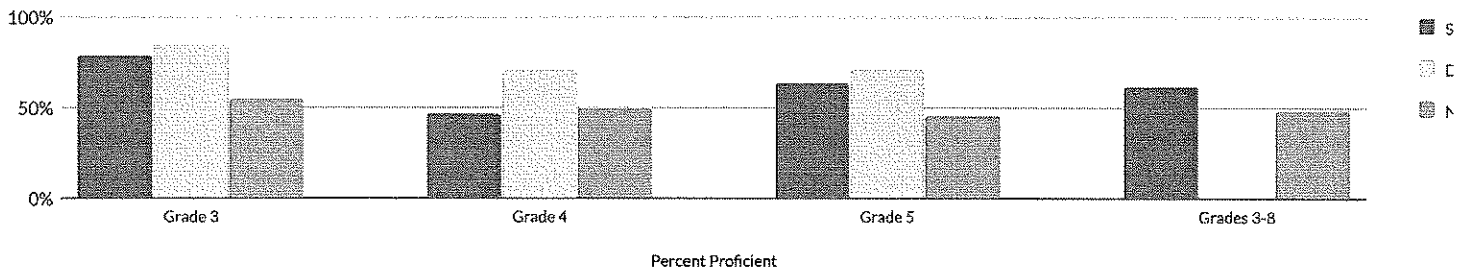
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 608**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
General Education	16	11	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	—	—	—	—	—	—	—	—	—	—
White	13	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	12	2	17%	6	50%	0	0%	4	33%	4	33%
Female	11	5	0	0%	2	40%	0	0%	3	60%	3	60%
Male	10	7	2	29%	4	57%	0	0%	1	14%	1	14%
Non-English Language Learners	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
Economically Disadvantaged	4	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	17	8	—	—	—	—	—	—	—	—	—	—
Not Migrant	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
Not Homeless	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
Not in Foster Care	21	12	2	17%	6	50%	0	0%	4	33%	4	33%
Parent Not in Armed Forces	21	12	2	17%	6	50%	0	0%	4	33%	4	33%

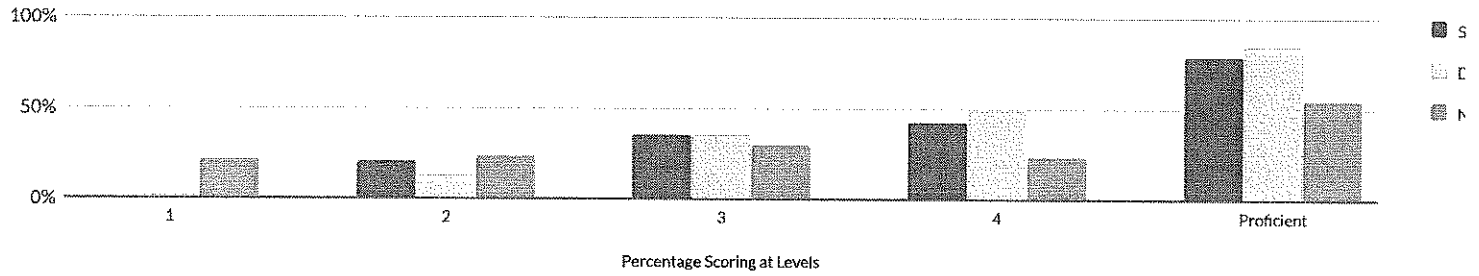
**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	14	0	0%	3	21%	5	36%	6	43%	11	79%
Grade 4	16	17	4	24%	5	29%	4	24%	4	24%	8	47%
Grade 5	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
Grades 3-8	51	42	6	14%	10	24%	12	29%	14	33%	26	62%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

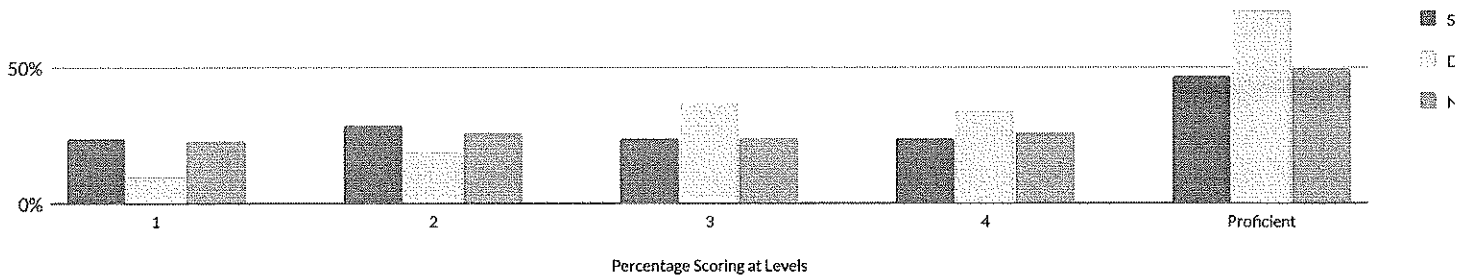
### GRADE 3 MATH RESULTS



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	14	0	0%	3	21%	5	36%	6	43%	11	79%
General Education	7	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	2	—	—	—	—	—	—	—	—	—	—
White	7	9	0	0%	1	11%	4	44%	4	44%	8	89%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	5	0	0%	2	40%	1	20%	2	40%	3	60%
Female	6	7	0	0%	2	29%	1	14%	4	57%	5	71%
Male	7	7	0	0%	1	14%	4	57%	2	29%	6	86%
Non-English Language Learners	12	14	0	0%	3	21%	5	36%	6	43%	11	79%
Economically Disadvantaged	4	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	11	—	—	—	—	—	—	—	—	—	—
Not Migrant	13	14	0	0%	3	21%	5	36%	6	43%	11	79%
Not Homeless	13	14	0	0%	3	21%	5	36%	6	43%	11	79%
Not in Foster Care	13	14	0	0%	3	21%	5	36%	6	43%	11	79%
Parent Not in Armed Forces	13	14	0	0%	3	21%	5	36%	6	43%	11	79%

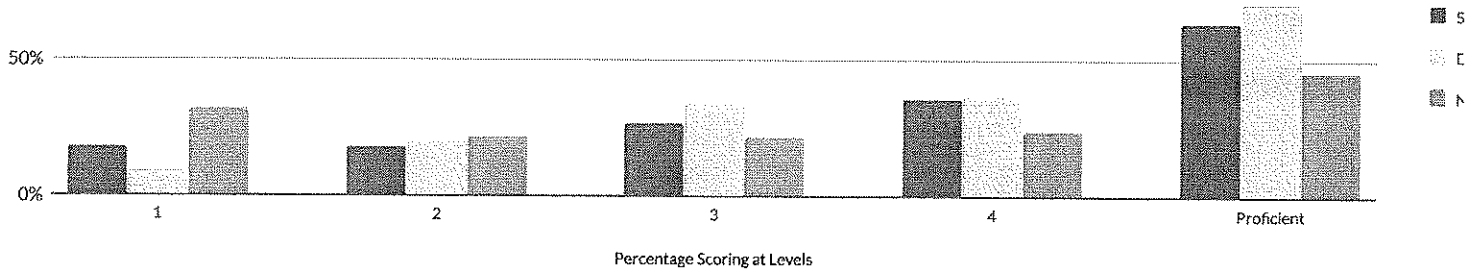
### GRADE 4 MATH RESULTS



**MEAN SCORE: 600**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	17	4	24%	5	29%	4	24%	4	24%	8	47%
General Education	14	17	4	24%	5	29%	4	24%	4	24%	8	47%
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	6	—	—	—	—	—	—	—	—	—	—
White	7	8	0	0%	2	25%	3	38%	3	38%	6	75%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	9	4	44%	3	33%	1	11%	1	11%	2	22%
Female	6	4	—	—	—	—	—	—	—	—	—	—
Male	10	13	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	15	17	4	24%	5	29%	4	24%	4	24%	8	47%
Economically Disadvantaged	7	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	16	—	—	—	—	—	—	—	—	—	—
Not Migrant	16	17	4	24%	5	29%	4	24%	4	24%	8	47%
Not Homeless	16	17	4	24%	5	29%	4	24%	4	24%	8	47%
Not in Foster Care	16	17	4	24%	5	29%	4	24%	4	24%	8	47%
Parent Not in Armed Forces	16	17	4	24%	5	29%	4	24%	4	24%	8	47%

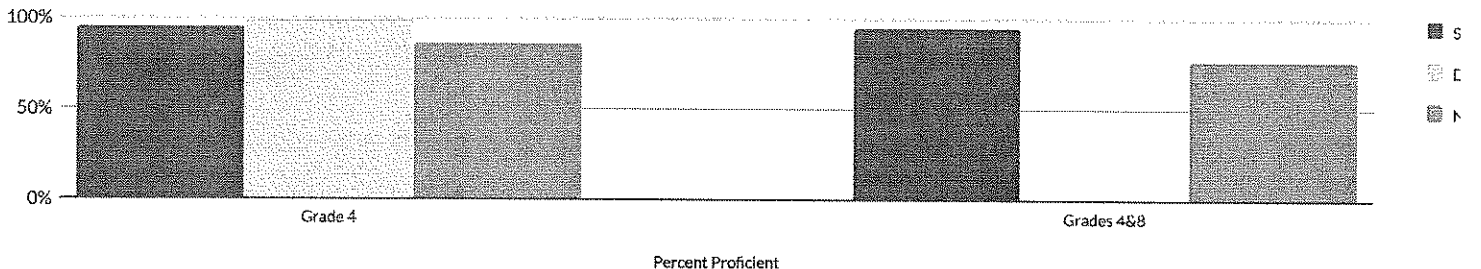
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 607**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
General Education	17	10	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	—	—	—	—	—	—	—	—	—	—
White	14	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	11	2	18%	2	18%	3	27%	4	36%	7	64%
Female	12	4	—	—	—	—	—	—	—	—	—	—
Male	10	7	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
Economically Disadvantaged	5	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	17	8	—	—	—	—	—	—	—	—	—	—
Not Migrant	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
Not Homeless	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
Not in Foster Care	22	11	2	18%	2	18%	3	27%	4	36%	7	64%
Parent Not in Armed Forces	22	11	2	18%	2	18%	3	27%	4	36%	7	64%

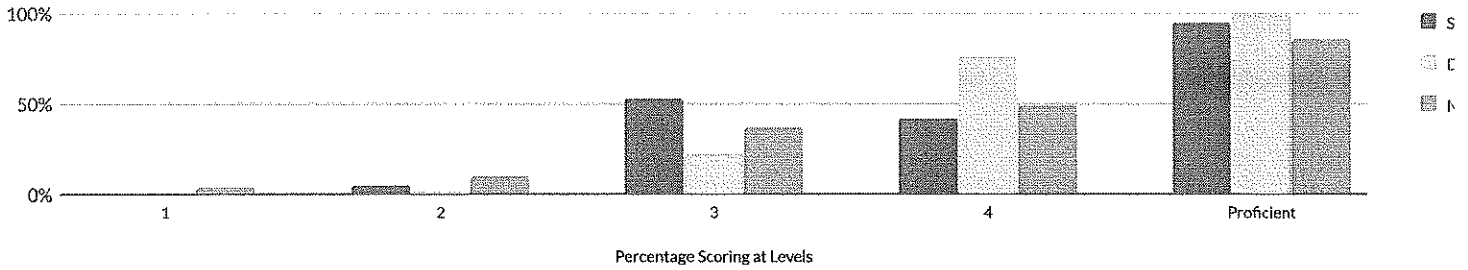
**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	14	19	0	0%	1	5%	10	53%	8	42%	18	95%
Grades 4&8	14	19	0	0%	1	5%	10	53%	8	42%	18	95%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

**GRADE 4 SCIENCE RESULTS**



**MEAN SCORE: 81**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	19	0	0%	1	5%	10	53%	8	42%	18	95%
General Education	12	19	0	0%	1	5%	10	53%	8	42%	18	95%
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	5	0	0%	0	0%	4	80%	1	20%	5	100%
White	6	9	0	0%	0	0%	3	33%	6	67%	9	100%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	5	0	0%	1	20%	3	60%	1	20%	4	80%
Female	5	5	0	0%	0	0%	4	80%	1	20%	5	100%
Male	9	14	0	0%	1	7%	6	43%	7	50%	13	93%
Non-English Language Learners	13	19	0	0%	1	5%	10	53%	8	42%	18	95%
Economically Disadvantaged	6	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	17	—	—	—	—	—	—	—	—	—	—
Not Migrant	14	19	0	0%	1	5%	10	53%	8	42%	18	95%
Not Homeless	14	19	0	0%	1	5%	10	53%	8	42%	18	95%
Not in Foster Care	14	19	0	0%	1	5%	10	53%	8	42%	18	95%
Parent Not in Armed Forces	14	19	0	0%	1	5%	10	53%	8	42%	18	95%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	2	—	—	—	—	—
Grade 1	0	1	—	—	—	—	—
Grade 2	0	1	—	—	—	—	—
Grade 3	0	1	—	—	—	—	—
Grade 4	0	1	—	—	—	—	—

### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5



**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

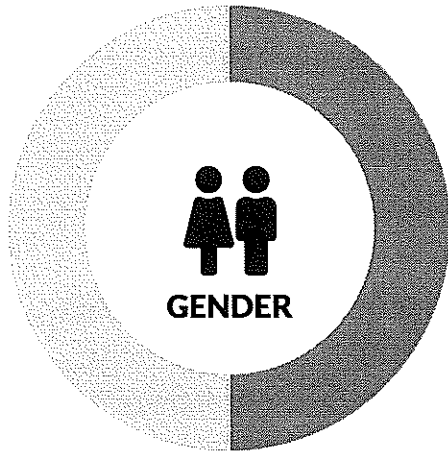
CRDC Data (13.06 megabytes)

Glossary of Terms

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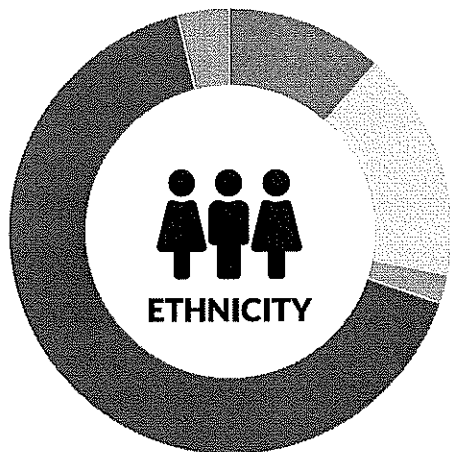
THIS DOCUMENT WAS CREATED ON: MAY 7, 2020, 2:49 PM EST

# WATSON SCHOOL AT A GLANCE



**290**

Total Students



## WATSON SCHOOL DATA

2018-19   2017-18   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL:** Jennifer  
Pascarella

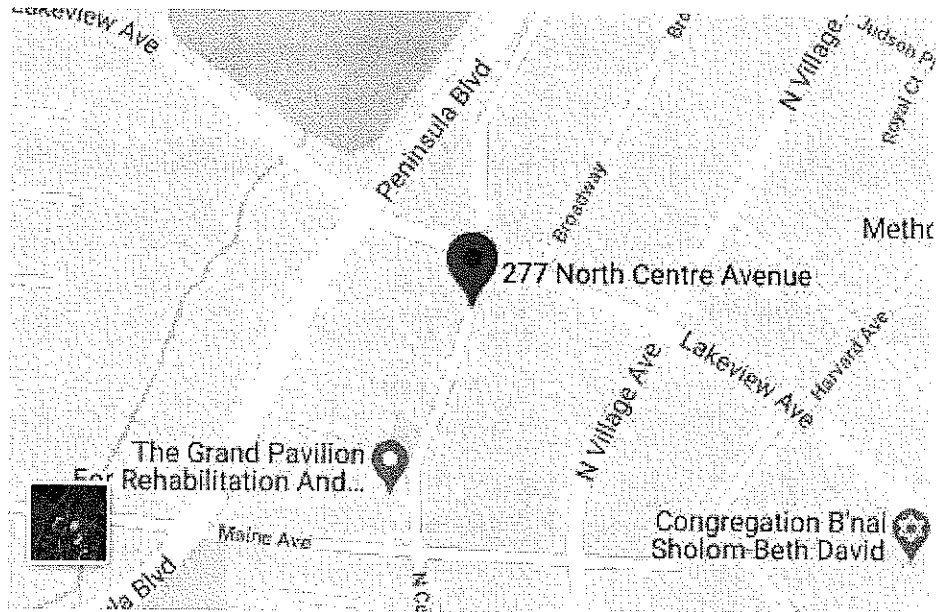
**LEGAL NAME:** WATSON SCHOOL

**BEDS CODE:** 280221030003

**INSTITUTION ID:** 800000049370

**PHONE:** (516) 255-8904

**WEBSITE:**  
[WWW.RVCSCHOOLS.ORG](http://WWW.RVCSCHOOLS.ORG)



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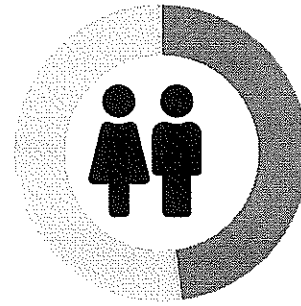
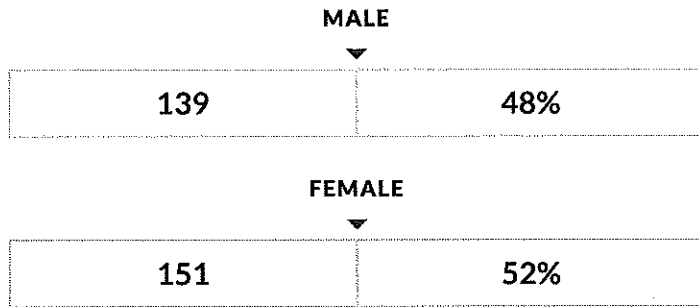
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

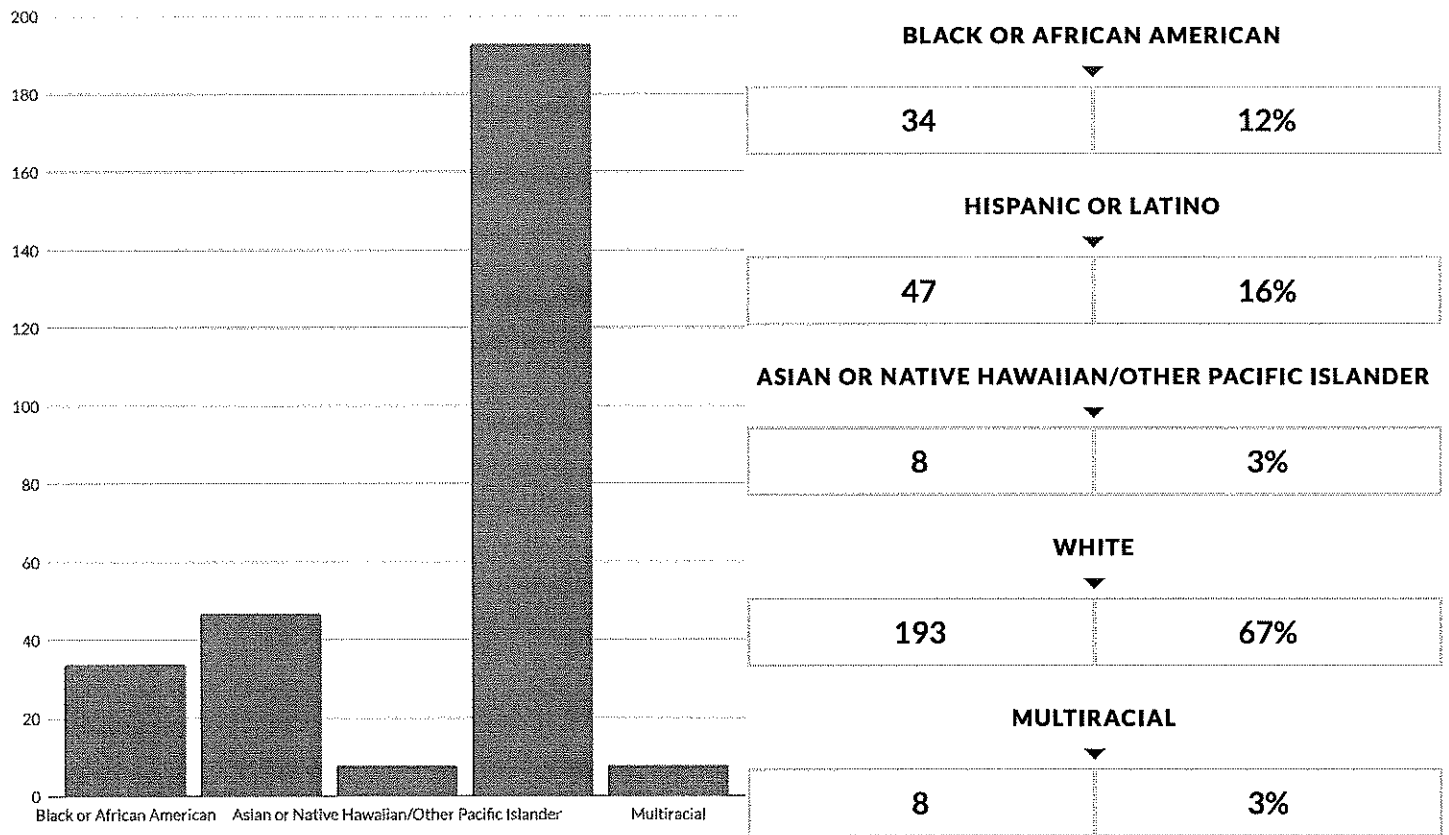
### WATSON SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 290

#### ENROLLMENT BY GENDER



#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**

**ENGLISH LANGUAGE LEARNERS**



**STUDENTS WITH DISABILITIES**



**ECONOMICALLY DISADVANTAGED**



**MIGRANT**



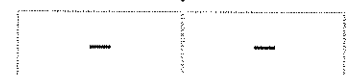
**HOMELESS**



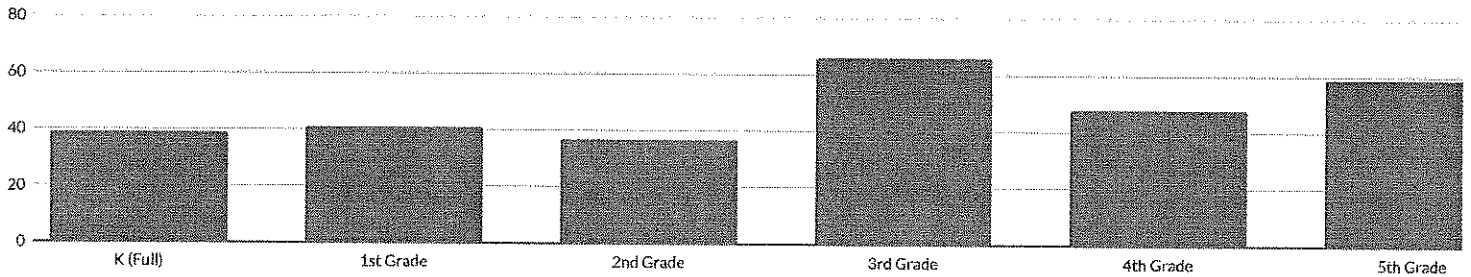
**FOSTER CARE**



**PARENT IN ARMED FORCES**



**ENROLLMENT BY GRADE**



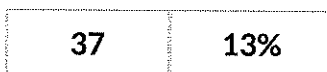
**K (FULL DAY)**



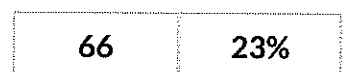
**1ST GRADE**



**2ND GRADE**



**3RD GRADE**



**4TH GRADE**



**5TH GRADE**



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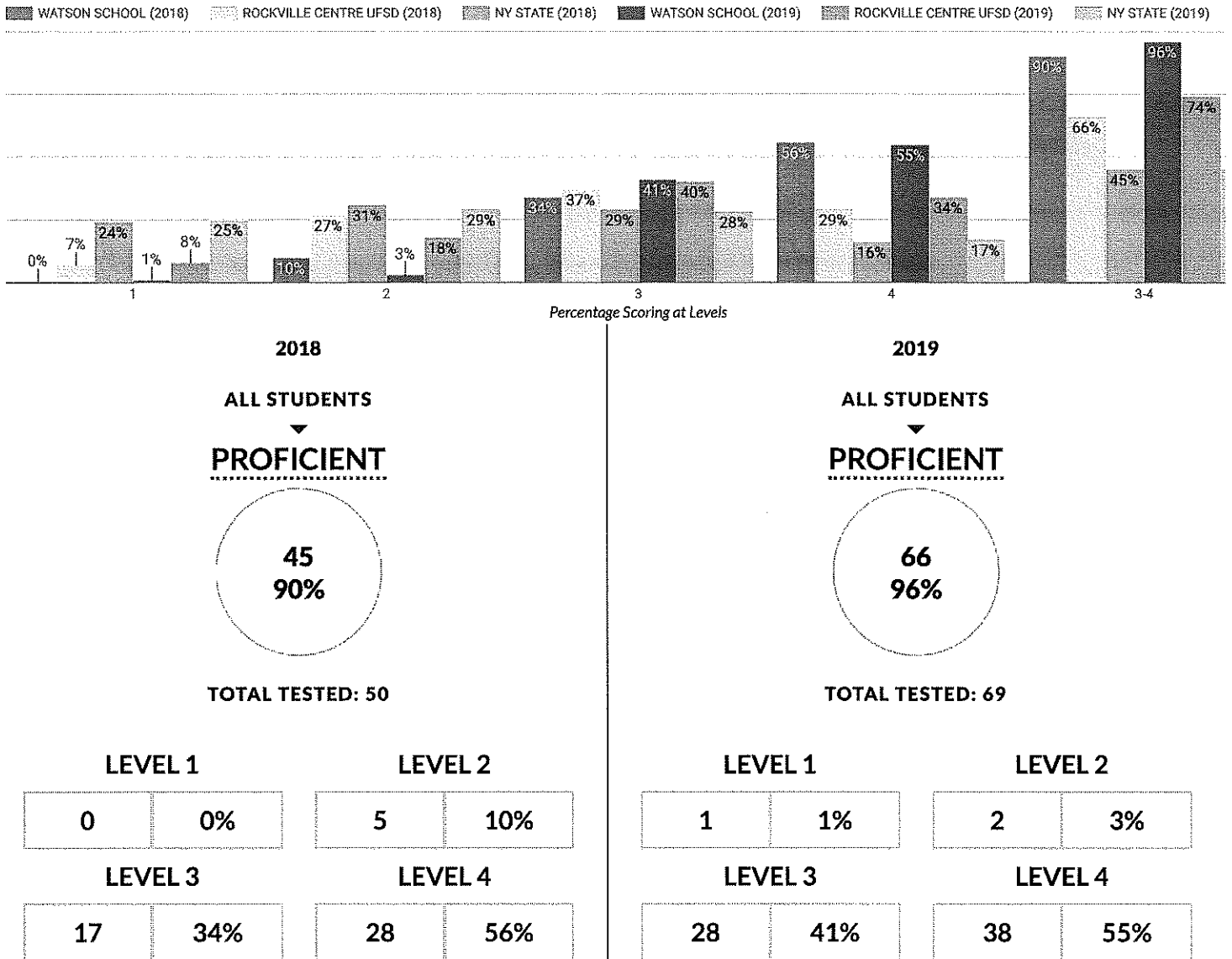
**WATSON SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

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For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 25

LEVEL 1		LEVEL 2	
0	0%	1	4%
LEVEL 3		LEVEL 4	
8	32%	16	64%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 35

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
12	34%	23	66%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 25

LEVEL 1		LEVEL 2	
0	0%	4	16%
LEVEL 3		LEVEL 4	
9	36%	12	48%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 34

LEVEL 1		LEVEL 2	
1	3%	2	6%
LEVEL 3		LEVEL 4	
16	47%	15	44%



BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



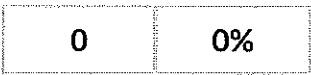
LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



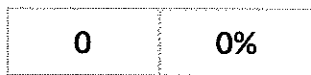
LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 34

LEVEL 1

0	0%
---	----

LEVEL 2

3	9%
---	----

LEVEL 3

10	29%
----	-----

LEVEL 4

21	62%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 48

LEVEL 1

1	2%
---	----

LEVEL 2

1	2%
---	----

LEVEL 3

19	40%
----	-----

LEVEL 4

27	56%
----	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: --**

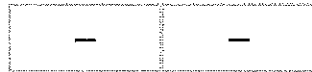
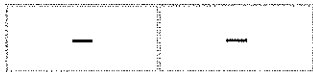
**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

**TOTAL TESTED: --**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**HISPANIC OR LATINO**

**PROFICIENT**

**TOTAL TESTED: 10**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: —**

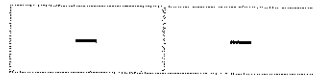
**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 45

LEVEL 1		LEVEL 2	
0	0%	4	9%
LEVEL 3		LEVEL 4	
16	36%	25	56%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 5

LEVEL 1		LEVEL 2	
0	0%	1	20%
LEVEL 3		LEVEL 4	
1	20%	3	60%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 60

LEVEL 1		LEVEL 2	
0	0%	1	2%
LEVEL 3		LEVEL 4	
23	38%	36	60%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
1	11%	1	11%
LEVEL 3		LEVEL 4	
5	56%	2	22%

NOT MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT IN FOSTER CARE  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

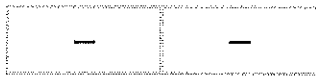
—	—
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NOT IN FOSTER CARE  
▼  
**PROFICIENT**

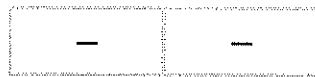
TOTAL TESTED: —

LEVEL 1

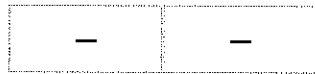
LEVEL 2



**LEVEL 3**



**LEVEL 4**



**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

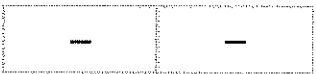
**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**

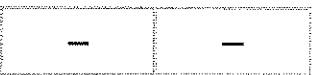


**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**



**LEVEL 3**



**LEVEL 4**



**FOSTER CARE**  
▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**

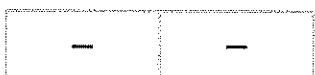


**PARENTS NOT IN ARMED FORCES**

▼  
**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**PARENTS IN ARMED FORCES**

▼  
**PROFICIENT**



TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



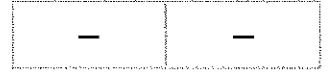
NOT HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



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**WATSON SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

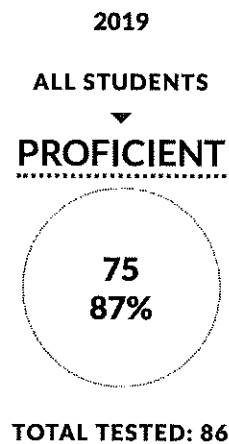
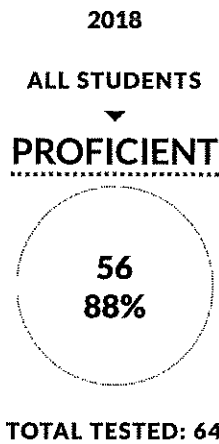
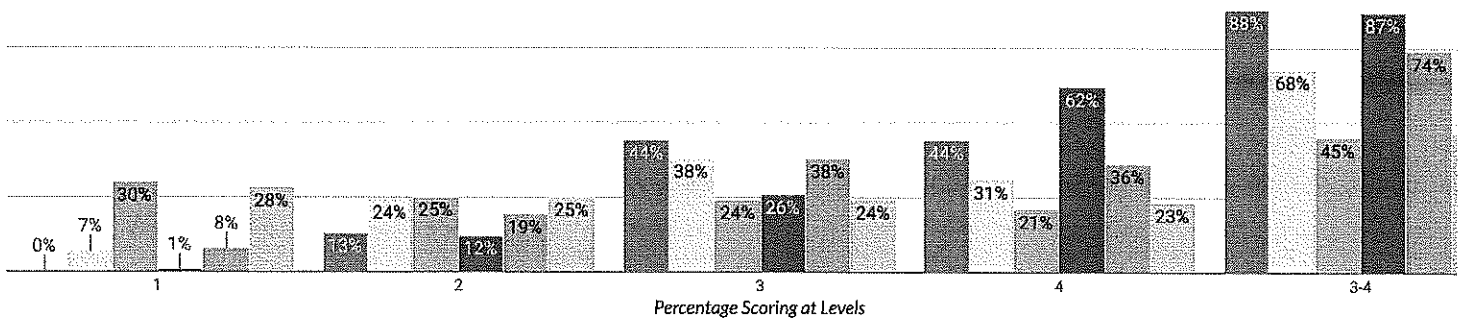
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For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

WATSON SCHOOL (2018)
  ROCKVILLE CENTRE UFSD (2018)
  NY STATE (2018)
  WATSON SCHOOL (2019)
  ROCKVILLE CENTRE UFSD (2019)
  NY STATE (2019)



LEVEL 1		LEVEL 2	
0	0%	8	13%
LEVEL 3		LEVEL 4	
28	44%	28	44%

LEVEL 1		LEVEL 2	
1	1%	10	12%
LEVEL 3		LEVEL 4	
22	26%	53	62%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 28

LEVEL 1		LEVEL 2	
0	0%	2	7%
LEVEL 3		LEVEL 4	
13	46%	13	46%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
0	0%	6	17%
LEVEL 3		LEVEL 4	
15	42%	15	42%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 37

LEVEL 1		LEVEL 2	
0	0%	1	3%
LEVEL 3		LEVEL 4	
10	27%	26	70%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 49

LEVEL 1		LEVEL 2	
1	2%	9	18%
LEVEL 3		LEVEL 4	
12	24%	27	55%

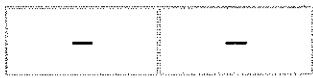
BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

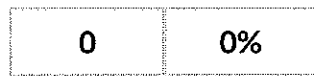


AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

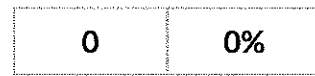


AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

**LEVEL 1**

-	-
---	---

**LEVEL 2**

-	-
---	---

**LEVEL 3**

-	-
---	---

**LEVEL 4**

-	-
---	---

**WHITE**  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 42

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

4	10%
---	-----

**LEVEL 3**

17	40%
----	-----

**LEVEL 4**

21	50%
----	-----

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

▼  
**PROFICIENT**  
.....

TOTAL TESTED: -

**LEVEL 1**

-	-
---	---

**LEVEL 2**

-	-
---	---

**LEVEL 3**

-	-
---	---

**LEVEL 4**

-	-
---	---

**WHITE**  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 57

**LEVEL 1**

0	0%
---	----

**LEVEL 2**

5	9%
---	----

**LEVEL 3**

13	23%
----	-----

**LEVEL 4**

39	68%
----	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 14

LEVEL 1

0	0%
---	----

LEVEL 2

3	21%
---	-----

LEVEL 3

7	50%
---	-----

LEVEL 4

4	29%
---	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: 7

LEVEL 1

0	0%
---	----

LEVEL 2

2	29%
---	-----

LEVEL 3

3	43%
---	-----

LEVEL 4

2	29%
---	-----

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 14

LEVEL 1

1	7%
---	----

LEVEL 2

3	21%
---	-----

LEVEL 3

5	36%
---	-----

LEVEL 4

5	36%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**

—	—
---	---

—	—
---	---

**LEVEL 3**

**LEVEL 4**

—	—
---	---

—	—
---	---

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 81**

**LEVEL 1**

**LEVEL 2**

1	1%
---	----

8	10%
---	-----

**LEVEL 3**

**LEVEL 4**

21	26%
----	-----

51	63%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 5**

**LEVEL 1**

**LEVEL 2**

0	0%
---	----

2	40%
---	-----

**LEVEL 3**

**LEVEL 4**

1	20%
---	-----

2	40%
---	-----



**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**



**LEVEL 2**



**LEVEL 3**



**LEVEL 4**



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 57

LEVEL 1		LEVEL 2	
0	0%	4	7%
LEVEL 3		LEVEL 4	
26	46%	27	47%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 7

LEVEL 1		LEVEL 2	
0	0%	4	57%
LEVEL 3		LEVEL 4	
2	29%	1	14%

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 74

LEVEL 1		LEVEL 2	
1	1%	6	8%
LEVEL 3		LEVEL 4	
17	23%	50	68%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 12

LEVEL 1		LEVEL 2	
0	0%	4	33%
LEVEL 3		LEVEL 4	
5	42%	3	25%

NOT MIGRANT

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3



LEVEL 4



FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



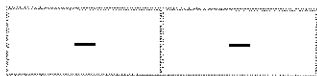
PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



PARENTS IN ARMED FORCES

**PROFICIENT**



LEVEL 3



LEVEL 4



FOSTER CARE

**PROFICIENT**

TOTAL TESTED: —

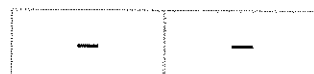
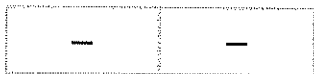
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



PARENTS NOT IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



PARENTS IN ARMED FORCES

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



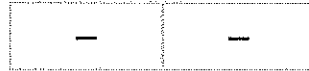
NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



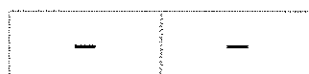
LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



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## WATSON SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

**GOOD STANDING\***

**MADE PROGRESS**

**NA**

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 \(54.71 kilobytes\)](#)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing*	NA
Economically Disadvantaged	Good Standing	NA

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	3	3	—	3	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	1	—	1	—	—	4
Hispanic or Latino	3	2	3	—	3	4
Multiracial	—	—	—	—	—	—
White	4	3	4	—	3	4
English Language Learners	—	—	—	—	—	—
Students with Disabilities	1	—	1	—	1	4
Economically Disadvantaged	3	—	3	—	2	4

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	1
Hispanic or Latino	3
Multiracial	—
White	4
English Language Learners	—
Students with Disabilities	1
Economically Disadvantaged	3



## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	69	222	4
	Math	86	217	
	Science	33	241	
	Combined	188	223	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	230	—
	Math	5	230	
	Science	2	—	
	Combined	12	—	
Black or African American	ELA	4	—	—
	Math	10	180	
	Science	6	225	
	Combined	20	—	
Hispanic or Latino	ELA	20	210	4
	Math	28	188	
	Science	11	227	
	Combined	59	203	
Multiracial	ELA	8	238	—
	Math	8	244	
	Science	4	—	
	Combined	20	—	
White	ELA	48	222	4
	Math	57	225	
	Science	53	243	
	Combined	158	230	
English Language Learners	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Students with Disabilities	ELA	3	—	—
	Math	7	171	
	Science	8	225	
	Combined	18	—	
Economically Disadvantaged	ELA	14	189	4
	Math	19	168	
	Science	11	227	
	Combined	44	190	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	162	94	2
	Math	162	115	
	Science	46	173	
	Combined	370	113	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	164	--
	Math	7	164	
	Science	2	--	
	Combined	16	--	
Black or African American	ELA	34	22	1
	Math	34	53	
	Science	13	104	
	Combined	81	48	
Hispanic or Latino	ELA	50	84	2
	Math	50	105	
	Science	16	156	
	Combined	116	103	
Multiracial	ELA	10	190	--
	Math	10	195	
	Science	4	--	
	Combined	24	--	
White	ELA	104	102	3
	Math	104	124	
	Science	68	189	
	Combined	276	132	
English Language Learners	ELA	3	--	--
	Math	3	--	
	Science	--	--	
	Combined	6	--	
Students with Disabilities	ELA	48	6	1
	Math	48	25	
	Science	16	113	
	Combined	112	30	
Economically Disadvantaged	ELA	64	41	1
	Math	64	50	
	Science	24	104	
	Combined	152	55	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	10,343	201	51.5	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—
Black or African American	—	7	—	—
Hispanic or Latino	1,545	32	48.3	2
Multiracial	—	14	—	—
White	7,403	143	51.8	3
English Language Learners	—	0	—	—
Students with Disabilities	—	6	—	—
Economically Disadvantaged	—	15	—	—

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	3
Black or African American	1
Hispanic or Latino	3
White	4
Students with Disabilities	1
Economically Disadvantaged	3

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	81	162	94	90	105	122	161	—	Y	200	3	3
	Math	95	162	115	103	107	124	162	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	34	—	—	—	—	—	—	—	—	—	—
	Math	—	34	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	63	50	84	74	95	113	157	—	Y	200	3	3
	Math	79	50	105	89	92	111	155	—	—	200	3	
Multiracial	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
White	ELA	92	104	102	101	102	119	160	—	—	200	3	3
	Math	102	104	124	110	110	126	163	—	—	200	3	
English Language Learners	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	16	48	6	31	61	85	142	N	—	200	1	1
	Math	24	48	25	38	61	85	142	Y	—	200	2	
Economically Disadvantaged	ELA	36	64	41	49	95	113	157	Y	—	200	2	2
	Math	37	64	50	50	94	112	156	—	N	200	2	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	12.4	252	9	3.6%	11.8%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—	—	—	—	—	—	—	—	—
Black or African American	19.4	30	5	16.7%	18.8%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	15.6	44	0	0%	14.8%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	17	—	—	—	—	—	—	—	—	—	—
White	8.3	163	2	1.2%	8.1%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	12	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	18.4	35	2	5.7%	17.4%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	30.4	58	5	8.6%	28.4%	19.9%	17.1%	11.1%	—	—	5%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	172	40.7%	316	38%
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	6	--	--	--
Black or African American	--	22	--	--	--
Hispanic or Latino	--	30	--	--	--
Multiracial	--	5	--	--	--
White	X	109	44%	208	39.4%
English Language Learners	--	4	--	--	--
Students with Disabilities	--	27	--	--	--
Economically Disadvantaged	X	40	25%	69	21.7%

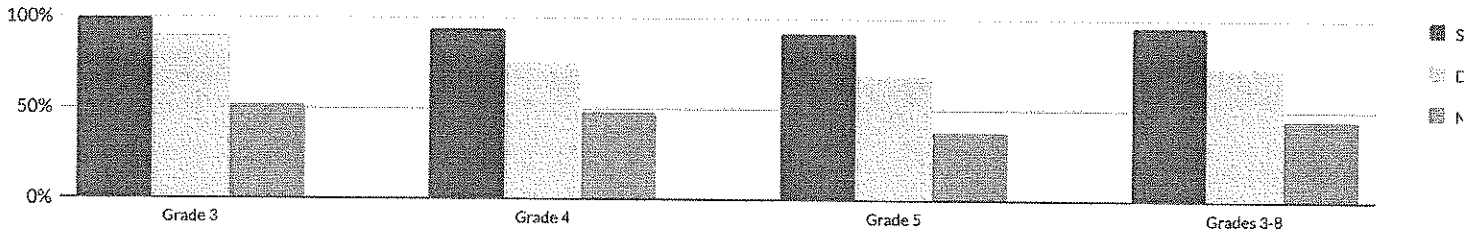
**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	172	50%	316	47.5%
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	6	--	--	--
Black or African American	--	22	--	--	--
Hispanic or Latino	--	30	--	--	--
Multiracial	--	5	--	--	--
White	X	109	52.3%	208	47.6%
English Language Learners	--	4	--	--	--
Students with Disabilities	--	27	--	--	--
Economically Disadvantaged	X	40	30%	69	27.5%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 5	--

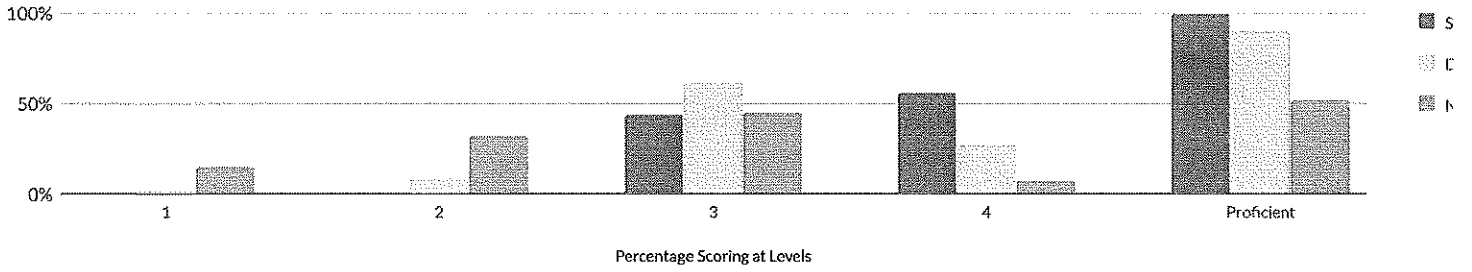
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	40	25	0	0%	0	0%	11	44%	14	56%	25	100%
Grade 4	30	18	0	0%	1	6%	9	50%	8	44%	17	94%
Grade 5	33	26	1	4%	1	4%	8	31%	16	62%	24	92%
Grades 3-8	103	69	1	1%	2	3%	28	41%	38	55%	66	96%

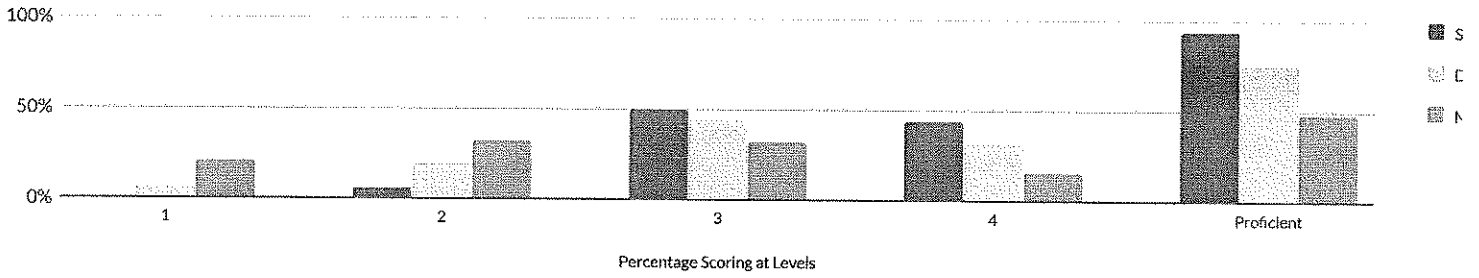
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 628**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	40	25	0	0%	0	0%	11	44%	14	56%	25	100%
General Education	31	24	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	9	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	2	-	-	-	-	-	-	-	-	-	-
Black or African American	8	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	10	2	-	-	-	-	-	-	-	-	-	-
White	20	19	0	0%	0	0%	9	47%	10	53%	19	100%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	20	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	21	15	0	0%	0	0%	6	40%	9	60%	15	100%
Male	19	10	0	0%	0	0%	5	50%	5	50%	10	100%
Non-English Language Learners	38	25	0	0%	0	0%	11	44%	14	56%	25	100%
Economically Disadvantaged	13	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	27	23	-	-	-	-	-	-	-	-	-	-
Not Migrant	40	25	0	0%	0	0%	11	44%	14	56%	25	100%
Not Homeless	37	25	0	0%	0	0%	11	44%	14	56%	25	100%
Not in Foster Care	40	25	0	0%	0	0%	11	44%	14	56%	25	100%
Parent Not in Armed Forces	40	25	0	0%	0	0%	11	44%	14	56%	25	100%

**GRADE 4 ELA RESULTS**

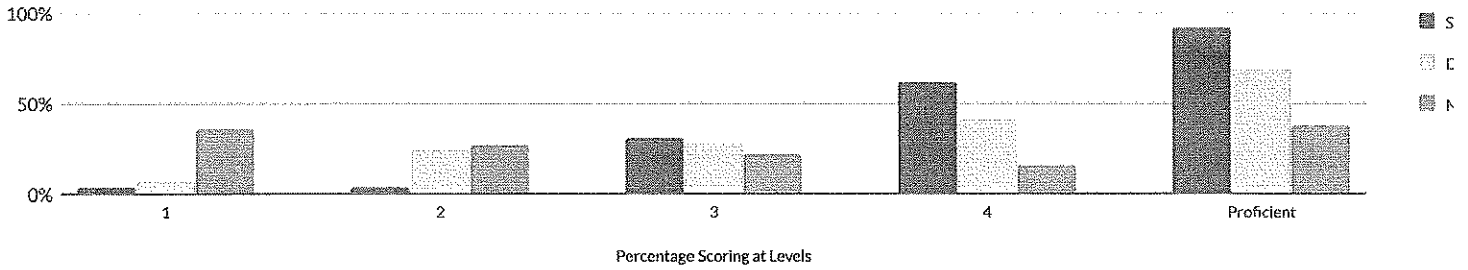


**MEAN SCORE: 616**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	30	18	0	0%	1	6%	9	50%	8	44%	17	94%
General Education	20	18	0	0%	1	6%	9	50%	8	44%	17	94%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	4	—	—	—	—	—	—	—	—	—	—
White	20	9	0	0%	0	0%	4	44%	5	56%	9	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	9	0	0%	1	11%	5	56%	3	33%	8	89%
Female	11	10	0	0%	0	0%	4	40%	6	60%	10	100%
Male	19	8	0	0%	1	13%	5	63%	2	25%	7	88%
Non-English Language Learners	30	18	0	0%	1	6%	9	50%	8	44%	17	94%
Economically Disadvantaged	11	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	19	15	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	18	0	0%	1	6%	9	50%	8	44%	17	94%
Not Homeless	29	18	0	0%	1	6%	9	50%	8	44%	17	94%
Not in Foster Care	30	18	0	0%	1	6%	9	50%	8	44%	17	94%
Parent Not in Armed Forces	30	18	0	0%	1	6%	9	50%	8	44%	17	94%



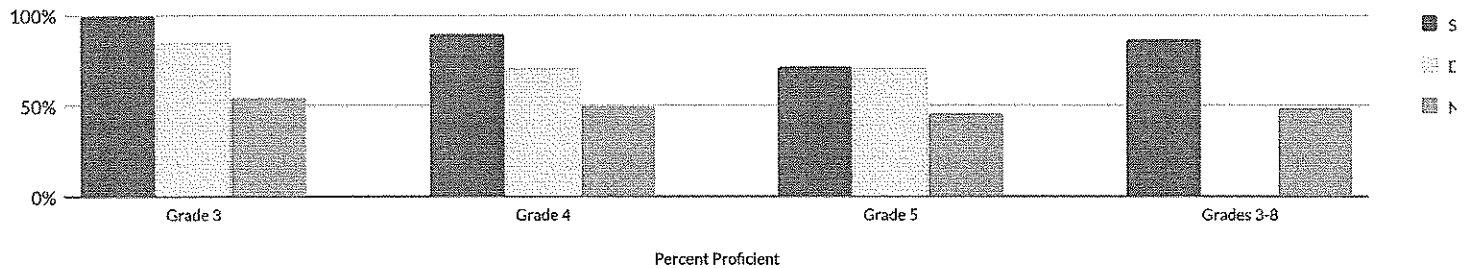
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 626**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	26	1	4%	1	4%	8	31%	16	62%	24	92%
General Education	27	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	—	—	—	—	—	—	—	—	—	—
White	21	20	1	5%	1	5%	6	30%	12	60%	18	90%
Multiracial	1	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	18	10	0	0%	0	0%	2	20%	8	80%	10	100%
Male	15	16	1	6%	1	6%	6	38%	8	50%	14	88%
Non-English Language Learners	31	26	1	4%	1	4%	8	31%	16	62%	24	92%
Economically Disadvantaged	7	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	26	22	—	—	—	—	—	—	—	—	—	—
Not Migrant	33	26	1	4%	1	4%	8	31%	16	62%	24	92%
Not Homeless	33	26	1	4%	1	4%	8	31%	16	62%	24	92%
Not in Foster Care	33	26	1	4%	1	4%	8	31%	16	62%	24	92%
Parent Not in Armed Forces	33	26	1	4%	1	4%	8	31%	16	62%	24	92%

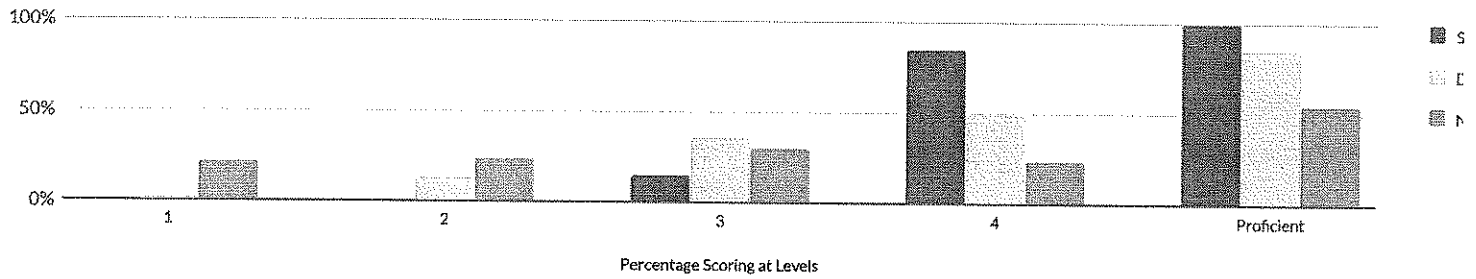
**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	32	33	0	0%	0	0%	5	15%	28	85%	33	100%
Grade 4	27	21	0	0%	2	10%	7	33%	12	57%	19	90%
Grade 5	27	32	1	3%	8	25%	10	31%	13	41%	23	72%
Grades 3-8	86	86	1	1%	10	12%	22	26%	53	62%	75	87%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

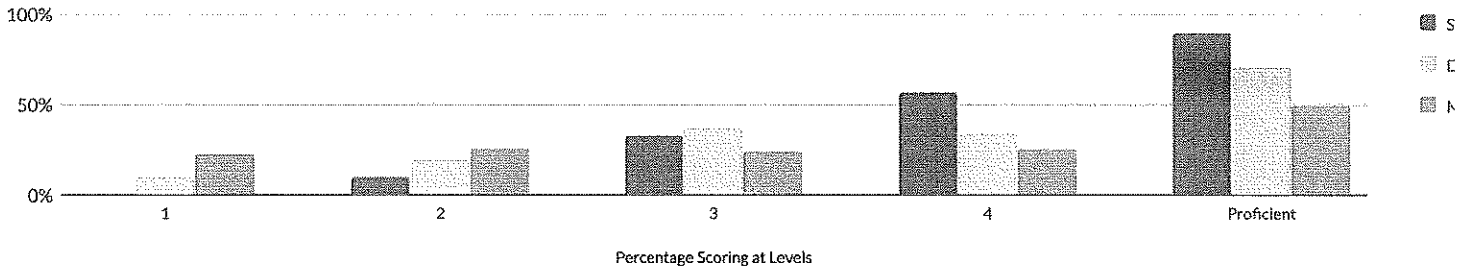
### GRADE 3 MATH RESULTS



MEAN SCORE: 621

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	33	0	0%	0	0%	5	15%	28	85%	33	100%
General Education	23	32	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	4	—	—	—	—	—	—	—	—	—	—
White	16	23	0	0%	0	0%	3	13%	20	87%	23	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	10	0	0%	0	0%	2	20%	8	80%	10	100%
Female	19	17	0	0%	0	0%	2	12%	15	88%	17	100%
Male	13	16	0	0%	0	0%	3	19%	13	81%	16	100%
Non-English Language Learners	30	33	0	0%	0	0%	5	15%	28	85%	33	100%
Economically Disadvantaged	11	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	21	29	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	33	0	0%	0	0%	5	15%	28	85%	33	100%
Not Homeless	29	33	0	0%	0	0%	5	15%	28	85%	33	100%
Not in Foster Care	32	33	0	0%	0	0%	5	15%	28	85%	33	100%
Parent Not in Armed Forces	32	33	0	0%	0	0%	5	15%	28	85%	33	100%

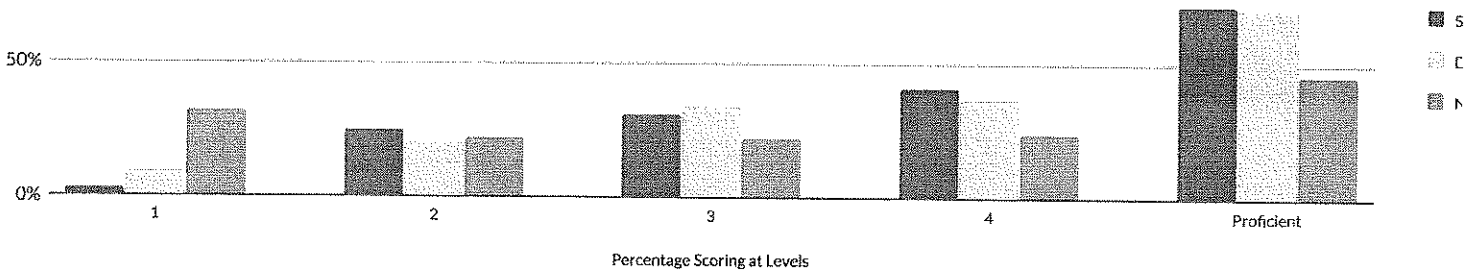
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 613**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	21	0	0%	2	10%	7	33%	12	57%	19	90%
General Education	20	18	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Black or African American	5	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	5	0	0%	1	20%	2	40%	2	40%	4	80%
White	19	10	0	0%	0	0%	2	20%	8	80%	10	100%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	6	0	0%	1	17%	3	50%	2	33%	5	83%
Female	12	9	0	0%	0	0%	3	33%	6	67%	9	100%
Male	15	12	0	0%	2	17%	4	33%	6	50%	10	83%
Non-English Language Learners	27	21	0	0%	2	10%	7	33%	12	57%	19	90%
Economically Disadvantaged	10	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	17	17	-	-	-	-	-	-	-	-	-	-
Not Migrant	27	21	0	0%	2	10%	7	33%	12	57%	19	90%
Not Homeless	26	21	0	0%	2	10%	7	33%	12	57%	19	90%
Not in Foster Care	27	21	0	0%	2	10%	7	33%	12	57%	19	90%
Parent Not in Armed Forces	27	21	0	0%	2	10%	7	33%	12	57%	19	90%

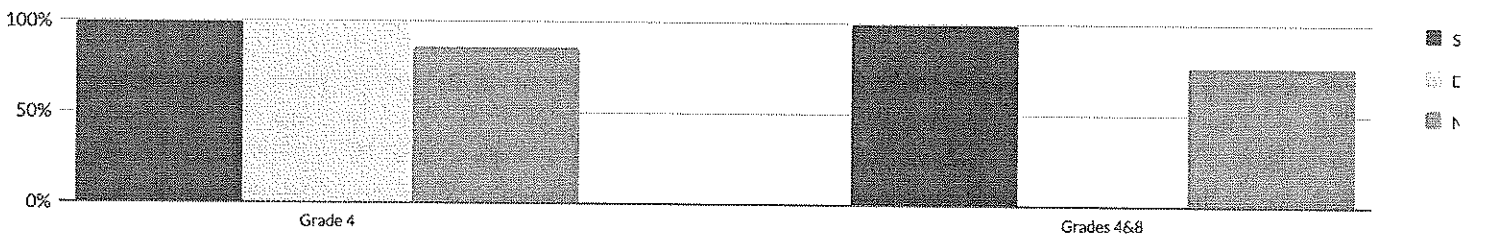
### GRADE 5 MATH RESULTS



**MEAN SCORE: 613**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	32	1	3%	8	25%	10	31%	13	41%	23	72%
General Education	21	31	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	6	1	--	--	--	--	--	--	--	--	--	--
Black or African American	4	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	5	5	--	--	--	--	--	--	--	--	--	--
White	17	24	0	0%	5	21%	8	33%	11	46%	19	79%
Multiracial	1	2	--	--	--	--	--	--	--	--	--	--
Small Group Total	10	8	1	13%	3	38%	2	25%	2	25%	4	50%
Female	17	11	0	0%	1	9%	5	45%	5	45%	10	91%
Male	10	21	1	5%	7	33%	5	24%	8	38%	13	62%
Non-English Language Learners	25	32	1	3%	8	25%	10	31%	13	41%	23	72%
Economically Disadvantaged	7	4	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	20	28	--	--	--	--	--	--	--	--	--	--
Not Migrant	27	32	1	3%	8	25%	10	31%	13	41%	23	72%
Not Homeless	27	32	1	3%	8	25%	10	31%	13	41%	23	72%
Not in Foster Care	27	32	1	3%	8	25%	10	31%	13	41%	23	72%
Parent Not in Armed Forces	27	32	1	3%	8	25%	10	31%	13	41%	23	72%

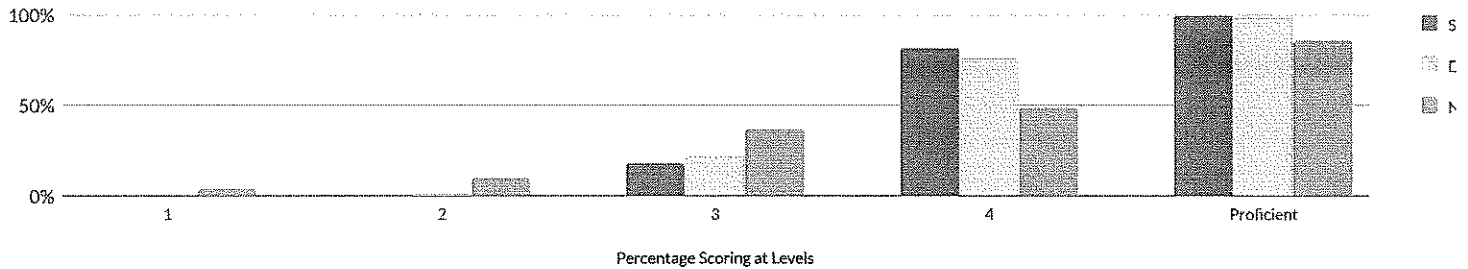
### GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	15	33	0	0%	0	0%	6	18%	27	82%	33	100%
Grades 4&8	15	33	0	0%	0	0%	6	18%	27	82%	33	100%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

### GRADE 4 SCIENCE RESULTS



MEAN SCORE: 90

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	33	0	0%	0	0%	6	18%	27	82%	33	100%
General Education	10	28	0	0%	0	0%	4	14%	24	86%	28	100%
Students with Disabilities	5	5	0	0%	0	0%	2	40%	3	60%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	6	0	0%	0	0%	2	33%	4	67%	6	100%
White	10	19	0	0%	0	0%	1	5%	18	95%	19	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	0	0%	0	0%	3	38%	5	63%	8	100%
Female	4	17	0	0%	0	0%	3	18%	14	82%	17	100%
Male	11	16	0	0%	0	0%	3	19%	13	81%	16	100%
Non-English Language Learners	15	33	0	0%	0	0%	6	18%	27	82%	33	100%
Economically Disadvantaged	6	8	0	0%	0	0%	4	50%	4	50%	8	100%
Not Economically Disadvantaged	9	25	0	0%	0	0%	2	8%	23	92%	25	100%
Not Migrant	15	33	0	0%	0	0%	6	18%	27	82%	33	100%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	15	32	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	15	33	0	0%	0	0%	6	18%	27	82%	33	100%
Parent Not in Armed Forces	15	33	0	0%	0	0%	6	18%	27	82%	33	100%

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 1	0	2	—	—	—	—	—
Grade 3	0	2	—	—	—	—	—
Grade 5	0	2	—	—	—	—	—

### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

CRDC Data (13.06 megabytes)

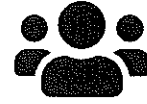
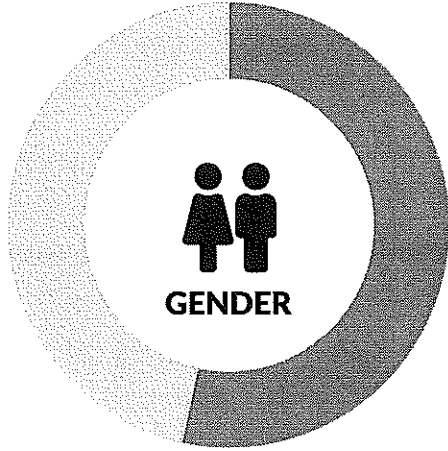
Glossary of Terms

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# WILSON SCHOOL AT A GLANCE



**425**

Total Students



## WILSON SCHOOL DATA

2018-19   2017-18   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL: JAMES DUFFY**

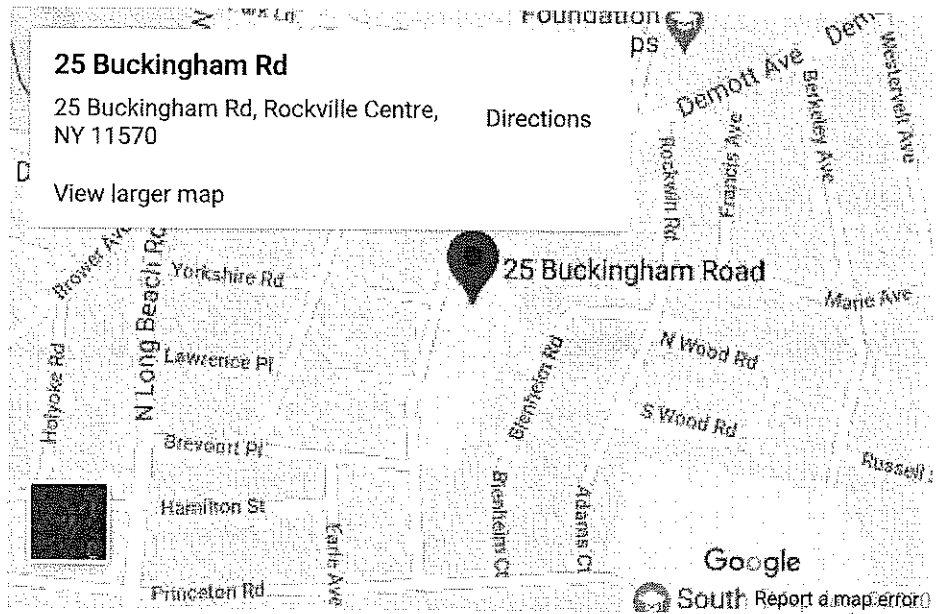
LEGAL NAME: WILSON SCHOOL

BEDS CODE: 280221030008

INSTITUTION ID: 800000049374

PHONE: (516) 255-8910

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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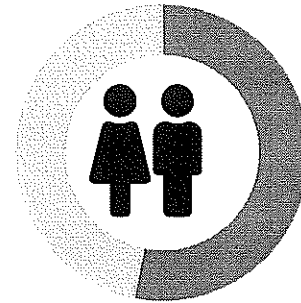
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

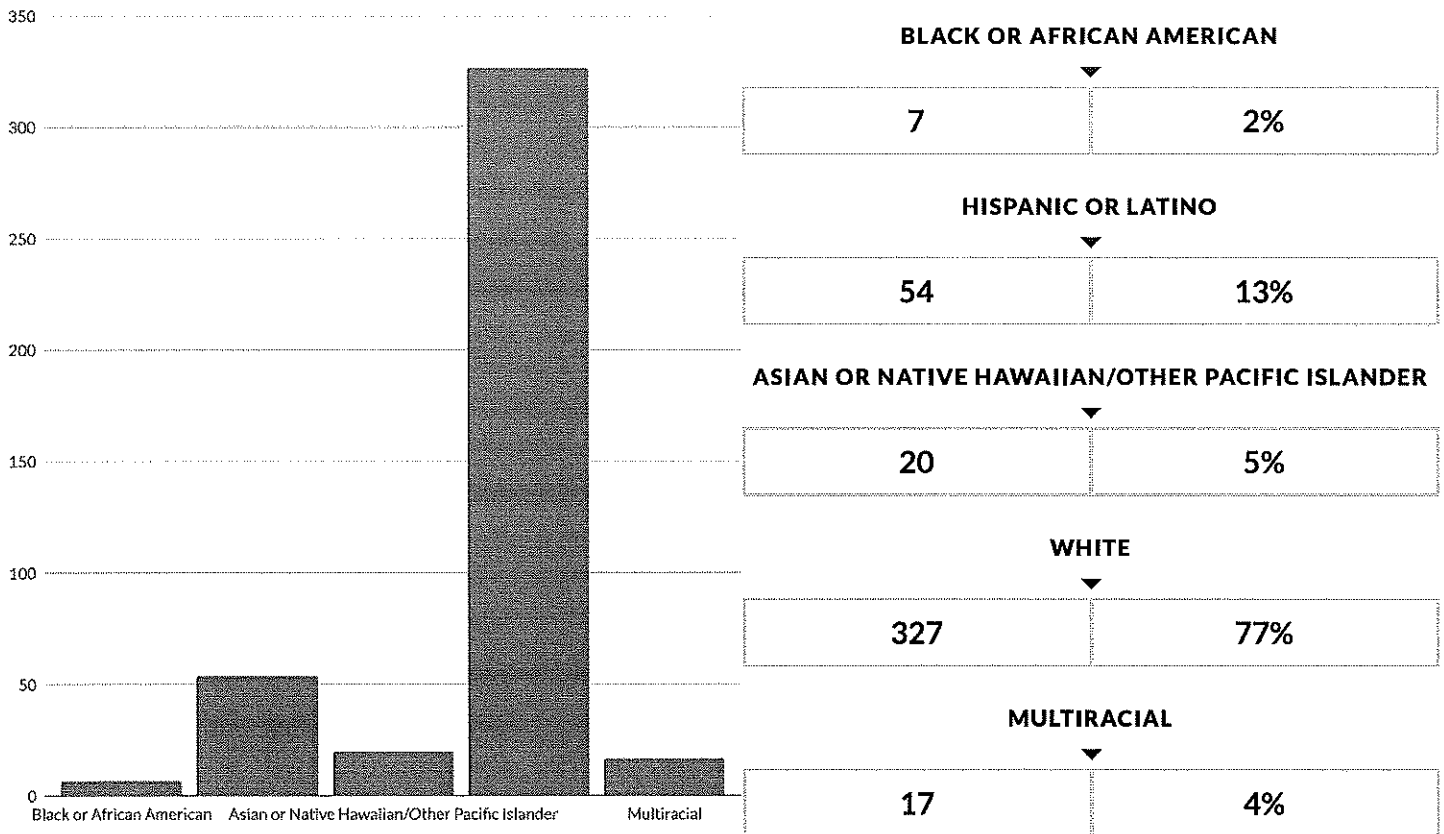
### WILSON SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 425

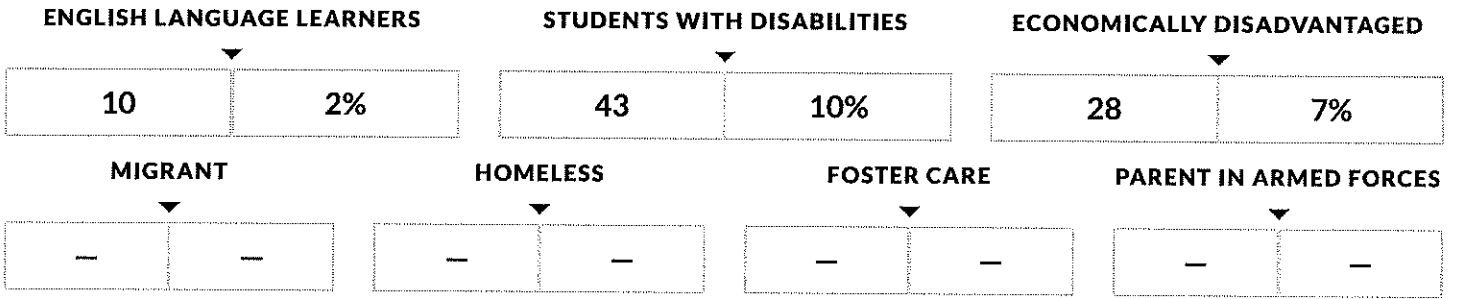
#### ENROLLMENT BY GENDER



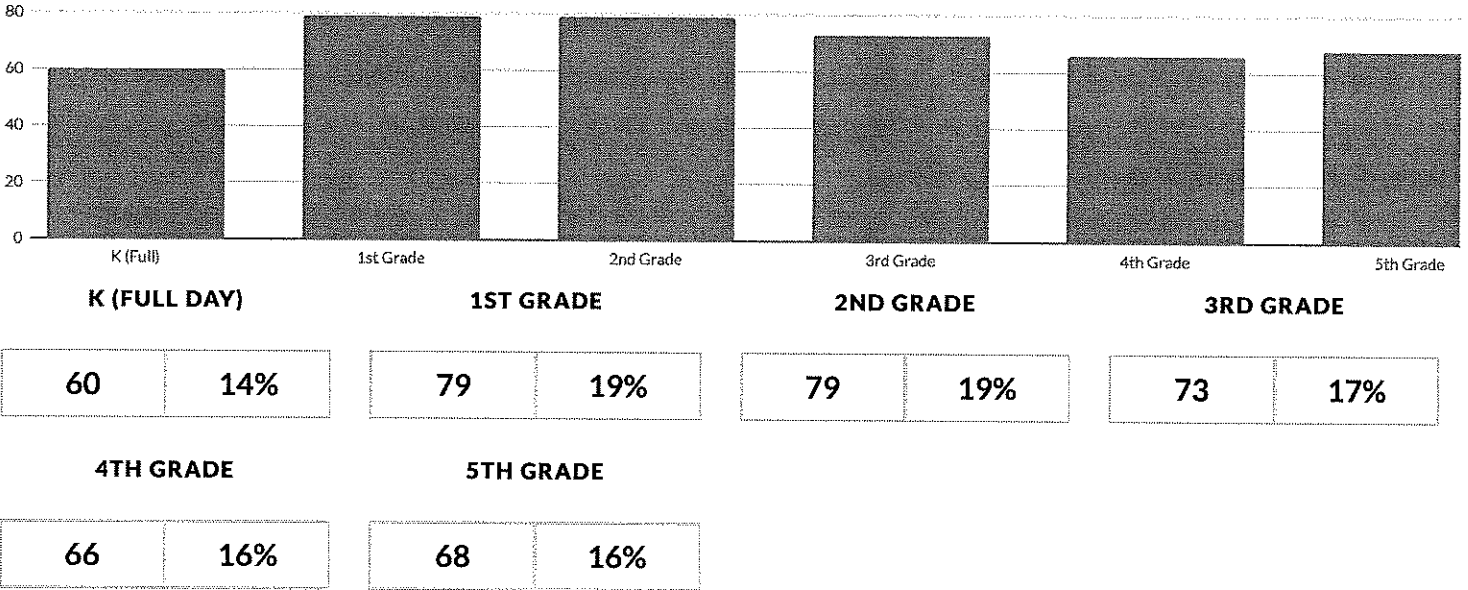
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



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**WILSON SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

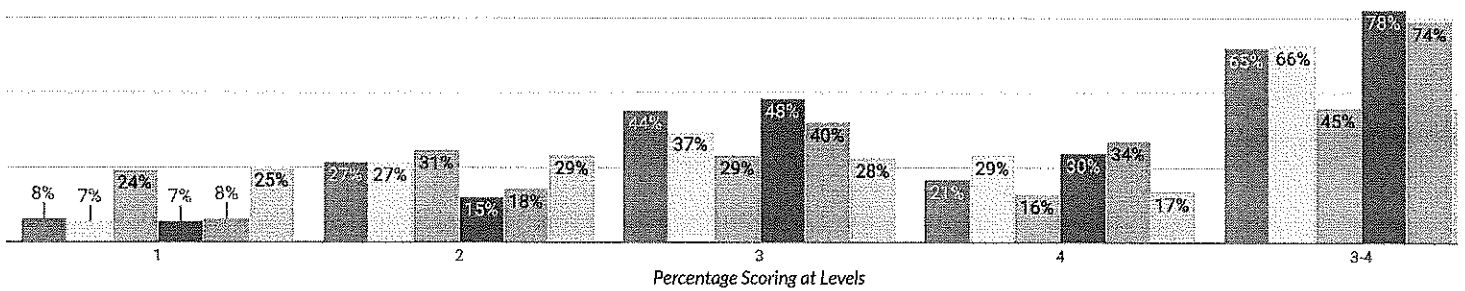
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

WILSON SCHOOL (2018)
  ROCKVILLE CENTRE UFSD (2018)
  NY STATE (2018)
  WILSON SCHOOL (2019)
  ROCKVILLE CENTRE UFSD (2019)
  NY STATE (2019)



**2018**

ALL STUDENTS

▼

**PROFICIENT**

62

65%

TOTAL TESTED: 96

**2019**

ALL STUDENTS

▼

**PROFICIENT**

102

78%

TOTAL TESTED: 131

LEVEL 1	LEVEL 2
8      8%	26      27%
LEVEL 3	LEVEL 4
42      44%	20      21%

LEVEL 1	LEVEL 2
9      7%	20      15%
LEVEL 3	LEVEL 4
63      48%	39      30%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 46

LEVEL 1		LEVEL 2	
5	11%	14	30%
LEVEL 3		LEVEL 4	
18	39%	9	20%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 62

LEVEL 1		LEVEL 2	
4	6%	13	21%
LEVEL 3		LEVEL 4	
24	39%	21	34%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 50

LEVEL 1		LEVEL 2	
3	6%	12	24%
LEVEL 3		LEVEL 4	
24	48%	11	22%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 69

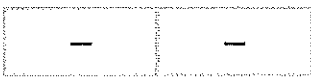
LEVEL 1		LEVEL 2	
5	7%	7	10%
LEVEL 3		LEVEL 4	
39	57%	18	26%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



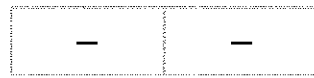
MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

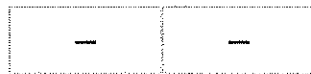
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
PROFICIENT

TOTAL TESTED: 6

LEVEL 1

1	17%
---	-----

LEVEL 2

1	17%
---	-----

LEVEL 3

3	50%
---	-----

LEVEL 4

1	17%
---	-----

WHITE

▼  
PROFICIENT

TOTAL TESTED: 73

LEVEL 1

3	4%
---	----

LEVEL 2

23	32%
----	-----

LEVEL 3

34	47%
----	-----

LEVEL 4

13	18%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
PROFICIENT

TOTAL TESTED: 9

LEVEL 1

1	11%
---	-----

LEVEL 2

1	11%
---	-----

LEVEL 3

4	44%
---	-----

LEVEL 4

3	33%
---	-----

WHITE

▼  
PROFICIENT

TOTAL TESTED: 91

LEVEL 1

4	4%
---	----

LEVEL 2

14	15%
----	-----

LEVEL 3

43	47%
----	-----

LEVEL 4

30	33%
----	-----



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 12

**LEVEL 1**

4	33%
---	-----

**LEVEL 2**

1	8%
---	----

**LEVEL 3**

5	42%
---	-----

**LEVEL 4**

2	17%
---	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: —

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 21

**LEVEL 1**

3	14%
---	-----

**LEVEL 2**

5	24%
---	-----

**LEVEL 3**

11	52%
----	-----

**LEVEL 4**

2	10%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 91**

**LEVEL 1**

5	5%
---	----

**LEVEL 2**

25	27%
----	-----

**LEVEL 3**

41	45%
----	-----

**LEVEL 4**

20	22%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 5**

**LEVEL 1**

3	60%
---	-----

**LEVEL 2**

1	20%
---	-----

**LEVEL 3**

1	20%
---	-----

**LEVEL 4**

0	0%
---	----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 122**

**LEVEL 1**

7	6%
---	----

**LEVEL 2**

18	15%
----	-----

**LEVEL 3**

58	48%
----	-----

**LEVEL 4**

39	32%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 9**

**LEVEL 1**

2	22%
---	-----

**LEVEL 2**

2	22%
---	-----

**LEVEL 3**

5	56%
---	-----

**LEVEL 4**

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

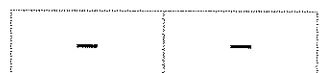
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 91

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
5	5%	26	29%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
41	45%	19	21%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 5

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
3	60%	0	0%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
1	20%	1	20%

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 122

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
5	4%	18	15%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
60	49%	39	32%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 9

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
4	44%	2	22%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
3	33%	0	0%

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

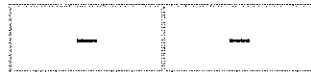
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

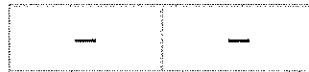
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



MIGRANT  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT IN FOSTER CARE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

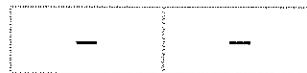
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

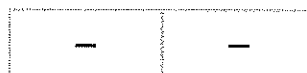
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2



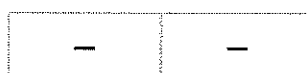
LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



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**WILSON SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

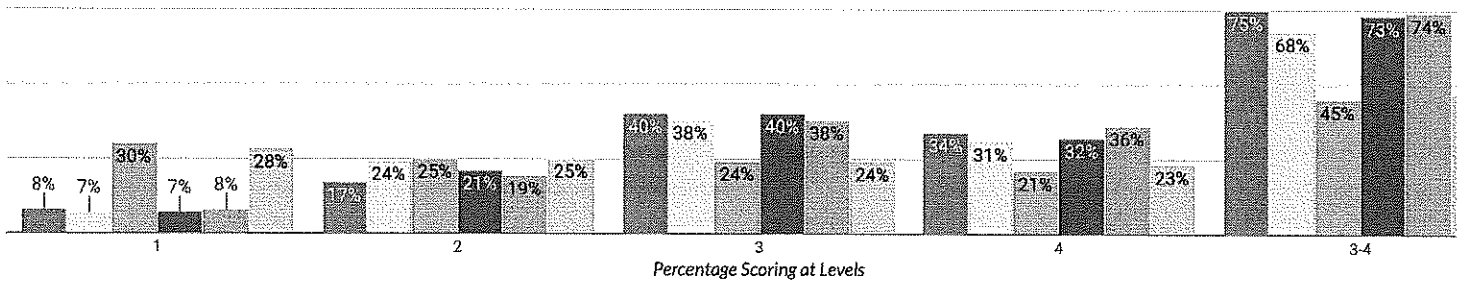
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

WILSON SCHOOL (2018)
ROCKVILLE CENTRE UFSD (2018)
NY STATE (2018)
WILSON SCHOOL (2019)
ROCKVILLE CENTRE UFSD (2019)
NY STATE (2019)



**2018**

ALL STUDENTS

▼

**PROFICIENT**

**74**

**75%**

**TOTAL TESTED: 99**

**2019**

ALL STUDENTS

▼

**PROFICIENT**

**99**

**73%**

**TOTAL TESTED: 136**

LEVEL 1	LEVEL 2
8   8%	17   17%
LEVEL 3	LEVEL 4
40   40%	34   34%

LEVEL 1	LEVEL 2
9   7%	28   21%
LEVEL 3	LEVEL 4
55   40%	44   32%

**BY GENDER**

FEMALE  
▼  
**PROFICIENT**

**TOTAL TESTED: 43**

LEVEL 1		LEVEL 2	
5	12%	10	23%
LEVEL 3		LEVEL 4	
17	40%	11	26%

MALE  
▼  
**PROFICIENT**

**TOTAL TESTED: 56**

LEVEL 1		LEVEL 2	
3	5%	7	13%
LEVEL 3		LEVEL 4	
23	41%	23	41%

FEMALE  
▼  
**PROFICIENT**

**TOTAL TESTED: 63**

LEVEL 1		LEVEL 2	
4	6%	20	32%
LEVEL 3		LEVEL 4	
19	30%	20	32%

MALE  
▼  
**PROFICIENT**

**TOTAL TESTED: 73**

LEVEL 1		LEVEL 2	
5	7%	8	11%
LEVEL 3		LEVEL 4	
36	49%	24	33%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

0	0%
---	----

LEVEL 2

0	0%
---	----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1

0	0%
---	----

LEVEL 2

0	0%
---	----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 6

LEVEL 1

1	17%
---	-----

LEVEL 2

5	83%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 77

LEVEL 1

4	5%
---	----

LEVEL 2

9	12%
---	-----

LEVEL 3

37	48%
----	-----

LEVEL 4

27	35%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 8

LEVEL 1

0	0%
---	----

LEVEL 2

2	25%
---	-----

LEVEL 3

5	63%
---	-----

LEVEL 4

1	13%
---	-----

WHITE

▼  
**PROFICIENT**  
.....

TOTAL TESTED: 97

LEVEL 1

4	4%
---	----

LEVEL 2

20	21%
----	-----

LEVEL 3

38	39%
----	-----

LEVEL 4

35	36%
----	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 10

LEVEL 1

3	30%
---	-----

LEVEL 2

3	30%
---	-----

LEVEL 3

1	10%
---	-----

LEVEL 4

3	30%
---	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 21

LEVEL 1

4	19%
---	-----

LEVEL 2

5	24%
---	-----

LEVEL 3

7	33%
---	-----

LEVEL 4

5	24%
---	-----

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**

**TOTAL TESTED: 93**

**LEVEL 1**

4	4%
---	----

**LEVEL 2**

17	18%
----	-----

**LEVEL 3**

39	42%
----	-----

**LEVEL 4**

33	35%
----	-----

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**

**TOTAL TESTED: 6**

**LEVEL 1**

4	67%
---	-----

**LEVEL 2**

0	0%
---	----

**LEVEL 3**

1	17%
---	-----

**LEVEL 4**

1	17%
---	-----

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**

**TOTAL TESTED: 124**

**LEVEL 1**

6	5%
---	----

**LEVEL 2**

24	19%
----	-----

**LEVEL 3**

51	41%
----	-----

**LEVEL 4**

43	35%
----	-----

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**

**TOTAL TESTED: 12**

**LEVEL 1**

3	25%
---	-----

**LEVEL 2**

4	33%
---	-----

**LEVEL 3**

4	33%
---	-----

**LEVEL 4**

1	8%
---	----

**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**NON-ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



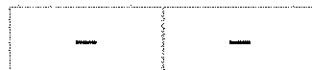
**ENGLISH LANGUAGE LEARNERS**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

**LEVEL 2**



**LEVEL 3**

**LEVEL 4**



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 93**

LEVEL 1		LEVEL 2	
6	6%	15	16%
LEVEL 3		LEVEL 4	
40	43%	32	34%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 6**

LEVEL 1		LEVEL 2	
2	33%	2	33%
LEVEL 3		LEVEL 4	
0	0%	2	33%

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 128**

LEVEL 1		LEVEL 2	
5	4%	28	22%
LEVEL 3		LEVEL 4	
51	40%	44	34%

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 8**

LEVEL 1		LEVEL 2	
4	50%	0	0%
LEVEL 3		LEVEL 4	
4	50%	0	0%



NOT MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE  
▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

▼  
**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4



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## WILSON SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	2	3	--	4	4
American Indian or Alaska Native	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	4	--	4	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic or Latino	3	1	2	--	3	4
Multiracial	--	--	--	--	--	--
White	4	2	3	--	3	4
English Language Learners	--	--	--	--	--	--
Students with Disabilities	3	--	3	--	3	4
Economically Disadvantaged	2	--	2	--	--	4

## ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	--
Hispanic or Latino	3
Multiracial	--
White	4
English Language Learners	--
Students with Disabilities	3
Economically Disadvantaged	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	128	187	4
	Math	133	184	
	Science	66	246	
	Combined	327	197	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	192	4
	Math	12	154	
	Science	4	—	
	Combined	29	185	
Black or African American	ELA	2	—	—
	Math	3	—	
	Science	—	—	
	Combined	5	—	
Hispanic or Latino	ELA	33	146	3
	Math	30	143	
	Science	18	219	
	Combined	81	161	
Multiracial	ELA	11	236	—
	Math	11	232	
	Science	4	—	
	Combined	26	—	
White	ELA	90	192	4
	Math	96	189	
	Science	58	247	
	Combined	244	204	
English Language Learners	ELA	9	33	—
	Math	7	29	
	Science	—	—	
	Combined	16	—	
Students with Disabilities	ELA	14	107	4
	Math	18	106	
	Science	12	200	
	Combined	44	132	
Economically Disadvantaged	ELA	12	88	2
	Math	11	109	
	Science	8	194	
	Combined	31	123	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	196	122	3
	Math	196	125	
	Science	66	246	
	Combined	458	141	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	192	4
	Math	13	142	
	Science	4	--	
	Combined	30	178	
Black or African American	ELA	5	60	--
	Math	5	100	
	Science	--	--	
	Combined	10	--	
Hispanic or Latino	ELA	48	100	2
	Math	48	90	
	Science	18	219	
	Combined	114	115	
Multiracial	ELA	12	217	--
	Math	12	213	
	Science	4	--	
	Combined	28	--	
White	ELA	151	115	3
	Math	151	120	
	Science	58	247	
	Combined	360	138	
English Language Learners	ELA	14	21	--
	Math	14	14	
	Science	--	--	
	Combined	28	--	
Students with Disabilities	ELA	44	34	2
	Math	44	43	
	Science	12	200	
	Combined	100	58	
Economically Disadvantaged	ELA	26	40	2
	Math	26	46	
	Science	8	194	
	Combined	60	63	



**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	14,903	310	48.1	2
American Indian or Alaska Native	--	0	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	20	--	--
Black or African American	--	5	--	--
Hispanic or Latino	1,399	34	41.1	1
Multiracial	--	18	--	--
White	11,366	233	48.8	2
English Language Learners	--	5	--	--
Students with Disabilities	--	20	--	--
Economically Disadvantaged	--	17	--	--

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	2
White	3
Students with Disabilities	3
Economically Disadvantaged	2

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--
Black or African American	0	--	--	--	--
Hispanic or Latino	6	--	--	--	--
Multiracial	0	--	--	--	--
White	0	--	--	--	--
English Language Learners	7	--	--	--	--
Students with Disabilities	3	--	--	--	--
Economically Disadvantaged	7	--	--	--	--

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	78	196	122	88	105	122	161	--	--	200	4	4
	Math	80	196	125	90	107	124	162	--	--	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	13	--	--	--	--	--	--	--	--	--	--
	Math	--	13	--	--	--	--	--	--	--	--	--	
Black or African American	ELA	--	5	--	--	--	--	--	--	--	--	--	--
	Math	--	5	--	--	--	--	--	--	--	--	--	
Hispanic or Latino	ELA	77	48	100	82	95	113	157	--	--	200	3	3
	Math	71	48	90	76	92	111	155	--	Y	200	3	
Multiracial	ELA	--	12	--	--	--	--	--	--	--	--	--	--
	Math	--	12	--	--	--	--	--	--	--	--	--	
White	ELA	73	151	115	83	102	119	160	--	--	200	3	3
	Math	75	151	120	85	110	126	163	--	--	200	3	
English Language Learners	ELA	--	14	--	--	--	--	--	--	--	--	--	--
	Math	--	14	--	--	--	--	--	--	--	--	--	
Students with Disabilities	ELA	13	44	34	28	61	85	142	--	Y	200	3	3
	Math	29	44	43	43	61	85	142	--	Y	200	3	
Economically Disadvantaged	ELA	--	26	--	--	--	--	--	--	--	--	--	--
	Math	--	26	--	--	--	--	--	--	--	--	--	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.9	369	6	1.6%	4.9%	14.6%	12.8%	8.9%	--	--	5%	4
Asian or Native Hawaiian/Other Pacific Islander	--	32	--	--	--	--	--	--	--	--	--	--
Black or African American	--	14	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	15.6	46	2	4.3%	14.8%	19.8%	17%	11%	--	--	5%	4
Multiracial	--	24	--	--	--	--	--	--	--	--	--	--
White	3.4	281	4	1.4%	3.4%	10.5%	9.3%	7.2%	--	--	5%	4
English Language Learners	--	21	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	5.3	43	2	4.7%	5.3%	21.5%	18.5%	11.8%	--	--	5%	4
Economically Disadvantaged	20	48	6	12.5%	19.4%	19.9%	17.1%	11.1%	--	--	5%	4

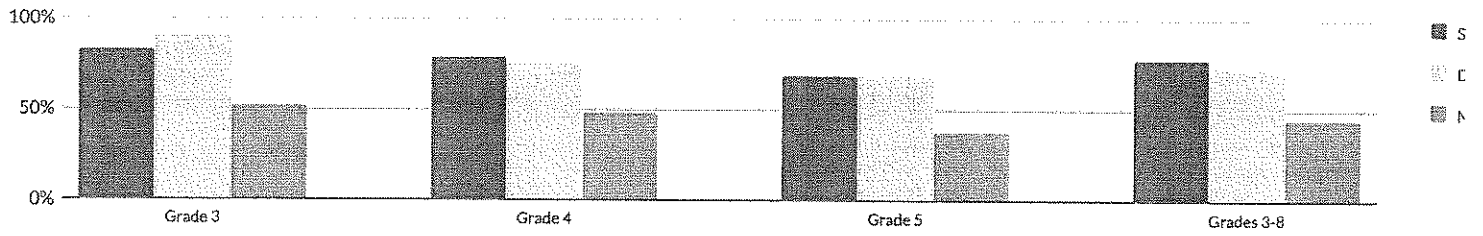
**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	209	62.7%	413	55.2%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	27	—	—	—
Multiracial	—	8	—	—	—
White	X	160	56.9%	324	50.6%
English Language Learners	—	6	—	—	—
Students with Disabilities	—	24	—	—	—
Economically Disadvantaged	—	15	—	—	—

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	209	65.1%	413	56.9%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	27	—	—	—
Multiracial	—	8	—	—	—
White	X	160	60.6%	324	53.7%
English Language Learners	—	6	—	—	—
Students with Disabilities	—	24	—	—	—
Economically Disadvantaged	—	15	—	—	—

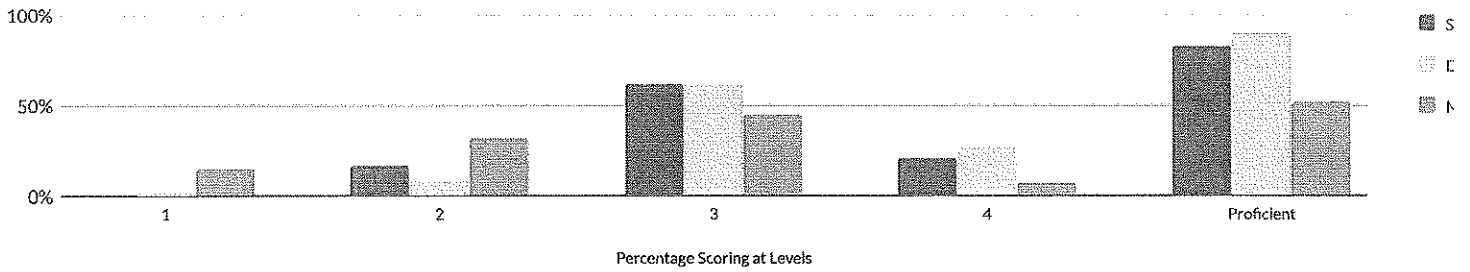
### GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	21	53	0	0%	9	17%	33	62%	11	21%	44	83%
Grade 4	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
Grade 5	33	36	5	14%	6	17%	10	28%	15	42%	25	69%
Grades 3-8	78	131	9	7%	20	15%	63	48%	39	30%	102	78%

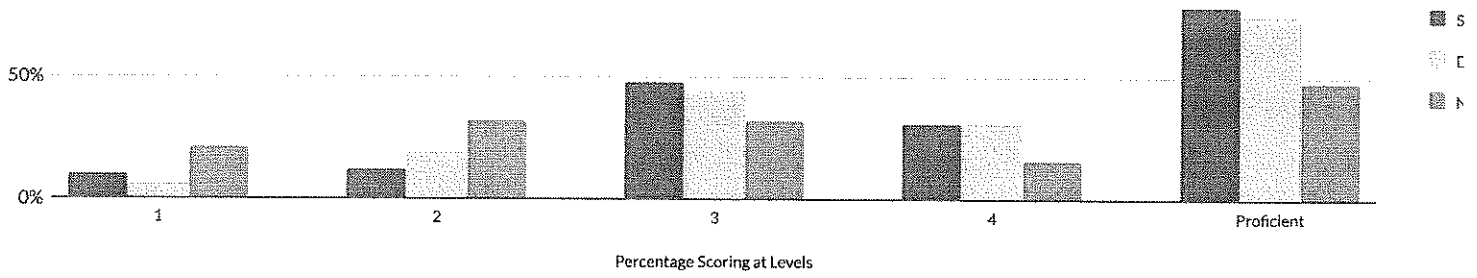
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 613**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	53	0	0%	9	17%	33	62%	11	21%	44	83%
General Education	17	48	0	0%	8	17%	29	60%	11	23%	40	83%
Students with Disabilities	4	5	0	0%	1	20%	4	80%	0	0%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	0	0%	4	80%	1	20%	5	100%
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	0	0%	1	13%	7	88%	0	0%	7	88%
White	20	34	0	0%	8	24%	19	56%	7	21%	26	76%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	8	25	0	0%	6	24%	14	56%	5	20%	19	76%
Male	13	28	0	0%	3	11%	19	68%	6	21%	25	89%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	21	52	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	20	50	—	—	—	—	—	—	—	—	—	—
Not Migrant	21	53	0	0%	9	17%	33	62%	11	21%	44	83%
Not Homeless	21	53	0	0%	9	17%	33	62%	11	21%	44	83%
Not in Foster Care	21	53	0	0%	9	17%	33	62%	11	21%	44	83%
Parent Not in Armed Forces	21	53	0	0%	9	17%	33	62%	11	21%	44	83%

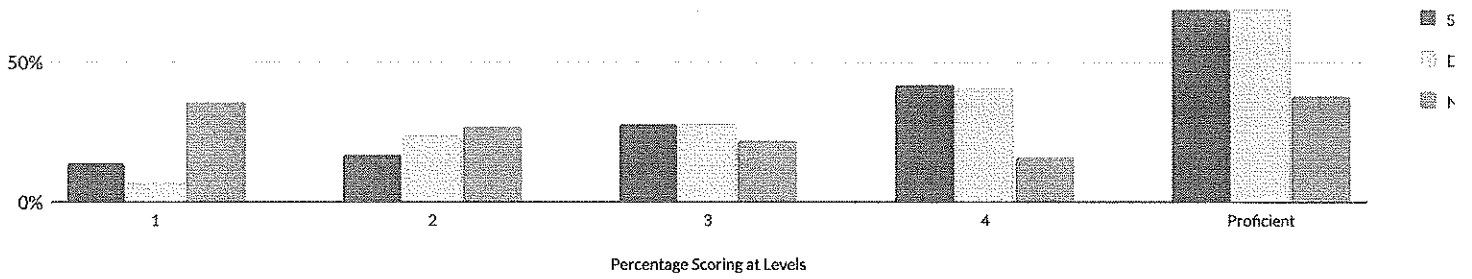
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
General Education	20	41	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	4	1	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	0	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1	5	--	--	--	--	--	--	--	--	--	--
White	22	36	3	8%	3	8%	17	47%	13	36%	30	83%
Small Group Total	1	6	1	17%	2	33%	3	50%	0	0%	3	50%
Female	7	18	2	11%	3	17%	6	33%	7	39%	13	72%
Male	17	24	2	8%	2	8%	14	58%	6	25%	20	83%
Non-English Language Learners	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
Economically Disadvantaged	1	1	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	23	41	--	--	--	--	--	--	--	--	--	--
Not Migrant	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
Not Homeless	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
Not in Foster Care	24	42	4	10%	5	12%	20	48%	13	31%	33	79%
Parent Not in Armed Forces	24	42	4	10%	5	12%	20	48%	13	31%	33	79%

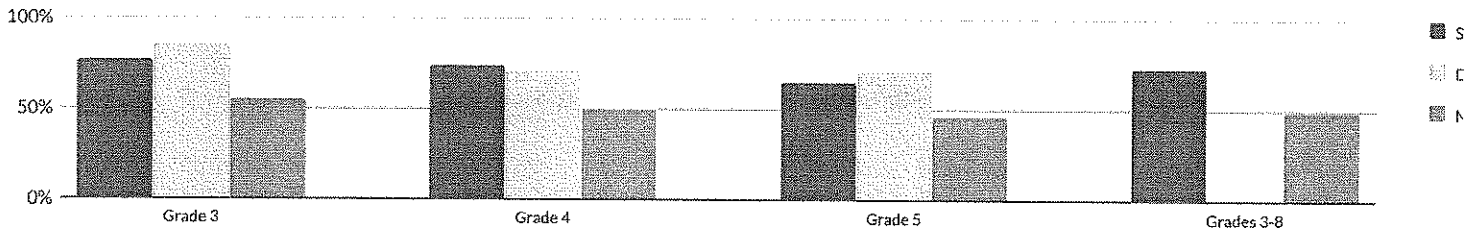
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 612**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	33	36	5	14%	6	17%	10	28%	15
General Education	26	33	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	8	3	38%	2	25%	1	13%	2	25%	3	38%
White	27	21	1	5%	3	14%	7	33%	10	48%	17	81%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	7	1	14%	1	14%	2	29%	3	43%	5	71%
Female	14	19	2	11%	4	21%	4	21%	9	47%	13	68%
Male	19	17	3	18%	2	12%	6	35%	6	35%	12	71%
English Language Learners	2	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	31	33	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	5	4	80%	1	20%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	29	31	1	3%	5	16%	10	32%	15	48%	25	81%
Not Migrant	33	36	5	14%	6	17%	10	28%	15	42%	25	69%
Not Homeless	33	36	5	14%	6	17%	10	28%	15	42%	25	69%
Not in Foster Care	33	36	5	14%	6	17%	10	28%	15	42%	25	69%
Parent Not in Armed Forces	33	36	5	14%	6	17%	10	28%	15	42%	25	69%

**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**



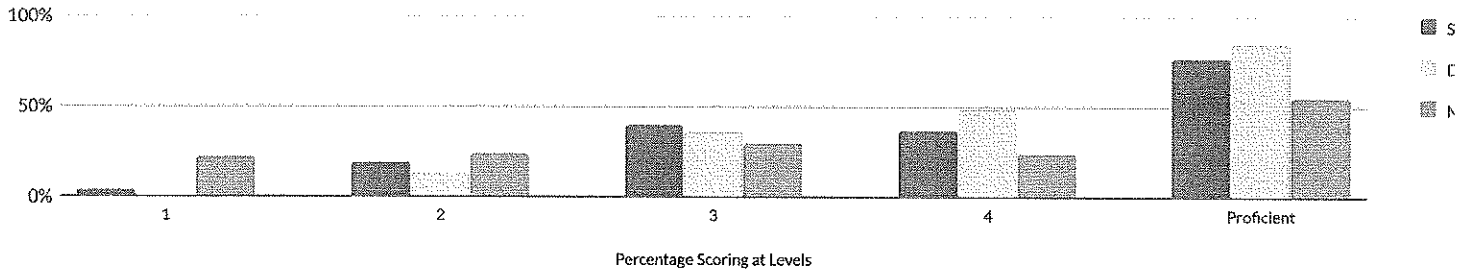
Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	52	2	4%	10	19%	21	40%	19	37%	40	77%
Grade 4	19	47	2	4%	10	21%	20	43%	15	32%	35	74%
Grade 5	32	37	5	14%	8	22%	14	38%	10	27%	24	65%
Grades 3-8	73	136	9	7%	28	21%	55	40%	44	32%	99	73%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.



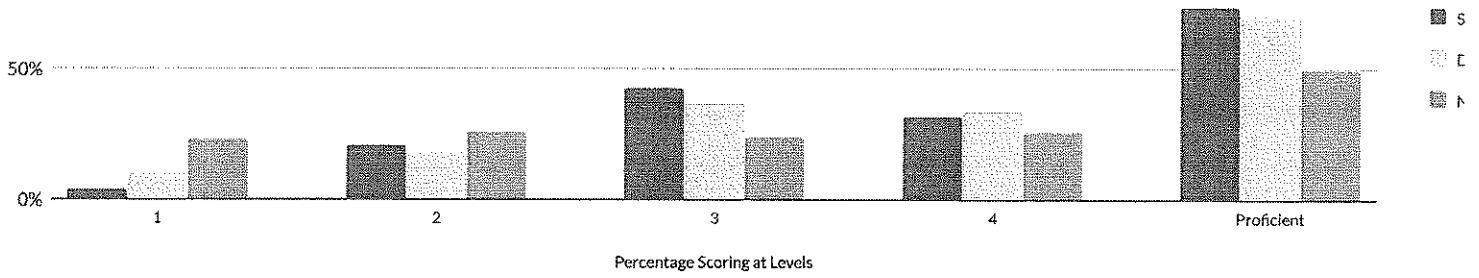
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	52	2	4%	10	19%	21	40%	19	37%	40	77%
General Education	18	47	1	2%	8	17%	19	40%	19	40%	38	81%
Students with Disabilities	4	5	1	20%	2	40%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	1	13%	3	38%	2	25%	2	25%	4	50%
White	19	35	1	3%	6	17%	14	40%	14	40%	28	80%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	9	0	0%	1	11%	5	56%	3	33%	8	89%
Female	8	25	1	4%	6	24%	10	40%	8	32%	18	72%
Male	14	27	1	4%	4	15%	11	41%	11	41%	22	81%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	22	51	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	21	49	—	—	—	—	—	—	—	—	—	—
Not Migrant	22	52	2	4%	10	19%	21	40%	19	37%	40	77%
Not Homeless	22	52	2	4%	10	19%	21	40%	19	37%	40	77%
Not in Foster Care	22	52	2	4%	10	19%	21	40%	19	37%	40	77%
Parent Not in Armed Forces	22	52	2	4%	10	19%	21	40%	19	37%	40	77%

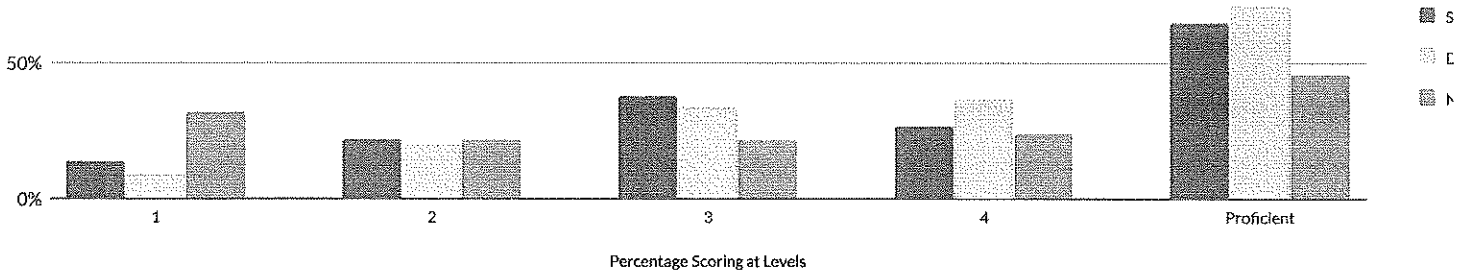
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	19	47	2	4%	10	21%	20	43%	15
General Education	16	45	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	5	—	—	—	—	—	—	—	—	—	—
White	17	41	1	2%	8	20%	17	41%	15	37%	32	78%
Small Group Total	1	6	1	17%	2	33%	3	50%	0	0%	3	50%
Female	7	18	1	6%	7	39%	2	11%	8	44%	10	56%
Male	12	29	1	3%	3	10%	18	62%	7	24%	25	86%
Non-English Language Learners	19	47	2	4%	10	21%	20	43%	15	32%	35	74%
Economically Disadvantaged	1	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	18	46	—	—	—	—	—	—	—	—	—	—
Not Migrant	19	47	2	4%	10	21%	20	43%	15	32%	35	74%
Not Homeless	19	47	2	4%	10	21%	20	43%	15	32%	35	74%
Not in Foster Care	19	47	2	4%	10	21%	20	43%	15	32%	35	74%
Parent Not in Armed Forces	19	47	2	4%	10	21%	20	43%	15	32%	35	74%

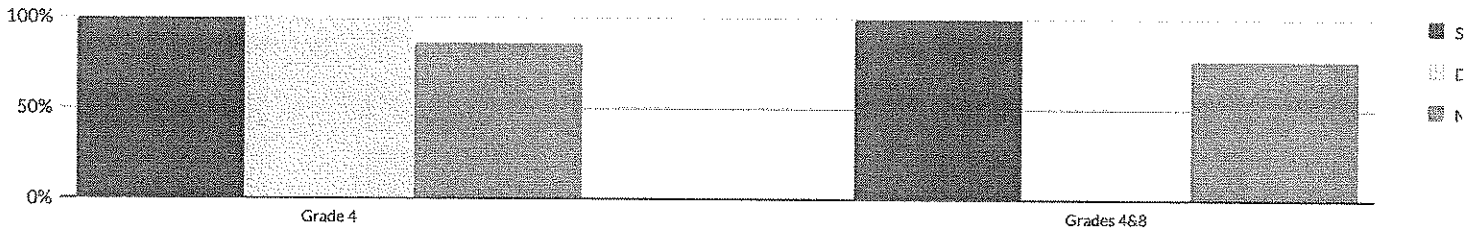
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 605**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	37	5	14%	8	22%	14	38%	10	27%	24	65%
General Education	27	32	3	9%	6	19%	13	41%	10	31%	23	72%
Students with Disabilities	5	5	2	40%	2	40%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	8	2	25%	1	13%	2	25%	3	38%	5	63%
White	27	21	2	10%	6	29%	7	33%	6	29%	13	62%
Multiracial	0	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	8	1	13%	1	13%	5	63%	1	13%	6	75%
Female	13	20	2	10%	7	35%	7	35%	4	20%	11	55%
Male	19	17	3	18%	1	6%	7	41%	6	35%	13	76%
English Language Learners	3	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	29	35	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	27	33	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	37	5	14%	8	22%	14	38%	10	27%	24	65%
Not Homeless	32	37	5	14%	8	22%	14	38%	10	27%	24	65%
Not in Foster Care	32	37	5	14%	8	22%	14	38%	10	27%	24	65%
Parent Not in Armed Forces	32	37	5	14%	8	22%	14	38%	10	27%	24	65%

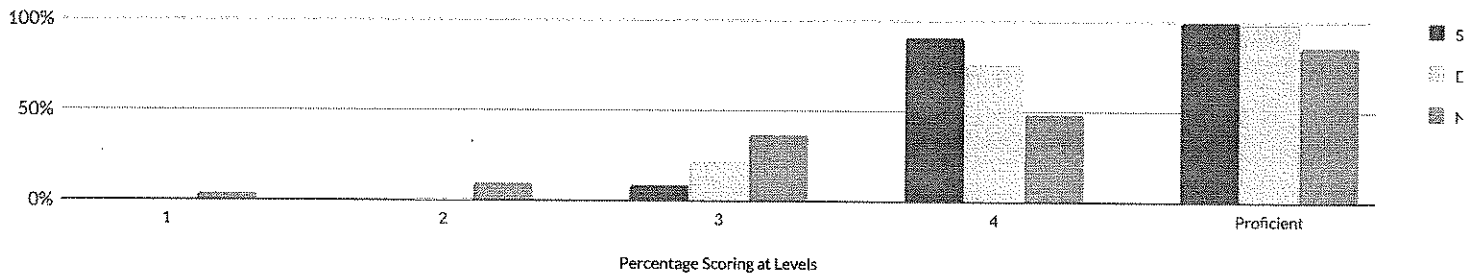
### GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Percent Proficient											
	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
Grades 4&8	0	66	0	0%	0	0%	6	9%	60	91%	66	100%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

### GRADE 4 SCIENCE RESULTS



**MEAN SCORE: 91**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
General Education	0	61	0	0%	0	0%	5	8%	56	92%	61	100%
Students with Disabilities	0	5	0	0%	0	0%	1	20%	4	80%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	6	—	—	—	—	—	—	—	—	—	—
White	0	58	0	0%	0	0%	4	7%	54	93%	58	100%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	8	0	0%	0	0%	2	25%	6	75%	8	100%
Female	0	25	0	0%	0	0%	1	4%	24	96%	25	100%
Male	0	41	0	0%	0	0%	5	12%	36	88%	41	100%
Non-English Language Learners	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
Economically Disadvantaged	0	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	0	64	—	—	—	—	—	—	—	—	—	—
Not Migrant	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
Not Homeless	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
Not in Foster Care	0	66	0	0%	0	0%	6	9%	60	91%	66	100%
Parent Not in Armed Forces	0	66	0	0%	0	0%	6	9%	60	91%	66	100%

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	1	—	—	—	—	—
Grade 1	0	1	—	—	—	—	—
Grade 2	0	1	—	—	—	—	—
Grade 5	0	5	0%	0%	20%	40%	40%

**NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)**

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

CRDC Data (13.06 megabytes)

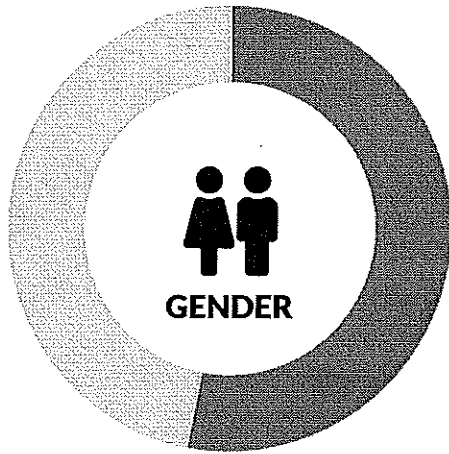
Glossary of Terms

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THIS DOCUMENT WAS CREATED ON: MAY 7, 2020, 2:55 PM EST



# SOUTH SIDE MIDDLE SCHOOL AT A GLANCE



**845**

Total Students



## SOUTH SIDE MIDDLE SCHOOL DATA

2018-19   2017-18   Archive

**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

3-8 ELA Assessment Data

3-8 Math Assessment Data

**PRINCIPAL: SHELAGH MCGINN**

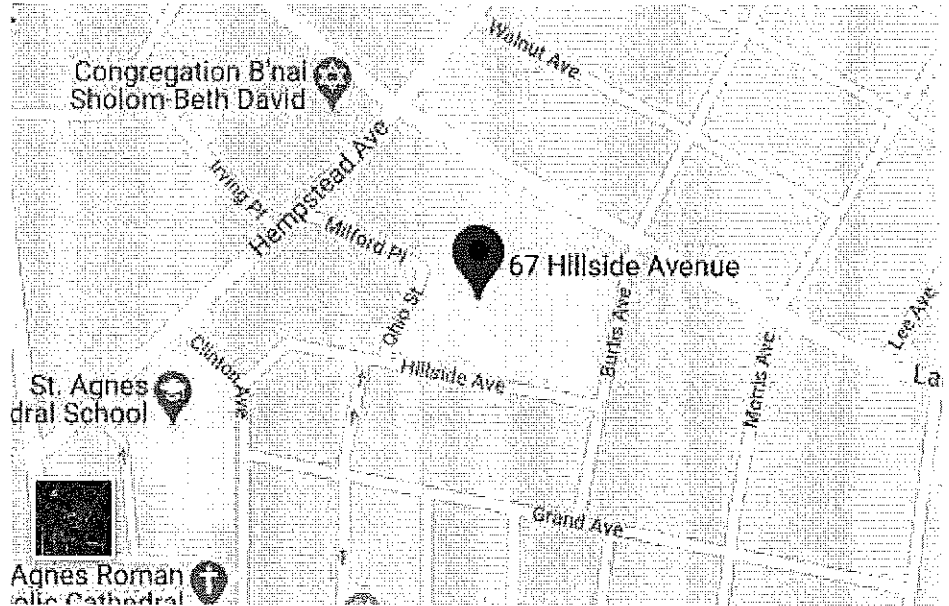
LEGAL NAME: SOUTH SIDE MIDDLE SCHOOL

BEDS CODE: 280221030002

INSTITUTION ID: 800000049369

PHONE: (516) 255-8976

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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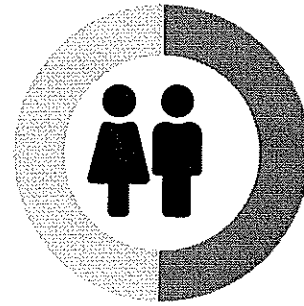
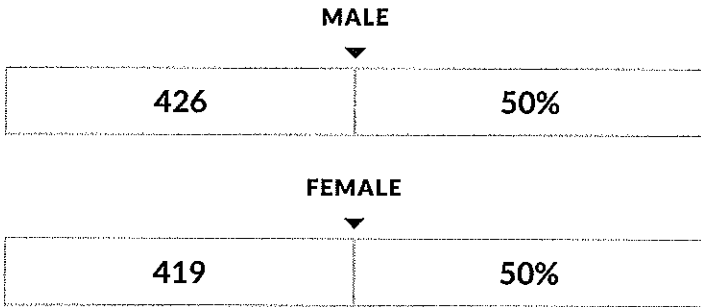
THIS DOCUMENT WAS CREATED ON: MAY 7, 2020, 2:56 PM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

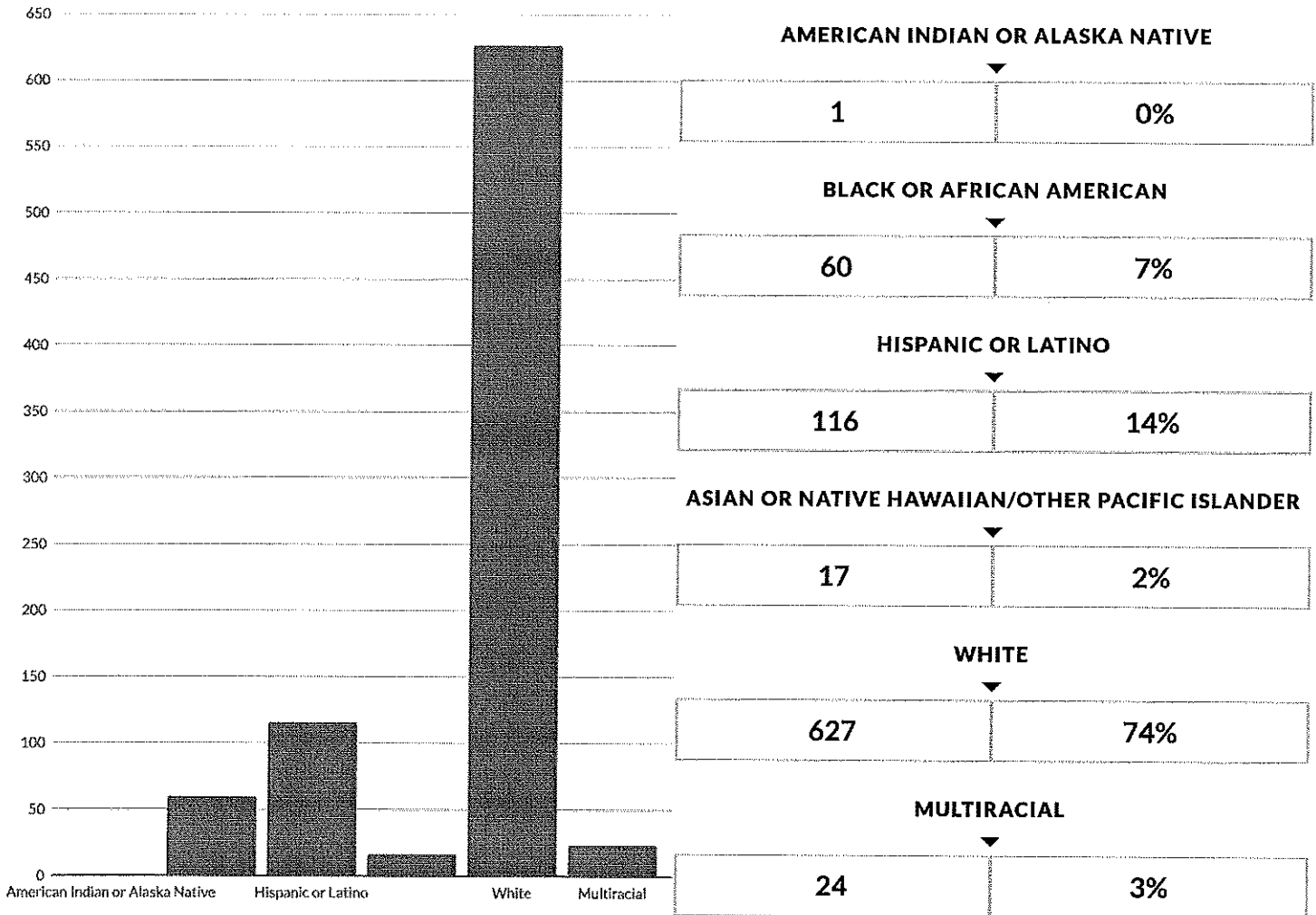
### SOUTH SIDE MIDDLE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 845

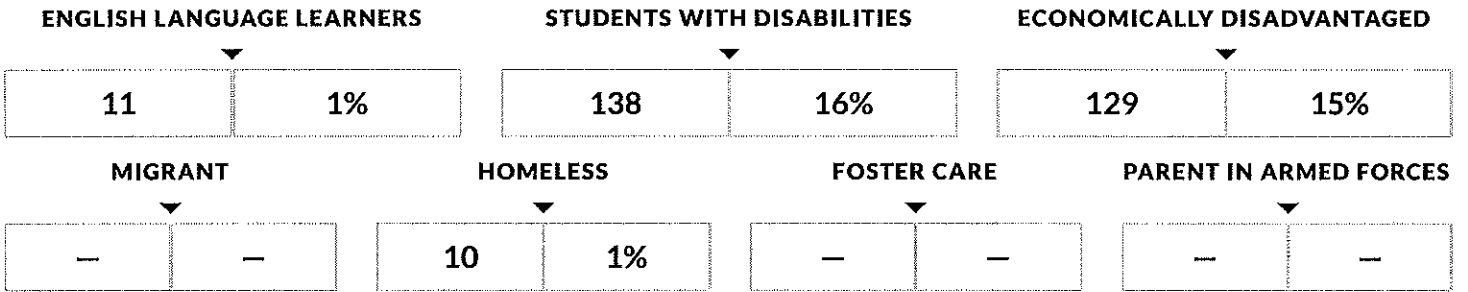
#### ENROLLMENT BY GENDER



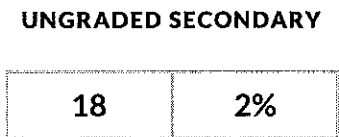
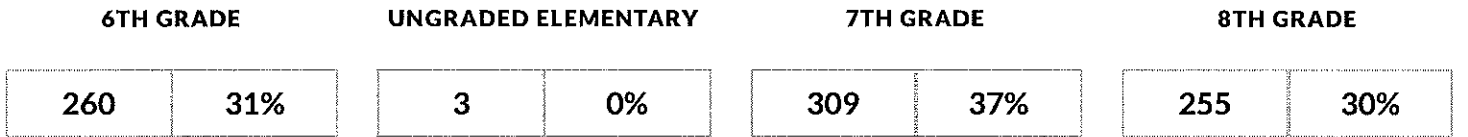
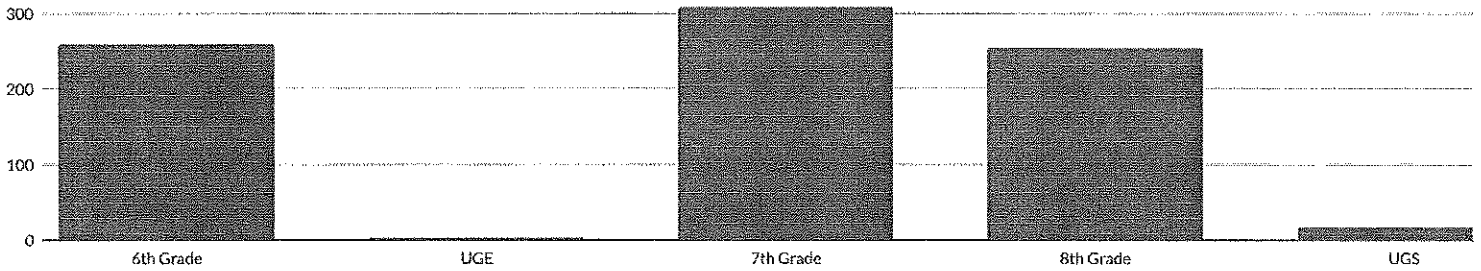
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



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**SOUTH SIDE MIDDLE SCHOOL GRADES 3-8 ELA ASSESSMENT DATA**

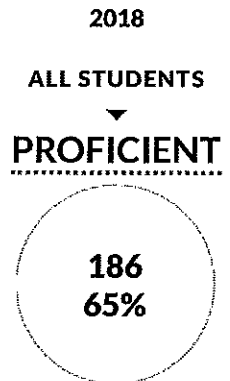
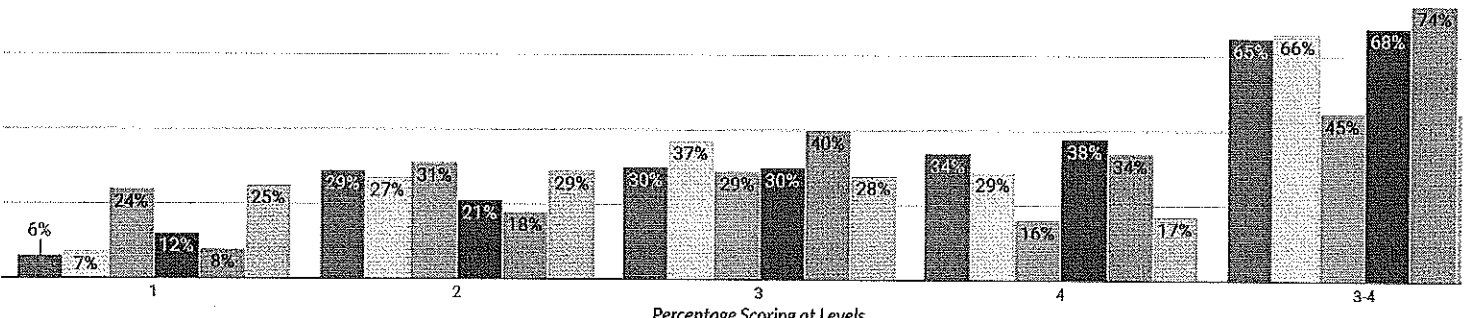
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

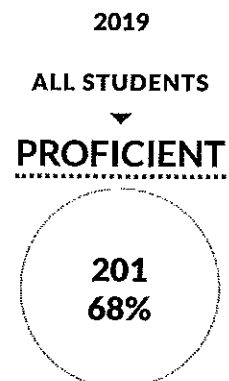
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

SOUTH SIDE MIDDLE SCHOOL (201...
ROCKVILLE CENTRE UFSD (2018)
NY STATE (2018)
SOUTH SIDE MIDDLE SCHOOL (201...
ROCKVILLE CENTRE UFSD (2019)



TOTAL TESTED: 288



TOTAL TESTED: 297

LEVEL 1		LEVEL 2	
18	6%	84	29%
LEVEL 3		LEVEL 4	
87	30%	99	34%

LEVEL 1		LEVEL 2	
35	12%	61	21%
LEVEL 3		LEVEL 4	
89	30%	112	38%

BY GENDER

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 137

LEVEL 1		LEVEL 2	
6	4%	35	26%
LEVEL 3		LEVEL 4	
41	30%	55	40%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 151

LEVEL 1		LEVEL 2	
12	8%	49	32%
LEVEL 3		LEVEL 4	
46	30%	44	29%

FEMALE  
▼  
PROFICIENT

TOTAL TESTED: 146

LEVEL 1		LEVEL 2	
15	10%	23	16%
LEVEL 3		LEVEL 4	
39	27%	69	47%

MALE  
▼  
PROFICIENT

TOTAL TESTED: 151

LEVEL 1		LEVEL 2	
20	13%	38	25%
LEVEL 3		LEVEL 4	
50	33%	43	28%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: 12

LEVEL 1		LEVEL 2	
0	0%	5	42%
LEVEL 3		LEVEL 4	
1	8%	6	50%

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: 14

LEVEL 1		LEVEL 2	
3	21%	4	29%
LEVEL 3		LEVEL 4	
0	0%	7	50%

AMERICAN INDIAN OR ALASKA NATIVE

▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

TOTAL TESTED: 9

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
0	0%	5	56%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
1	11%	3	33%

**WHITE**

**PROFICIENT**

TOTAL TESTED: 225

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
10	4%	60	27%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
75	33%	80	36%

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

TOTAL TESTED: 9

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
0	0%	1	11%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
5	56%	3	33%

**WHITE**

**PROFICIENT**

TOTAL TESTED: 224

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
18	8%	45	20%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
71	32%	90	40%



**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: 12

LEVEL 1		LEVEL 2	
2	17%	4	33%
LEVEL 3		LEVEL 4	
4	33%	2	17%

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 30

LEVEL 1		LEVEL 2	
6	20%	10	33%
LEVEL 3		LEVEL 4	
6	20%	8	27%

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: 22

LEVEL 1		LEVEL 2	
4	18%	6	27%
LEVEL 3		LEVEL 4	
7	32%	5	23%

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 28

LEVEL 1		LEVEL 2	
10	36%	5	18%
LEVEL 3		LEVEL 4	
6	21%	7	25%

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: 264**

**LEVEL 1**

10	4%
----	----

**LEVEL 2**

73	28%
----	-----

**LEVEL 3**

84	32%
----	-----

**LEVEL 4**

97	37%
----	-----

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: 24**

**LEVEL 1**

8	33%
---	-----

**LEVEL 2**

11	46%
----	-----

**LEVEL 3**

3	13%
---	-----

**LEVEL 4**

2	8%
---	----

**GENERAL-EDUCATION STUDENTS**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: 275**

**LEVEL 1**

20	7%
----	----

**LEVEL 2**

59	21%
----	-----

**LEVEL 3**

85	31%
----	-----

**LEVEL 4**

111	40%
-----	-----

**STUDENTS WITH DISABILITIES**

▼  
**PROFICIENT**  
.....

**TOTAL TESTED: 22**

**LEVEL 1**

15	68%
----	-----

**LEVEL 2**

2	9%
---	----

**LEVEL 3**

4	18%
---	-----

**LEVEL 4**

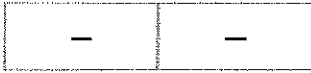
1	5%
---	----

NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

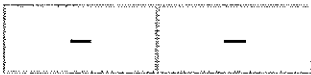
LEVEL 1



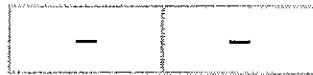
LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

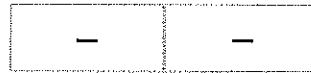


NON-ENGLISH LANGUAGE LEARNERS

▼  
PROFICIENT

TOTAL TESTED: —

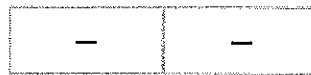
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

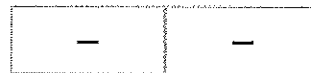


ENGLISH LANGUAGE LEARNERS

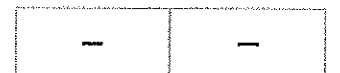
▼  
PROFICIENT

TOTAL TESTED: —

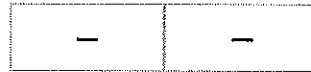
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 271

**LEVEL 1**

13	5%
----	----

**LEVEL 2**

77	28%
----	-----

**LEVEL 3**

85	31%
----	-----

**LEVEL 4**

96	35%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 17

**LEVEL 1**

5	29%
---	-----

**LEVEL 2**

7	41%
---	-----

**LEVEL 3**

2	12%
---	-----

**LEVEL 4**

3	18%
---	-----

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 277

**LEVEL 1**

26	9%
----	----

**LEVEL 2**

55	20%
----	-----

**LEVEL 3**

86	31%
----	-----

**LEVEL 4**

110	40%
-----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

TOTAL TESTED: 20

**LEVEL 1**

9	45%
---	-----

**LEVEL 2**

6	30%
---	-----

**LEVEL 3**

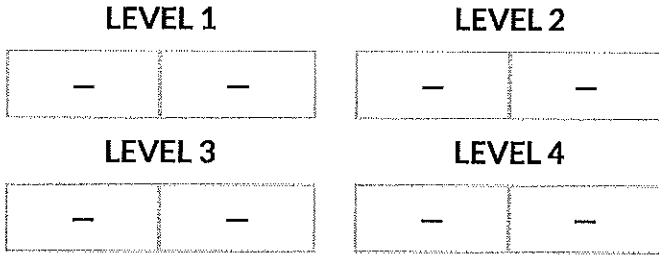
3	15%
---	-----

**LEVEL 4**

2	10%
---	-----

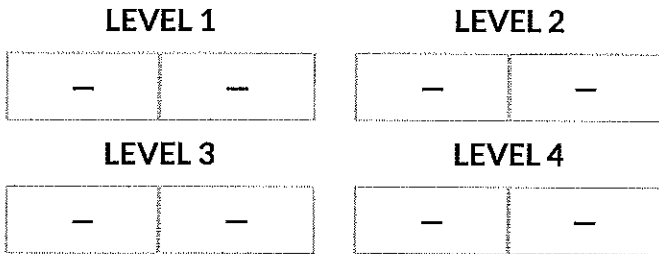
NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —



MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —



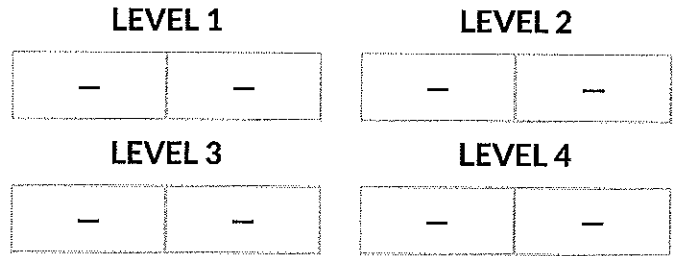
NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1                      LEVEL 2

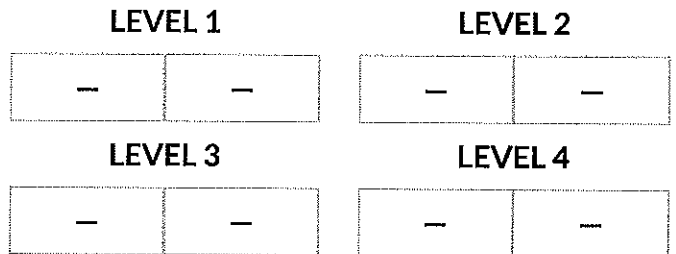
NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —



MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —



NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1                      LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

TOTAL TESTED: —

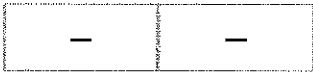
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



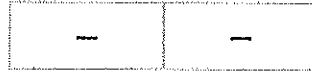
NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



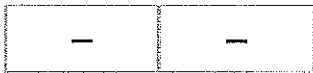
NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

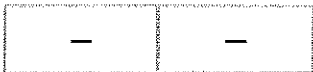
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



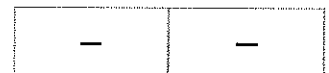
HOMELESS

PROFICIENT

TOTAL TESTED: —

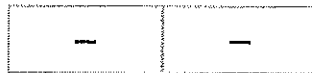
LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4



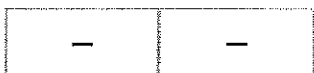
HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2



LEVEL 3

LEVEL 4

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**SOUTH SIDE MIDDLE SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA**

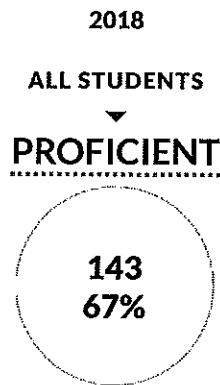
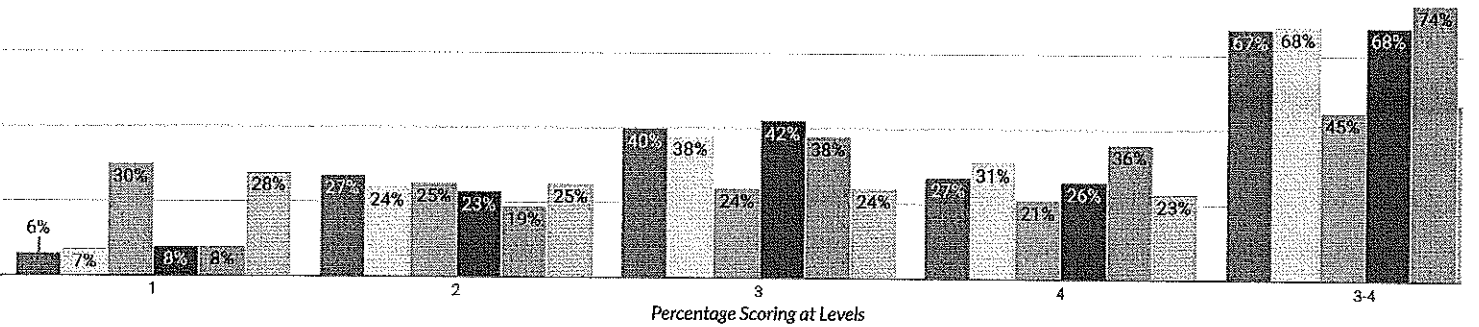
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

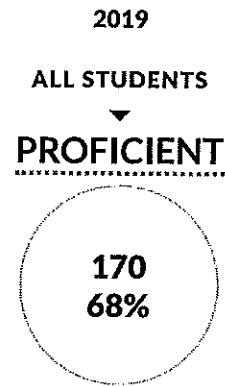
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

SOUTH SIDE MIDDLE SCHOOL (201...
ROCKVILLE CENTRE UFSD (2018)
NY STATE (2018)
SOUTH SIDE MIDDLE SCHOOL (201...
ROCKVILLE CENTRE UFSD (2019)



**TOTAL TESTED: 215**



**TOTAL TESTED: 249**

LEVEL 1		LEVEL 2	
13	6%	59	27%
LEVEL 3		LEVEL 4	
86	40%	57	27%

LEVEL 1		LEVEL 2	
21	8%	58	23%
LEVEL 3		LEVEL 4	
105	42%	65	26%

BY GENDER

FEMALE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 103

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
4	4%	28	27%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
42	41%	29	28%

MALE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 112

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
9	8%	31	28%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
44	39%	28	25%

FEMALE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 123

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
7	6%	32	26%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
51	41%	33	27%

MALE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: 126

<b>LEVEL 1</b>		<b>LEVEL 2</b>	
14	11%	26	21%
<b>LEVEL 3</b>		<b>LEVEL 4</b>	
54	43%	32	25%

BY ETHNICITY

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL  
▼  
PROFICIENT

TOTAL TESTED: 12

LEVEL 1		LEVEL 2	
1	8%	3	25%
LEVEL 3		LEVEL 4	
3	25%	5	42%

AMERICAN INDIAN OR ALASKA NATIVE  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

**PROFICIENT**

TOTAL TESTED: 169

LEVEL 1

5	3%
---	----

LEVEL 2

42	25%
----	-----

LEVEL 3

72	43%
----	-----

LEVEL 4

50	30%
----	-----

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

**PROFICIENT**

TOTAL TESTED: 188

LEVEL 1

12	6%
----	----

LEVEL 2

37	20%
----	-----

LEVEL 3

90	48%
----	-----

LEVEL 4

49	26%
----	-----

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: 12

LEVEL 1		LEVEL 2	
2	17%	5	42%
LEVEL 3		LEVEL 4	
4	33%	1	8%

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 21

LEVEL 1		LEVEL 2	
3	14%	9	43%
LEVEL 3		LEVEL 4	
6	29%	3	14%

**BLACK OR AFRICAN AMERICAN**

**PROFICIENT**

TOTAL TESTED: 16

LEVEL 1		LEVEL 2	
4	25%	6	38%
LEVEL 3		LEVEL 4	
5	31%	1	6%

**HISPANIC OR LATINO**

**PROFICIENT**

TOTAL TESTED: 25

LEVEL 1		LEVEL 2	
4	16%	8	32%
LEVEL 3		LEVEL 4	
4	16%	9	36%

**OTHER GROUPS**

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 198**

**LEVEL 1**

5	3%
---	----

**LEVEL 2**

54	27%
----	-----

**LEVEL 3**

83	42%
----	-----

**LEVEL 4**

56	28%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 17**

**LEVEL 1**

8	47%
---	-----

**LEVEL 2**

5	29%
---	-----

**LEVEL 3**

3	18%
---	-----

**LEVEL 4**

1	6%
---	----

**GENERAL-EDUCATION STUDENTS**

**PROFICIENT**

**TOTAL TESTED: 234**

**LEVEL 1**

10	4%
----	----

**LEVEL 2**

55	24%
----	-----

**LEVEL 3**

104	44%
-----	-----

**LEVEL 4**

65	28%
----	-----

**STUDENTS WITH DISABILITIES**

**PROFICIENT**

**TOTAL TESTED: 15**

**LEVEL 1**

11	73%
----	-----

**LEVEL 2**

3	20%
---	-----

**LEVEL 3**

1	7%
---	----

**LEVEL 4**

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 199**

**LEVEL 1**

9	5%
---	----

**LEVEL 2**

51	26%
----	-----

**LEVEL 3**

83	42%
----	-----

**LEVEL 4**

56	28%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 16**

**LEVEL 1**

4	25%
---	-----

**LEVEL 2**

8	50%
---	-----

**LEVEL 3**

3	19%
---	-----

**LEVEL 4**

1	6%
---	----

**NOT ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 232**

**LEVEL 1**

14	6%
----	----

**LEVEL 2**

50	22%
----	-----

**LEVEL 3**

105	45%
-----	-----

**LEVEL 4**

63	27%
----	-----

**ECONOMICALLY DISADVANTAGED**

**PROFICIENT**

**TOTAL TESTED: 17**

**LEVEL 1**

7	41%
---	-----

**LEVEL 2**

8	47%
---	-----

**LEVEL 3**

0	0%
---	----

**LEVEL 4**

2	12%
---	-----



NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1                      LEVEL 2

NOT MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE  
▼  
**PROFICIENT**  
.....

TOTAL TESTED: —

LEVEL 1                      LEVEL 2

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

—	—
---	---

**FOSTER CARE**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS NOT IN ARMED FORCES**

**PROFICIENT**

**TOTAL TESTED: —**

**LEVEL 1**

—	—
---	---

**LEVEL 2**

—	—
---	---

**LEVEL 3**

—	—
---	---

**LEVEL 4**

—	—
---	---

**PARENTS IN ARMED FORCES**

**PROFICIENT**

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HOMELESS  
▼  
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

--	--	--	--	--	--	--	--	--	--

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## SOUTH SIDE MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING\*

### MADE PROGRESS

NA

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing*	NA

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	2	2	—	2	3
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	2	2	—	2	4
Black or African American	2	2	2	—	1	4
Hispanic or Latino	2	2	2	—	1	2
Multiracial	3	1	2	—	2	4
White	3	2	2	—	3	4
English Language Learners	1	—	1	—	—	—
Students with Disabilities	3	1	2	—	1	3
Economically Disadvantaged	2	1	1	—	1	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	298	176	4
	Math	503	184	
	Science	252	214	
	Combined	1,053	189	
American Indian or Alaska Native	ELA	--	--	--
	Math	1	--	
	Science	--	--	
	Combined	1	--	
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	183	3
	Math	24	163	
	Science	14	186	
	Combined	56	175	
Black or African American	ELA	33	144	2
	Math	31	116	
	Science	28	141	
	Combined	92	134	
Hispanic or Latino	ELA	58	132	3
	Math	53	139	
	Science	61	165	
	Combined	172	146	
Multiracial	ELA	26	167	3
	Math	31	163	
	Science	9	172	
	Combined	66	166	
White	ELA	226	185	4
	Math	389	197	
	Science	198	231	
	Combined	813	202	
English Language Learners	ELA	--	--	--
	Math	7	71	
	Science	6	33	
	Combined	13	--	
Students with Disabilities	ELA	50	87	3
	Math	54	95	
	Science	35	143	
	Combined	139	104	
Economically Disadvantaged	ELA	38	99	2

Subgroup	Subject	Cohort	Index	Level
	Math	47	97	
	Science	30	142	
	Combined	115	109	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	781	67	2
	Math	782	118	
	Science	252	214	
	Combined	1,815	109	
American Indian or Alaska Native	ELA	1	--	--
	Math	1	--	
	Science	--	--	
	Combined	2	--	
Asian or Native Hawaiian/Other Pacific Islander	ELA	32	103	3
	Math	32	122	
	Science	14	186	
	Combined	78	126	
Black or African American	ELA	98	49	2
	Math	55	66	
	Science	28	141	
	Combined	181	68	
Hispanic or Latino	ELA	205	37	1
	Math	105	70	
	Science	61	165	
	Combined	371	68	
Multiracial	ELA	46	95	2
	Math	46	110	
	Science	10	155	
	Combined	102	107	
White	ELA	581	72	2
	Math	581	132	
	Science	198	231	
	Combined	1,360	121	
English Language Learners	ELA	10	0	1
	Math	18	28	
	Science	6	33	
	Combined	34	21	
Students with Disabilities	ELA	239	18	2
	Math	113	46	
	Science	35	143	
	Combined	387	38	
Economically Disadvantaged	ELA	213	18	1

Subgroup	Subject	Cohort	Index	Level
	Math	116	39	
	Science	30	142	
	Combined	359	35	

### ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	57,162	1,249	45.8	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,891	40	47.3	2
Black or African American	2,678	59	45.4	2
Hispanic or Latino	5,513	120	45.9	2
Multiracial	2,331	53	44	1
White	44,749	977	45.8	2
English Language Learners	—	0	—	—
Students with Disabilities	3,931	96	40.9	1
Economically Disadvantaged	3,137	70	44.8	1

### ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
English Language Learners	1
Students with Disabilities	2
Economically Disadvantaged	1

## ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	8	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	10	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	51	781	67	63	105	122	161	—	N	200	2	2
	Math	106	782	118	114	107	124	162	—	—	200	3	
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	105	32	103	113	157	164	182	Y	—	200	2	2
	Math	135	32	122	140	174	179	189	Y	—	200	2	
Black or African American	ELA	37	98	49	50	98	116	158	Y	—	200	2	1
	Math	87	55	66	96	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	32	205	37	45	95	113	157	N	—	200	1	1
	Math	78	105	70	88	92	111	155	Y	—	200	2	
Multiracial	ELA	76	46	95	86	102	119	159	—	N	200	2	2
	Math	129	46	110	134	104	120	160	—	N	200	2	
White	ELA	53	581	72	65	102	119	160	—	N	200	2	3
	Math	110	581	132	118	110	126	163	—	—	200	4	
English Language Learners	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	16	239	18	31	61	85	142	N	—	200	1	1
	Math	65	113	46	76	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	24	213	18	38	95	113	157	N	—	200	1	1
	Math	65	116	39	75	94	112	156	N	—	200	1	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	9.9	836	80	9.6%	9.5%	14.6%	12.8%	8.9%	—	—	5%	3
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	35	0	0%	0%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	21.7	61	9	14.8%	20.3%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	16.9	118	25	21.2%	15.9%	19.8%	17%	11%	Y	—	5%	2
Multiracial	14.3	49	6	12.2%	13.9%	16.5%	14.5%	9.8%	—	—	5%	4
White	8.4	615	44	7.2%	8.2%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	34	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	15.4	123	20	16.3%	14.6%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	21.5	129	32	24.8%	20.1%	19.9%	17.1%	11.1%	Y	—	5%	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	834	36.2%	1,681	35.4%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
Black or African American	X	61	36.1%	110	30.9%
Hispanic or Latino	X	117	25.6%	228	27.6%
Multiracial	—	24	—	—	—
White	X	614	37%	1,260	36%
English Language Learners	—	12	—	—	—
Students with Disabilities	X	121	20.7%	256	19.5%
Economically Disadvantaged	X	128	17.2%	233	18%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	833	60.9%	1,679	59.9%
American Indian or Alaska Native	--	1	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	17	--	--	--
Black or African American	X	60	53.3%	109	53.2%
Hispanic or Latino	X	117	47%	227	48%
Multiracial	--	24	--	--	--
White	X	614	63.5%	1,260	62.1%
English Language Learners	--	12	--	--	--
Students with Disabilities	X	120	45%	255	52.2%
Economically Disadvantaged	X	127	37.8%	231	43.3%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 6	--
Grade 7	--

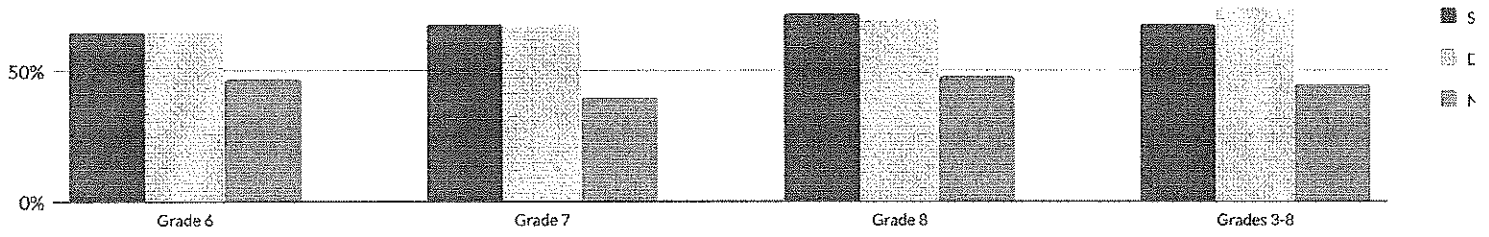
**SECONDARY INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Economically Disadvantaged	--	--	--	--	--	--	--

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	--	2	--	--	--	--	--	--	--	--	--	--
Black or African American	--	1	--	--	--	--	--	--	--	--	--	--
White	--	1	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	2	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	--	1	--	--	--	--	--	--	--	--	--	--

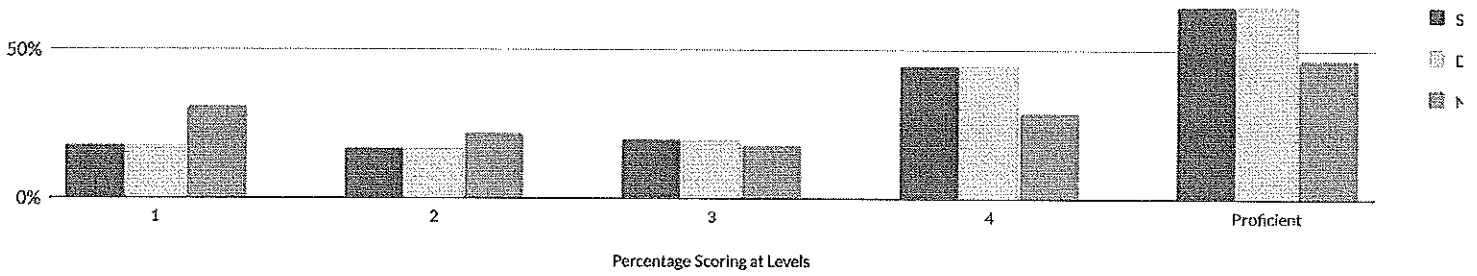
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	151	111	20	18%	19	17%	22	20%	50	45%	72	65%
Grade 7	194	122	12	10%	27	22%	49	40%	34	28%	83	68%
Grade 8	192	64	3	5%	15	23%	18	28%	28	44%	46	72%
Grades 3-8	537	297	35	12%	61	21%	89	30%	112	38%	201	68%

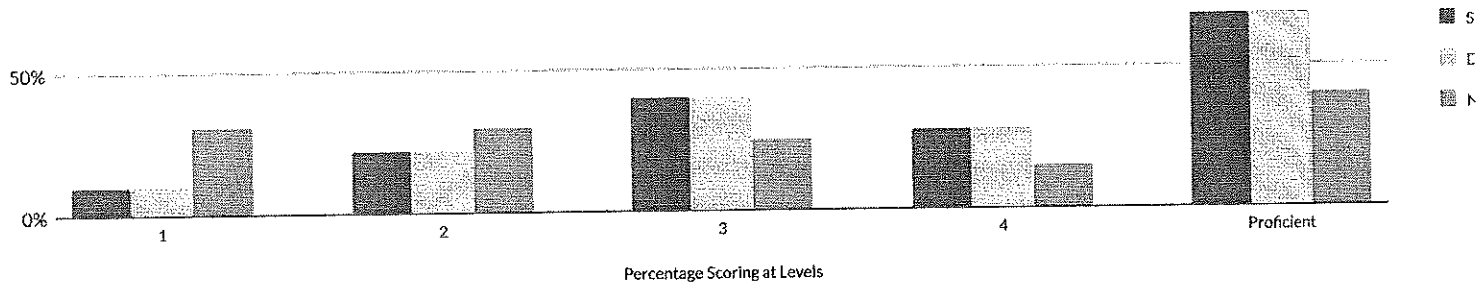
**GRADE 6 ELA RESULTS**



**MEAN SCORE: 608**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	151	111	20	18%	19	17%	22	20%	50	45%	72	65%
General Education	114	101	12	12%	19	19%	20	20%	50	50%	70	69%
Students with Disabilities	37	10	8	80%	0	0%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	3	4	--	--	--	--	--	--	--	--	--	--
Black or African American	11	9	4	44%	3	33%	1	11%	1	11%	2	22%
Hispanic or Latino	22	13	5	38%	0	0%	4	31%	4	31%	8	62%
White	111	80	10	13%	15	19%	14	18%	41	51%	55	69%
Multiracial	3	5	--	--	--	--	--	--	--	--	--	--
Small Group Total	6	9	1	11%	1	11%	3	33%	4	44%	7	78%
Female	78	55	11	20%	5	9%	11	20%	28	51%	39	71%
Male	73	56	9	16%	14	25%	11	20%	22	39%	33	59%
Non-English Language Learners	144	111	20	18%	19	17%	22	20%	50	45%	72	65%
Economically Disadvantaged	34	7	4	57%	1	14%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	117	104	16	15%	18	17%	20	19%	50	48%	70	67%
Not Migrant	151	111	20	18%	19	17%	22	20%	50	45%	72	65%
Not Homeless	149	111	20	18%	19	17%	22	20%	50	45%	72	65%
Not in Foster Care	151	111	20	18%	19	17%	22	20%	50	45%	72	65%
Parent Not in Armed Forces	151	111	20	18%	19	17%	22	20%	50	45%	72	65%

**GRADE 7 ELA RESULTS**

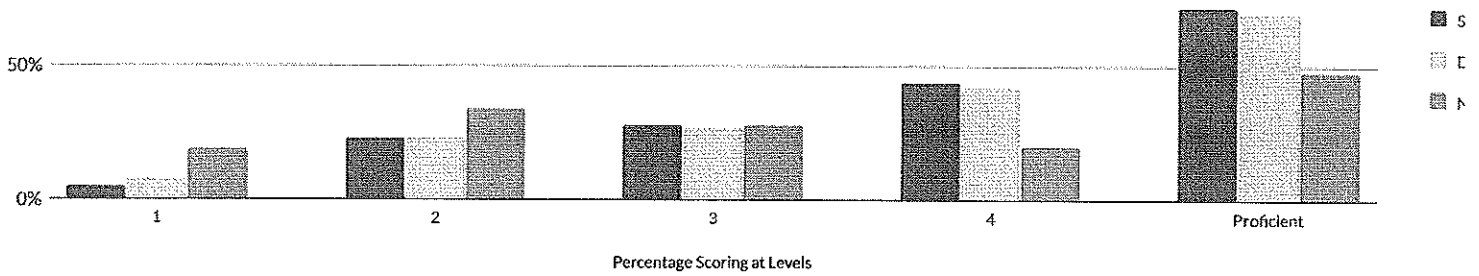


**MEAN SCORE: 612**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	194	122	12	10%	27	22%	49	40%	34	28%	83	68%
General Education	163	116	7	6%	26	22%	49	42%	34	29%	83	72%
Students with Disabilities	31	6	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	18	7	0	0%	1	14%	4	57%	2	29%	6	86%
Hispanic or Latino	39	12	5	42%	3	25%	1	8%	3	25%	4	33%
White	130	94	6	6%	21	22%	43	46%	24	26%	67	71%
Multiracial	5	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	9	1	11%	2	22%	1	11%	5	56%	6	67%
Female	98	57	3	5%	12	21%	22	39%	20	35%	42	74%
Male	96	65	9	14%	15	23%	27	42%	14	22%	41	63%
Non-English Language Learners	192	122	12	10%	27	22%	49	40%	34	28%	83	68%
Economically Disadvantaged	45	10	5	50%	2	20%	1	10%	2	20%	3	30%
Not Economically Disadvantaged	149	112	7	6%	25	22%	48	43%	32	29%	80	71%
Not Migrant	194	122	12	10%	27	22%	49	40%	34	28%	83	68%
Homeless	4	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	121	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	122	12	10%	27	22%	49	40%	34	28%	83	68%
Parent Not in Armed Forces	194	122	12	10%	27	22%	49	40%	34	28%	83	68%



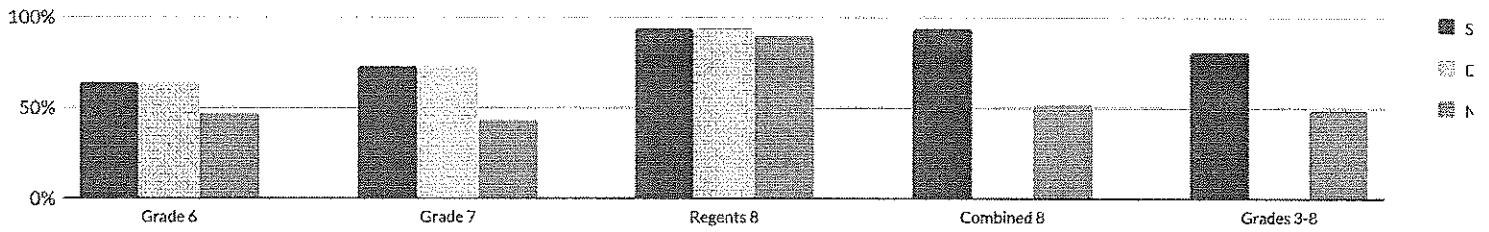
**GRADE 8 ELA RESULTS**



**MEAN SCORE: 612**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	192	64	3	5%	15	23%	18	28%	28	44%	46	72%
General Education	161	58	1	2%	14	24%	16	28%	27	47%	43	74%
Students with Disabilities	31	6	2	33%	1	17%	2	33%	1	17%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	—	—	—	—	—	—	—	—	—
Black or African American	10	6	0	0%	2	33%	2	33%	2	33%	4	67%
Hispanic or Latino	28	3	—	—	—	—	—	—	—	—	—	—
White	149	50	2	4%	9	18%	14	28%	25	50%	39	78%
Multiracial	2	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	8	1	13%	4	50%	2	25%	1	13%	3	38%
Female	94	34	1	3%	6	18%	6	18%	21	62%	27	79%
Male	98	30	2	7%	9	30%	12	40%	7	23%	19	63%
Non-English Language Learners	189	64	3	5%	15	23%	18	28%	28	44%	46	72%
Economically Disadvantaged	29	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	163	61	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	64	3	5%	15	23%	18	28%	28	44%	46	72%
Not Homeless	189	64	3	5%	15	23%	18	28%	28	44%	46	72%
Not in Foster Care	192	64	3	5%	15	23%	18	28%	28	44%	46	72%
Parent Not in Armed Forces	192	64	3	5%	15	23%	18	28%	28	44%	46	72%

**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**

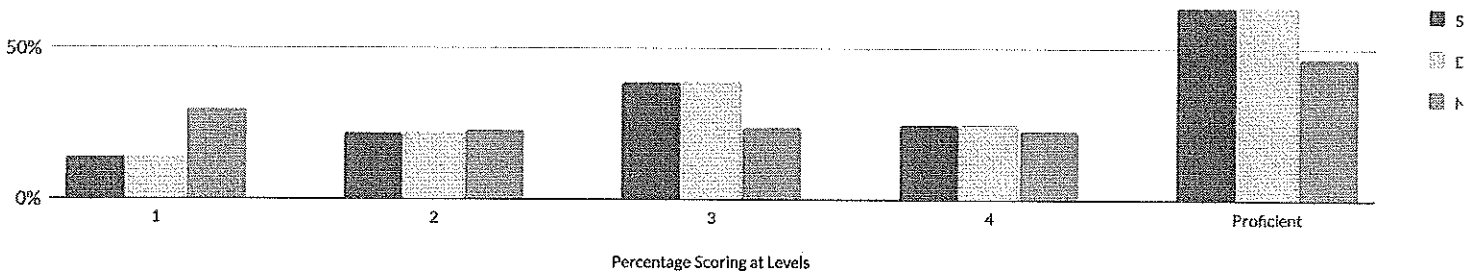


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	141	121	17	14%	27	22%	47	39%	30	25%	77	64%
Grade 7	188	128	4	3%	31	24%	58	45%	35	27%	93	73%
Regents 8	—	255	5	2%	10	4%	44	17%	196	77%	240	94%
Combined 8	256	255	5	2%	10	4%	44	17%	196	77%	240	94%
Grades 3-8	585	504	26	5%	68	13%	149	30%	261	52%	410	81%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

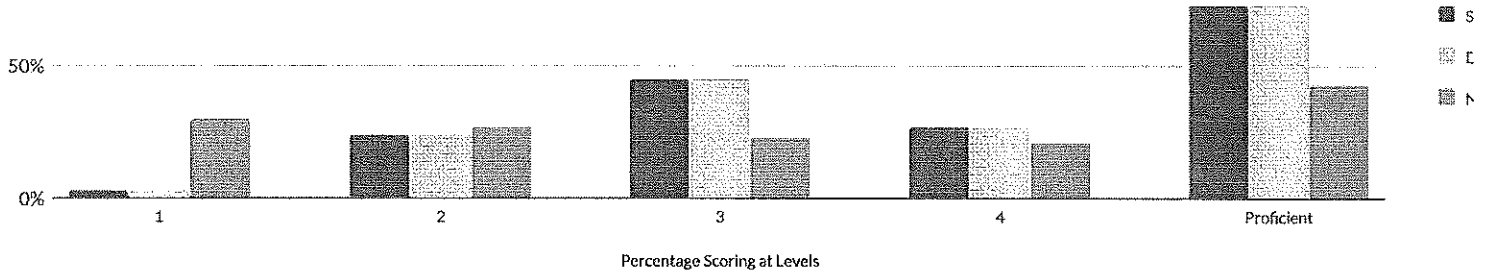
**GRADE 6 MATH RESULTS**



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	141	121	17	14%	27	22%	47	39%	30	25%	77	64%
General Education	103	112	9	8%	26	23%	47	42%	30	27%	77	69%
Students with Disabilities	38	9	8	89%	1	11%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	5	0	0%	3	60%	2	40%	0	0%	2	40%
Black or African American	11	9	4	44%	1	11%	4	44%	0	0%	4	44%
Hispanic or Latino	23	12	1	8%	4	33%	2	17%	5	42%	7	58%
White	101	90	11	12%	18	20%	38	42%	23	26%	61	68%
Multiracial	4	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	5	1	20%	1	20%	1	20%	2	40%	3	60%
Female	72	61	7	11%	13	21%	25	41%	16	26%	41	67%
Male	69	60	10	17%	14	23%	22	37%	14	23%	36	60%
English Language Learners	6	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	135	120	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	8	6	75%	1	13%	0	0%	1	13%	1	13%
Not Economically Disadvantaged	108	113	11	10%	26	23%	47	42%	29	26%	76	67%
Not Migrant	141	121	17	14%	27	22%	47	39%	30	25%	77	64%
Not Homeless	139	121	17	14%	27	22%	47	39%	30	25%	77	64%
Not in Foster Care	141	121	17	14%	27	22%	47	39%	30	25%	77	64%
Parent Not in Armed Forces	141	121	17	14%	27	22%	47	39%	30	25%	77	64%

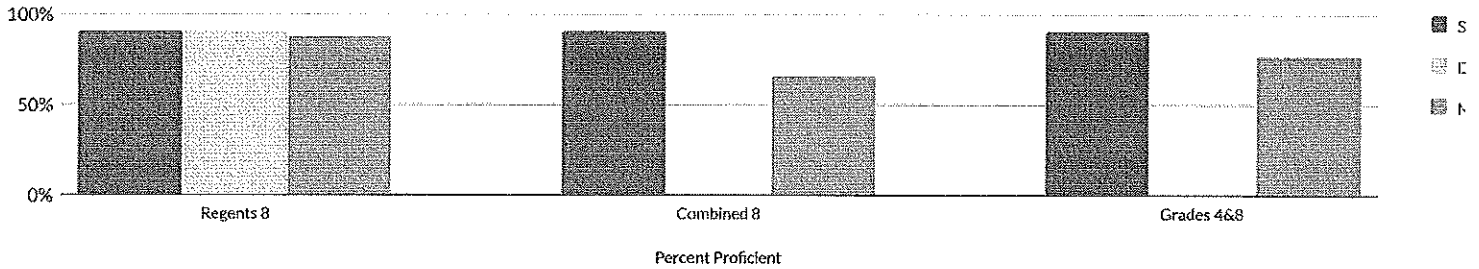
**GRADE 7 MATH RESULTS**



**MEAN SCORE: 613**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	188	128	4	3%	31	24%	58	45%	35	27%	93	73%
General Education	157	122	1	1%	29	24%	57	47%	35	29%	92	75%
Students with Disabilities	31	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	18	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	13	3	23%	4	31%	2	15%	4	31%	6	46%
White	126	98	1	1%	19	19%	52	53%	26	27%	78	80%
Multiracial	4	8	0	0%	3	38%	2	25%	3	38%	5	63%
Small Group Total	20	9	0	0%	5	56%	2	22%	2	22%	4	44%
Female	93	62	0	0%	19	31%	26	42%	17	27%	43	69%
Male	95	66	4	6%	12	18%	32	48%	18	27%	50	76%
Non-English Language Learners	186	128	4	3%	31	24%	58	45%	35	27%	93	73%
Economically Disadvantaged	46	9	1	11%	7	78%	0	0%	1	11%	1	11%
Not Economically Disadvantaged	142	119	3	3%	24	20%	58	49%	34	29%	92	77%
Not Migrant	188	128	4	3%	31	24%	58	45%	35	27%	93	73%
Homeless	4	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	184	127	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	188	128	4	3%	31	24%	58	45%	35	27%	93	73%
Parent Not in Armed Forces	188	128	4	3%	31	24%	58	45%	35	27%	93	73%

**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**

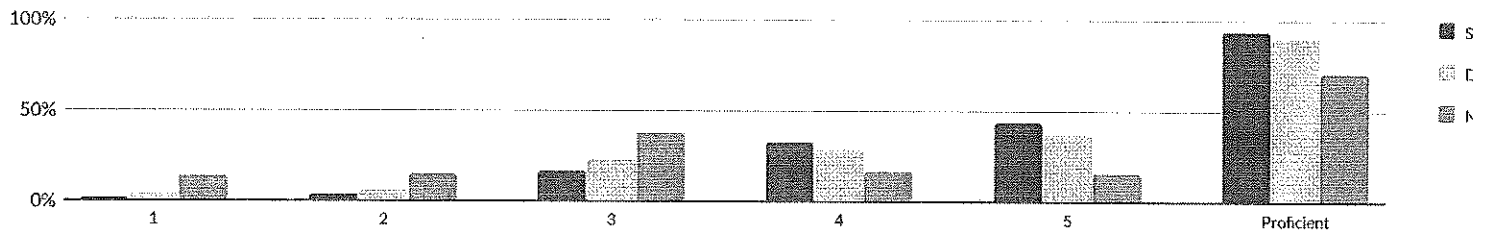


Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Regents 8	—	254	12	5%	12	5%	86	34%	144	57%	230	91%
Combined 8	256	254	12	5%	12	5%	86	34%	144	57%	230	91%
Grades 4&8	256	254	12	5%	12	5%	86	34%	144	57%	230	91%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

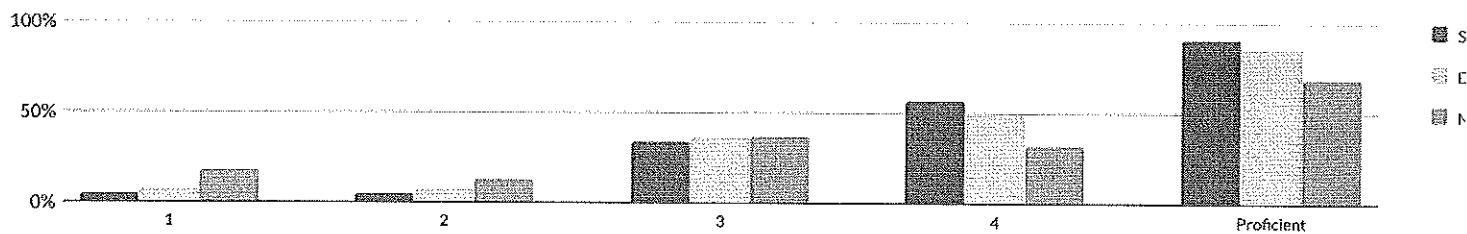
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	5	2%	10	4%	44	17%	83	33%	113	44%	240	94%
General Education	219	2	1%	0	0%	34	16%	75	34%	108	49%	217	99%
Students with Disabilities	36	3	8%	10	28%	10	28%	8	22%	5	14%	23	64%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	16	2	13%	2	13%	6	38%	3	19%	3	19%	12	75%
Hispanic or Latino	30	2	7%	5	17%	11	37%	6	20%	6	20%	23	77%
White	199	1	1%	2	1%	23	12%	72	36%	101	51%	196	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	1	10%	4	40%	2	20%	3	30%	9	90%
Female	128	2	2%	4	3%	17	13%	40	31%	65	51%	122	95%
Male	127	3	2%	6	5%	27	21%	43	34%	48	38%	118	93%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	252	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	3	10%	5	16%	13	42%	7	23%	3	10%	23	74%
Not Economically Disadvantaged	224	2	1%	5	2%	31	14%	76	34%	110	49%	217	97%
Not Migrant	255	5	2%	10	4%	44	17%	83	33%	113	44%	240	94%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	252	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	255	5	2%	10	4%	44	17%	83	33%	113	44%	240	94%
Parent Not in Armed Forces	255	5	2%	10	4%	44	17%	83	33%	113	44%	240	94%

**ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	254	12	5%	12	5%	86	34%	144	57%	230	91%
General Education	219	4	2%	5	2%	72	33%	138	63%	210	96%
Students with Disabilities	35	8	23%	7	20%	14	40%	6	17%	20	57%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—
Black or African American	16	3	19%	3	19%	7	44%	3	19%	10	63%
Hispanic or Latino	30	4	13%	7	23%	11	37%	8	27%	19	63%
White	198	2	1%	1	1%	64	32%	131	66%	195	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	3	30%	1	10%	4	40%	2	20%	6	60%
Female	128	6	5%	4	3%	44	34%	74	58%	118	92%
Male	126	6	5%	8	6%	42	33%	70	56%	112	89%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	251	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	7	23%	6	19%	12	39%	6	19%	18	58%
Not Economically Disadvantaged	223	5	2%	6	3%	74	33%	138	62%	212	95%
Not Migrant	254	12	5%	12	5%	86	34%	144	57%	230	91%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	251	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	254	12	5%	12	5%	86	34%	144	57%	230	91%
Parent Not in Armed Forces	254	12	5%	12	5%	86	34%	144	57%	230	91%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 6	1	7	14%	0%	14%	29%	43%
Grade 7	0	2	—	—	—	—	—
Grade 8	0	3	—	—	—	—	—

**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

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	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 6 ELA	0	1	—	—	—	—	—	—	—	—
Grade 6 Math	0	1	—	—	—	—	—	—	—	—
Grade 7 ELA	0	2	—	—	—	—	—	—	—	—
Grade 7 Math	0	2	—	—	—	—	—	—	—	—



### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

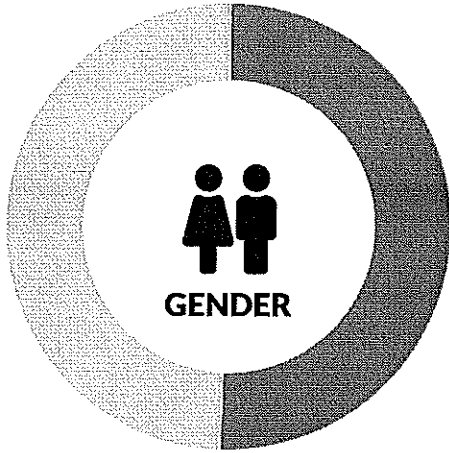
**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

CRDC Data (13.06 megabytes)

Glossary of Terms

# SOUTH SIDE HIGH SCHOOL AT A GLANCE



**1,087**

Total Students



## SOUTH SIDE HIGH SCHOOL DATA

2018-19   2017-18   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

High School Graduation Rate

High School Graduation Pathways Data

**PRINCIPAL: JOHN MURPHY**

**LEGAL NAME: SOUTH SIDE HIGH SCHOOL**

**BEDS CODE: 280221030001**

**INSTITUTION ID: 800000049384**

**PHONE: (516) 255-8944**

**WEBSITE:  
WWW.RVCSCHOOLS.ORG**



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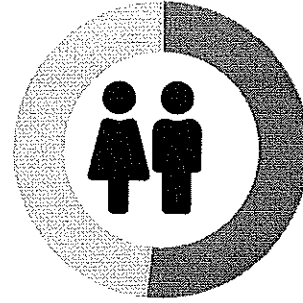
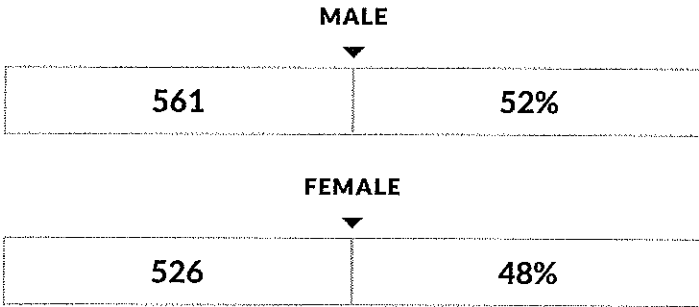
THIS DOCUMENT WAS CREATED ON: MAY 7, 2020, 2:57 PM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

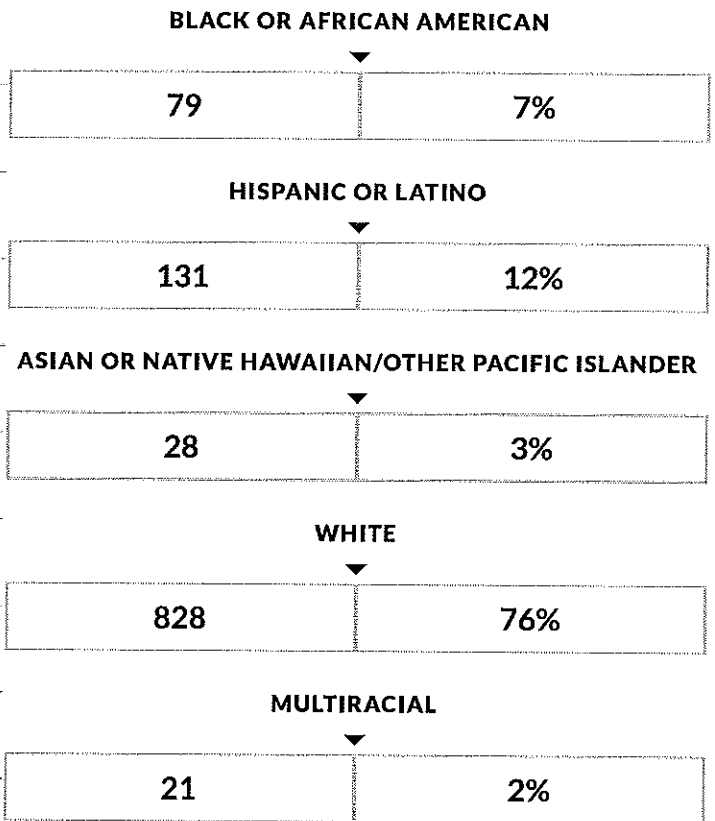
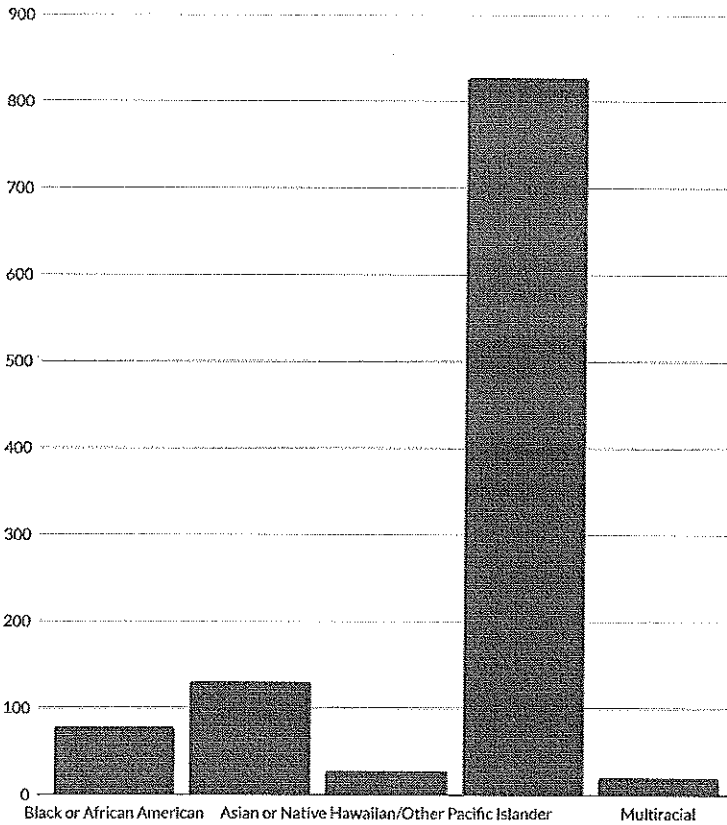
### SOUTH SIDE HIGH SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 1,087

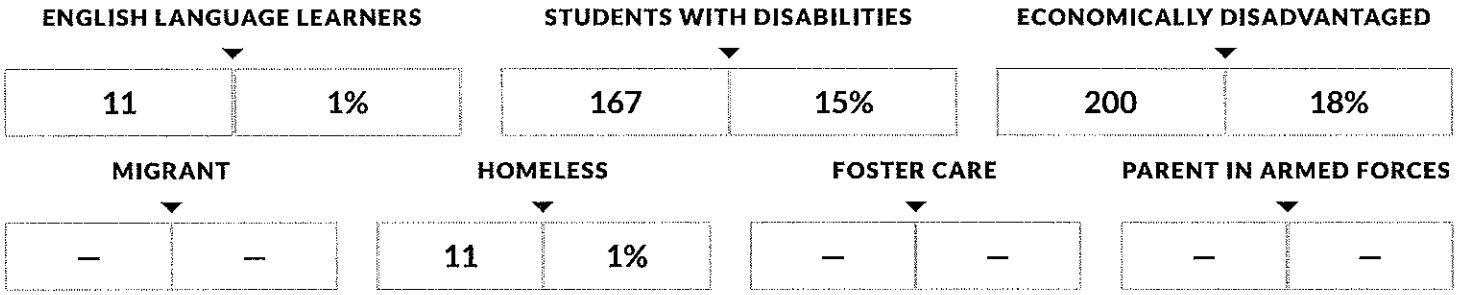
#### ENROLLMENT BY GENDER



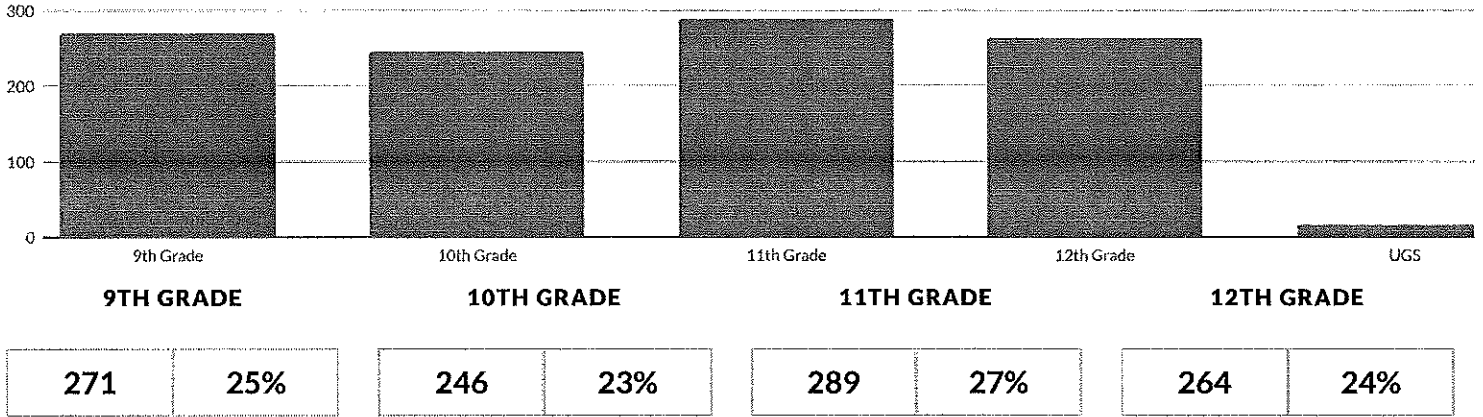
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



**UNGRADED SECONDARY**



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## SOUTH SIDE HIGH SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Economically Disadvantaged	--	--	--	--	--	--

### ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	--
Black or African American	--
Students with Disabilities	--
Economically Disadvantaged	--

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	



## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	1	—	—	—	—	—	—	—	—	—	—

## SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	--	3	4	4
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	4	3	3	--	--	3	--
Black or African American	2	4	3	--	2	3	4
Hispanic or Latino	3	4	4	--	3	3	4
Multiracial	4	--	4	--	--	4	--
White	4	4	4	--	3	4	4
English Language Learners	--	--	--	--	--	--	--
Students with Disabilities	4	4	4	--	3	4	4
Economically Disadvantaged	4	4	4	--	2	2	4

## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	263	228	211	4
	Math	263	171		
	Science	263	233		
	Social Studies	263	240		
Asian or Native Hawaiian/Other Pacific Islander	ELA	23	224	216	4
	Math	23	191		
	Science	23	230		
	Social Studies	23	237		
Black or African American	ELA	42	183	170	2
	Math	42	113		
	Science	42	208		
	Social Studies	42	224		
Hispanic or Latino	ELA	50	200	191	3
	Math	50	150		
	Science	50	219		
	Social Studies	50	228		
Multiracial	ELA	9	250	237	4
	Math	9	211		
	Science	9	250		
	Social Studies	9	250		
White	ELA	201	238	219	4
	Math	201	178		
	Science	201	237		
	Social Studies	201	244		
Students with Disabilities	ELA	32	180	166	4
	Math	32	106		
	Science	32	209		
	Social Studies	32	216		
Economically Disadvantaged	ELA	49	198	183	4
	Math	49	129		
	Science	49	220		
	Social Studies	49	225		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.6%	280	99.6%	95%	82.8%	85%	90%	--	--	95%	4	4
	5-Year	96.7%	257	98.8%	96%	85%	86.8%	91.4%	--	--	96%	4	
	6-Year	99.3%	251	98.8%	97%	85.1%	87.3%	92.2%	--	--	97%	4	
American Indian or Alaska Native	4-Year	--	0	--	--	--	--	--	--	--	--	--	--
	5-Year	--	0	--	--	--	--	--	--	--	--	--	
	6-Year	--	0	--	--	--	--	--	--	--	--	--	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	89.5%	25	100%	89.9%	88.3%	89.5%	92.3%	--	--	95%	4	3
	5-Year	90.9%	16	100%	91.3%	90.2%	91%	93.5%	--	--	96%	4	
	6-Year	100%	19	89.5%	97%	89.7%	91.1%	94.1%	N	--	97%	1	
Black or African American	4-Year	86.8%	34	97.1%	87.4%	73.3%	77.3%	86.2%	--	--	95%	4	4
	5-Year	95.7%	35	97.1%	95.7%	76.7%	80.3%	88.2%	--	--	96%	4	
	6-Year	100%	39	94.9%	97%	76.9%	80.3%	88.7%	--	--	97%	4	
Hispanic or Latino	4-Year	93.5%	62	98.4%	93.7%	73.2%	76.8%	85.9%	--	--	95%	4	4
	5-Year	94.4%	37	97.3%	94.6%	75.7%	79.1%	87.6%	--	--	96%	4	
	6-Year	96.8%	31	93.5%	96.8%	76.1%	79.7%	88.4%	--	--	97%	4	
Multiracial	4-Year	--	7	--	--	--	--	--	--	--	--	--	--
	5-Year	--	12	--	--	--	--	--	--	--	--	--	
	6-Year	--	12	--	--	--	--	--	--	--	--	--	
White	4-Year	99.5%	216	99.5%	95%	90.2%	91%	93%	--	--	95%	4	4
	5-Year	98.7%	193	99.5%	96%	91.5%	92.3%	94.2%	--	--	96%	4	
	6-Year	99.5%	184	100%	97%	91.2%	92.4%	94.7%	--	--	97%	4	
English Language Learners	4-Year	--	3	--	--	--	--	--	--	--	--	--	--
	5-Year	--	5	--	--	--	--	--	--	--	--	--	
	6-Year	--	5	--	--	--	--	--	--	--	--	--	
Students with Disabilities	4-Year	87%	32	96.9%	87.6%	59.7%	66.1%	80.6%	--	--	95%	4	4
	5-Year	89.5%	33	93.9%	90.1%	63%	69%	82.5%	--	--	96%	4	
	6-Year	93.3%	32	90.6%	93.5%	61.4%	67.8%	82.4%	--	--	97%	4	
Economically Disadvantaged	4-Year	92.2%	35	97.1%	92.4%	76.9%	79.9%	87.5%	--	--	95%	4	4
	5-Year	88.9%	37	94.6%	89.5%	80.4%	83%	89.5%	--	--	96%	4	
	6-Year	97.6%	51	96.1%	97%	80.7%	83.5%	90.3%	--	--	97%	4	

## SECONDARY COMPOSITE PERFORMANCE &amp; GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	3
Hispanic or Latino	4
Multiracial	4
White	4
Students with Disabilities	4
Economically Disadvantaged	4

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--
Black or African American	0	--	--	--	--
Hispanic or Latino	7	--	--	--	--
Multiracial	0	--	--	--	--
White	0	--	--	--	--
English Language Learners	8	--	--	--	--
Students with Disabilities	2	--	--	--	--
Economically Disadvantaged	7	--	--	--	--

## SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	235	263	228	215	191	194	204	—	—	215	4	3
	Math	204	263	171	200	151	158	179	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	23	—	—	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	176	42	183	179	163	170	192	—	—	215	4	2
	Math	135	42	113	140	117	127	164	N	—	200	1	
Hispanic or Latino	ELA	219	50	200	215	166	172	194	—	—	215	4	3
	Math	154	50	150	158	124	134	167	—	—	200	3	
Multiracial	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
White	ELA	241	201	238	215	208	209	212	—	—	215	4	3
	Math	218	201	178	200	168	172	186	—	—	200	3	
Students with Disabilities	ELA	193	32	180	194	120	133	174	—	—	215	4	3
	Math	147	32	106	151	91	105	153	—	—	200	3	
Economically Disadvantaged	ELA	215	49	198	215	171	177	196	—	—	215	4	2
	Math	150	49	129	154	131	140	170	N	—	200	1	

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	10.1	1,091	123	11.3%	9.7%	22.6%	19.8%	12.4%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	5.1	61	7	11.5%	5.1%	14%	12.4%	8.7%	—	—	5%	3
Black or African American	24.4	78	19	24.4%	22.8%	31.5%	27.1%	16.1%	—	—	5%	3
Hispanic or Latino	18.8	138	32	23.2%	17.6%	31.6%	27.2%	16.1%	—	—	5%	3
Multiracial	8.1	40	2	5%	8%	23.1%	20.1%	12.6%	—	—	5%	4
White	7.6	828	68	8.2%	7.4%	15.6%	14%	9.5%	—	—	5%	4
English Language Learners	—	36	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	17.1	163	26	16%	16.1%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	24.3	204	58	28.4%	22.7%	30.2%	25.8%	15.4%	—	N	5%	2

## SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	187.8	188.5	175	130.2	137.8	156.4	--	--	175	4
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--	--	--
Black or African American	152.9	170.9	154.7	101.2	114	144.5	--	--	175	4
Hispanic or Latino	171.6	176.5	171.8	104.5	116.5	145.8	--	--	175	4
Multiracial	--	--	--	--	--	--	--	--	--	--
White	193.8	192.9	175	149.7	154.1	164.6	--	--	175	4
Students with Disabilities	135.5	145.6	138.7	76.5	93.5	134.3	--	--	175	4
Economically Disadvantaged	163.9	161.8	164.7	112.9	123.7	149.4	--	--	175	4

## SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	266	0	238	5	18	0	5
Asian or Native Hawaiian/Other Pacific Islander	24	0	--	--	--	--	--
Black or African American	43	0	30	1	12	0	0
Hispanic or Latino	51	0	38	4	8	0	1
Multiracial	9	0	--	--	--	--	--
White	203	0	191	1	8	0	3
Students with Disabilities	34	0	19	1	10	0	4
Economically Disadvantaged	51	0	34	3	10	0	4

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	264	99.6%	544	99.8%
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	7	--	--	--
Black or African American	--	26	--	--	--
Hispanic or Latino	--	27	--	--	--
Multiracial	--	4	--	--	--
White	✓	200	100%	416	100%
English Language Learners	--	0	--	--	--
Students with Disabilities	--	29	--	--	--
Economically Disadvantaged	✓	49	100%	84	100%

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	264	100%	544	100%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	—	27	—	—	—
Multiracial	—	4	—	—	—
White	✓	200	100%	416	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	29	—	—	—
Economically Disadvantaged	✓	49	100%	84	100%

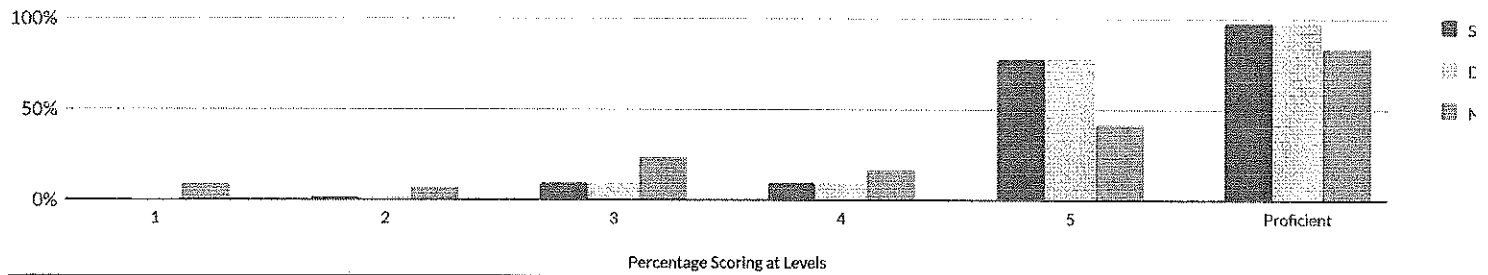


**GRADUATION RATE**

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	261	98%	238	89%	22	8%	1	0%	0	0%	5	2%	0	0%	0	0%
Female	132	129	98%	118	89%	11	8%	0	0%	0	0%	3	2%	0	0%	0	0%
Male	134	132	99%	120	90%	11	8%	1	1%	0	0%	2	1%	0	0%	0	0%
Multiracial	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	203	200	99%	191	94%	9	4%	0	0%	0	0%	3	1%	0	0%	0	0%
Black or African American	25	25	100%	16	64%	8	32%	1	4%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	25	96%	20	77%	5	19%	0	0%	0	0%	1	4%	0	0%	0	0%
General-Education Students	233	232	100%	220	94%	12	5%	0	0%	0	0%	1	0%	0	0%	0	0%
Students with Disabilities	33	29	88%	18	55%	10	30%	1	3%	0	0%	4	12%	0	0%	0	0%
Non-English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	215	214	100%	204	95%	9	4%	1	0%	0	0%	1	0%	0	0%	0	0%
Economically Disadvantaged	51	47	92%	34	67%	13	25%	0	0%	0	0%	4	8%	0	0%	0	0%
Not Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents not in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

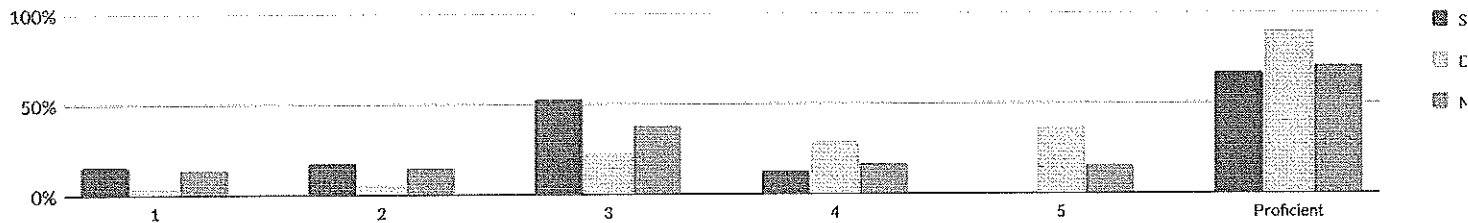
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	289	2	1%	5	2%	28	10%	29	10%	225	78%	282	98%
General Education	248	1	0%	0	0%	15	6%	24	10%	208	84%	247	100%
Students with Disabilities	41	1	2%	5	12%	13	32%	5	12%	17	41%	35	85%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Black or African American	21	1	5%	0	0%	7	33%	6	29%	7	33%	20	95%
Hispanic or Latino	38	1	3%	3	8%	10	26%	5	13%	19	50%	34	89%
White	220	0	0%	2	1%	10	5%	17	8%	191	87%	218	99%
Multiracial	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Female	127	1	1%	1	1%	8	6%	9	7%	108	85%	125	98%
Male	162	1	1%	4	2%	20	12%	20	12%	117	72%	157	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	287	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	59	2	3%	3	5%	19	32%	11	19%	24	41%	54	92%
Not Economically Disadvantaged	230	0	0%	2	1%	9	4%	18	8%	201	87%	228	99%
Not Migrant	289	2	1%	5	2%	28	10%	29	10%	225	78%	282	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	285	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	289	2	1%	5	2%	28	10%	29	10%	225	78%	282	98%
Parent Not in Armed Forces	289	2	1%	5	2%	28	10%	29	10%	225	78%	282	98%

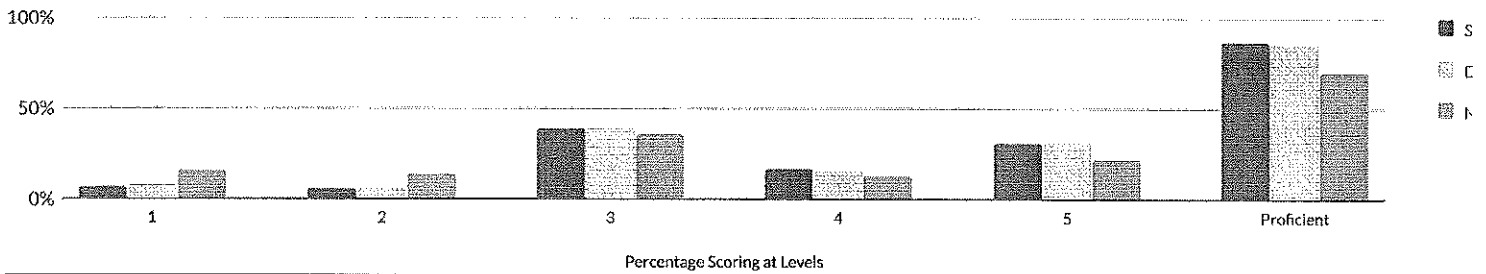
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

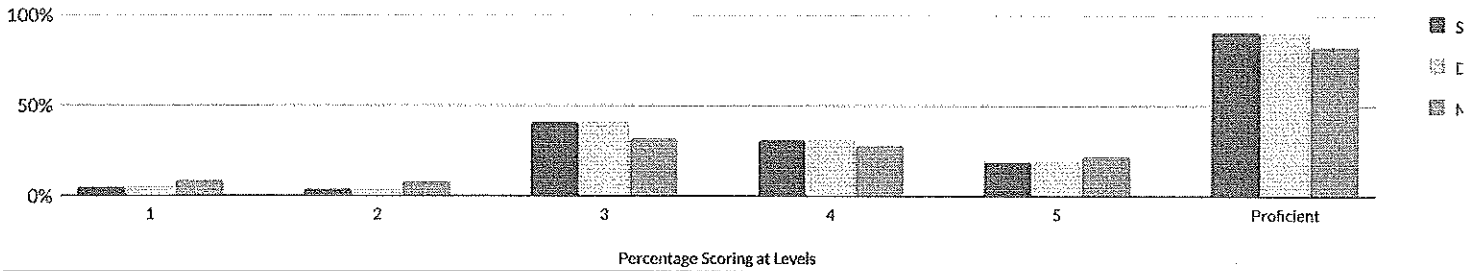
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	7	16%	8	18%	24	53%	6	13%	0	0%	30	67%
General Education	26	7	27%	1	4%	13	50%	5	19%	0	0%	18	69%
Students with Disabilities	19	0	0%	7	37%	11	58%	1	5%	0	0%	12	63%
Asian or Native Hawaiian/Other Pacific Islander	2	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	6	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	24	7	29%	4	17%	12	50%	1	4%	0	0%	13	54%
White	13	0	0%	2	15%	7	54%	4	31%	0	0%	11	85%
Small Group Total	8	0	0%	2	25%	5	63%	1	13%	0	0%	6	75%
Female	20	3	15%	1	5%	14	70%	2	10%	0	0%	16	80%
Male	25	4	16%	7	28%	10	40%	4	16%	0	0%	14	56%
English Language Learners	12	6	50%	2	17%	4	33%	0	0%	0	0%	4	33%
Non-English Language Learners	33	1	3%	6	18%	20	61%	6	18%	0	0%	26	79%
Economically Disadvantaged	28	6	21%	4	14%	16	57%	2	7%	0	0%	18	64%
Not Economically Disadvantaged	17	1	6%	4	24%	8	47%	4	24%	0	0%	12	71%
Not Migrant	45	7	16%	8	18%	24	53%	6	13%	0	0%	30	67%
Homeless	2	--	--	--	--	--	--	--	--	--	--	--	--
Not Homeless	43	--	--	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	45	7	16%	8	18%	24	53%	6	13%	0	0%	30	67%
Parent Not in Armed Forces	45	7	16%	8	18%	24	53%	6	13%	0	0%	30	67%

## ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



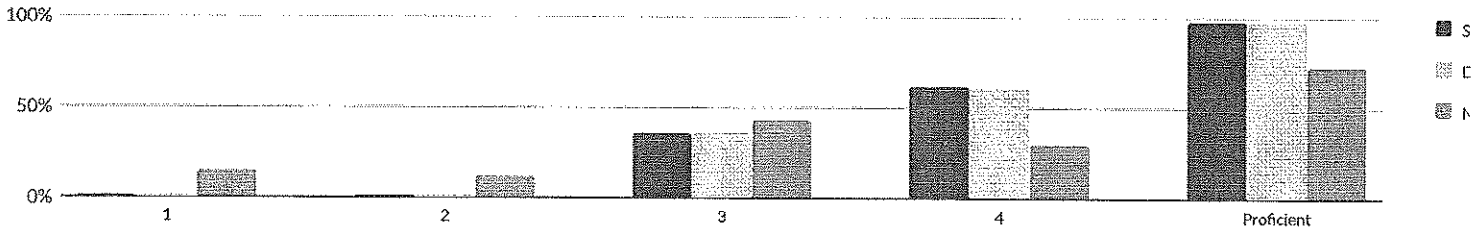
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	23	7%	19	6%	122	39%	52	17%	99	31%	273	87%
General Education	248	11	4%	11	4%	85	34%	48	19%	93	38%	226	91%
Students with Disabilities	67	12	18%	8	12%	37	55%	4	6%	6	9%	47	70%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	1	13%	4	50%	7	88%
Black or African American	24	3	13%	8	33%	11	46%	1	4%	1	4%	13	54%
Hispanic or Latino	53	8	15%	5	9%	30	57%	4	8%	6	11%	40	75%
White	224	11	5%	6	3%	77	34%	44	20%	86	38%	207	92%
Multiracial	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Female	141	7	5%	11	8%	45	32%	24	17%	54	38%	123	87%
Male	174	16	9%	8	5%	77	44%	28	16%	45	26%	150	86%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	313	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	71	12	17%	12	17%	32	45%	7	10%	8	11%	47	66%
Not Economically Disadvantaged	244	11	5%	7	3%	90	37%	45	18%	91	37%	226	93%
Not Migrant	315	23	7%	19	6%	122	39%	52	17%	99	31%	273	87%
Homeless	5	2	40%	0	0%	2	40%	1	20%	0	0%	3	60%
Not Homeless	310	21	7%	19	6%	120	39%	51	16%	99	32%	270	87%
Not in Foster Care	315	23	7%	19	6%	122	39%	52	17%	99	31%	273	87%
Parent Not in Armed Forces	315	23	7%	19	6%	122	39%	52	17%	99	31%	273	87%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



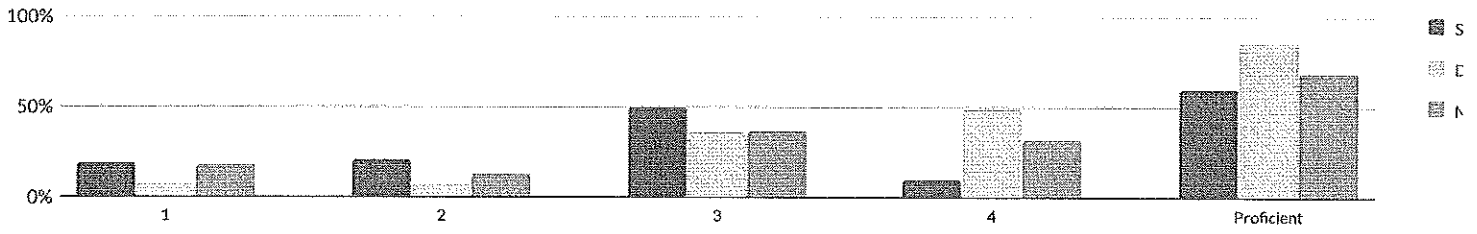
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	12	5%	11	4%	107	41%	81	31%	50	19%	238	91%
General Education	235	6	3%	5	2%	95	40%	79	34%	50	21%	224	95%
Students with Disabilities	26	6	23%	6	23%	12	46%	2	8%	0	0%	14	54%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	21	3	14%	2	10%	11	52%	4	19%	1	5%	16	76%
Hispanic or Latino	29	2	7%	6	21%	13	45%	7	24%	1	3%	21	72%
White	203	7	3%	3	1%	81	40%	68	33%	44	22%	193	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Female	139	5	4%	2	1%	54	39%	45	32%	33	24%	132	95%
Male	122	7	6%	9	7%	53	43%	36	30%	17	14%	106	87%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	260	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	38	6	16%	8	21%	18	47%	3	8%	3	8%	24	63%
Not Economically Disadvantaged	223	6	3%	3	1%	89	40%	78	35%	47	21%	214	96%
Not Migrant	261	12	5%	11	4%	107	41%	81	31%	50	19%	238	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	261	12	5%	11	4%	107	41%	81	31%	50	19%	238	91%
Parent Not in Armed Forces	261	12	5%	11	4%	107	41%	81	31%	50	19%	238	91%

**ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)**



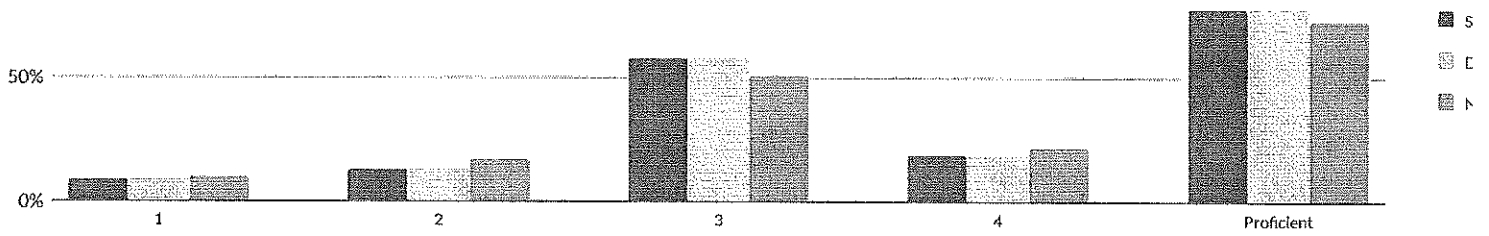
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	277	3	1%	3	1%	99	36%	172	62%	271	98%
General Education	223	1	0%	0	0%	63	28%	159	71%	222	100%
Students with Disabilities	54	2	4%	3	6%	36	67%	13	24%	49	91%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	16	1	6%	2	13%	11	69%	2	13%	13	81%
Hispanic or Latino	38	2	5%	0	0%	26	68%	10	26%	36	95%
White	211	0	0%	1	0%	58	27%	152	72%	210	100%
Multiracial	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	126	1	1%	2	2%	43	34%	80	63%	123	98%
Male	151	2	1%	1	1%	56	37%	92	61%	148	98%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	275	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	3	6%	1	2%	31	62%	15	30%	46	92%
Not Economically Disadvantaged	227	0	0%	2	1%	68	30%	157	69%	225	99%
Not Migrant	277	3	1%	3	1%	99	36%	172	62%	271	98%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	277	3	1%	3	1%	99	36%	172	62%	271	98%
Parent Not in Armed Forces	277	3	1%	3	1%	99	36%	172	62%	271	98%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	42	8	19%	9	21%	21	50%	4	10%	25	60%
General Education	19	2	11%	4	21%	10	53%	3	16%	13	68%
Students with Disabilities	23	6	26%	5	22%	11	48%	1	4%	12	52%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	12	1	8%	3	25%	7	58%	1	8%	8	67%
Hispanic or Latino	14	3	21%	5	36%	6	43%	0	0%	6	43%
White	12	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	4	25%	1	6%	8	50%	3	19%	11	69%
Female	21	4	19%	4	19%	11	52%	2	10%	13	62%
Male	21	4	19%	5	24%	10	48%	2	10%	12	57%
English Language Learners	6	2	33%	2	33%	2	33%	0	0%	2	33%
Non-English Language Learners	36	6	17%	7	19%	19	53%	4	11%	23	64%
Economically Disadvantaged	24	4	17%	6	25%	12	50%	2	8%	14	58%
Not Economically Disadvantaged	18	4	22%	3	17%	9	50%	2	11%	11	61%
Not Migrant	42	8	19%	9	21%	21	50%	4	10%	25	60%
Not Homeless	42	8	19%	9	21%	21	50%	4	10%	25	60%
Not in Foster Care	42	8	19%	9	21%	21	50%	4	10%	25	60%
Parent Not in Armed Forces	42	8	19%	9	21%	21	50%	4	10%	25	60%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)

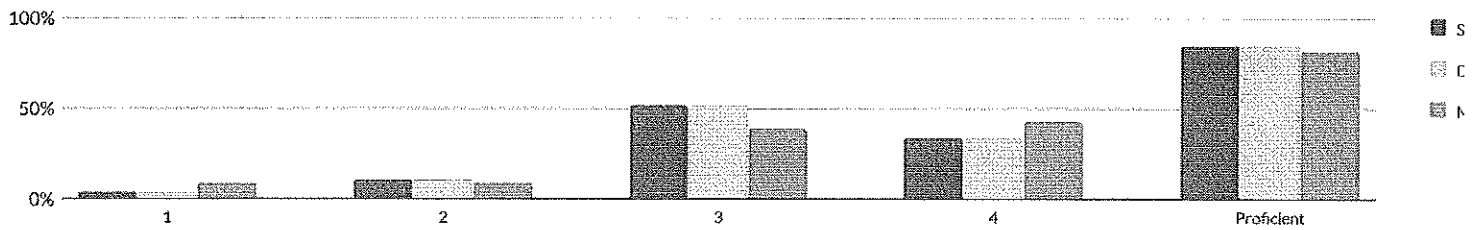


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	285	26	9%	38	13%	166	58%	55	19%	221	78%
General Education	258	17	7%	34	13%	152	59%	55	21%	207	80%
Students with Disabilities	27	9	33%	4	15%	14	52%	0	0%	14	52%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	20	3	15%	7	35%	10	50%	0	0%	10	50%
Hispanic or Latino	37	13	35%	8	22%	13	35%	3	8%	16	43%
White	219	10	5%	21	10%	140	64%	48	22%	188	86%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	2	22%	3	33%	4	44%	7	78%
Female	146	10	7%	18	12%	81	55%	37	25%	118	81%
Male	139	16	12%	20	14%	85	61%	18	13%	103	74%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	284	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	42	13	31%	13	31%	13	31%	3	7%	16	38%
Not Economically Disadvantaged	243	13	5%	25	10%	153	63%	52	21%	205	84%
Not Migrant	285	26	9%	38	13%	166	58%	55	19%	221	78%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	282	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	285	26	9%	38	13%	166	58%	55	19%	221	78%
Parent Not in Armed Forces	285	26	9%	38	13%	166	58%	55	19%	221	78%



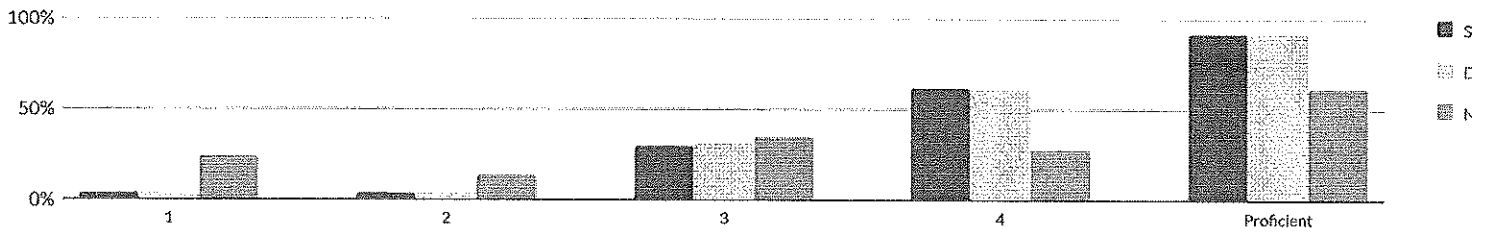
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

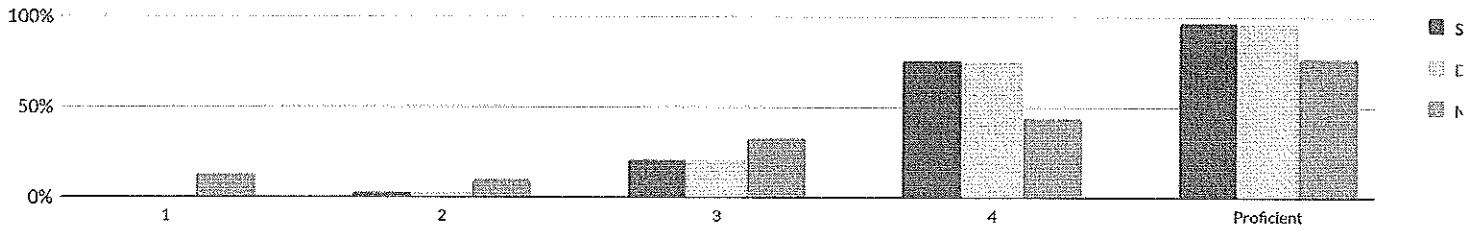
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	205	8	4%	22	11%	106	52%	69	34%	175	85%
General Education	195	8	4%	21	11%	100	51%	66	34%	166	85%
Students with Disabilities	10	0	0%	1	10%	6	60%	3	30%	9	90%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	2	33%	3	50%	1	17%	4	67%
Hispanic or Latino	14	0	0%	0	0%	9	64%	5	36%	14	100%
White	177	8	5%	19	11%	90	51%	60	34%	150	85%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	4	50%	3	38%	7	88%
Female	98	3	3%	10	10%	54	55%	31	32%	85	87%
Male	107	5	5%	12	11%	52	49%	38	36%	90	84%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	204	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	1	6%	5	31%	10	63%	0	0%	10	63%
Not Economically Disadvantaged	189	7	4%	17	9%	96	51%	69	37%	165	87%
Not Migrant	205	8	4%	22	11%	106	52%	69	34%	175	85%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	204	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	205	8	4%	22	11%	106	52%	69	34%	175	85%
Parent Not in Armed Forces	205	8	4%	22	11%	106	52%	69	34%	175	85%

## ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY &amp; GEOGRAPHY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	266	10	4%	11	4%	81	30%	164	62%	245	92%
General Education	237	5	2%	8	3%	69	29%	155	65%	224	95%
Students with Disabilities	29	5	17%	3	10%	12	41%	9	31%	21	72%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	24	3	13%	0	0%	15	63%	6	25%	21	88%
Hispanic or Latino	36	6	17%	3	8%	16	44%	11	31%	27	75%
White	196	0	0%	7	4%	48	24%	141	72%	189	96%
Multiracial	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	141	4	3%	5	4%	45	32%	87	62%	132	94%
Male	125	6	5%	6	5%	36	29%	77	62%	113	90%
English Language Learners	6	2	33%	1	17%	3	50%	0	0%	3	50%
Non-English Language Learners	260	8	3%	10	4%	78	30%	164	63%	242	93%
Economically Disadvantaged	49	8	16%	4	8%	29	59%	8	16%	37	76%
Not Economically Disadvantaged	217	2	1%	7	3%	52	24%	156	72%	208	96%
Not Migrant	266	10	4%	11	4%	81	30%	164	62%	245	92%
Homeless	7	2	29%	0	0%	5	71%	0	0%	5	71%
Not Homeless	259	8	3%	11	4%	76	29%	164	63%	240	93%
Not in Foster Care	266	10	4%	11	4%	81	30%	164	62%	245	92%
Parent Not in Armed Forces	266	10	4%	11	4%	81	30%	164	62%	245	92%

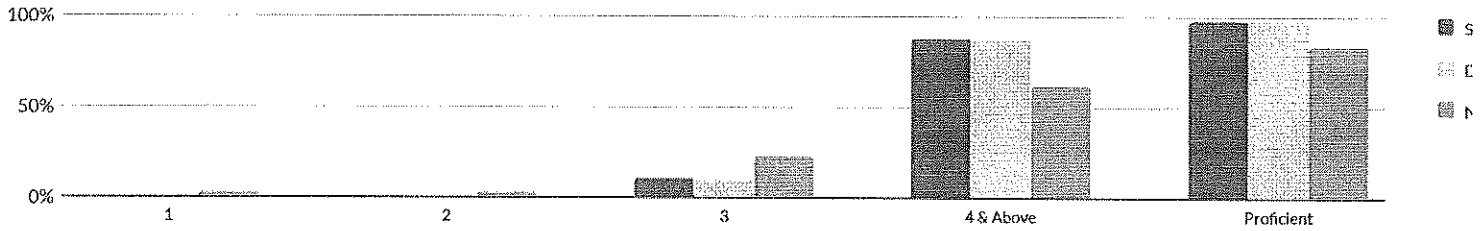
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	287	1	0%	9	3%	59	21%	218	76%	277	97%
General Education	247	1	0%	7	3%	37	15%	202	82%	239	97%
Students with Disabilities	40	0	0%	2	5%	22	55%	16	40%	38	95%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	20	0	0%	2	10%	13	65%	5	25%	18	90%
Hispanic or Latino	37	1	3%	6	16%	13	35%	17	46%	30	81%
White	220	0	0%	1	0%	31	14%	188	85%	219	100%
Multiracial	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	126	0	0%	4	3%	24	19%	98	78%	122	97%
Male	161	1	1%	5	3%	35	22%	120	75%	155	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	285	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	58	1	2%	8	14%	34	59%	15	26%	49	84%
Not Economically Disadvantaged	229	0	0%	1	0%	25	11%	203	89%	228	100%
Not Migrant	287	1	0%	9	3%	59	21%	218	76%	277	97%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	284	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	287	1	0%	9	3%	59	21%	218	76%	277	97%
Parent Not in Armed Forces	287	1	0%	9	3%	59	21%	218	76%	277	97%

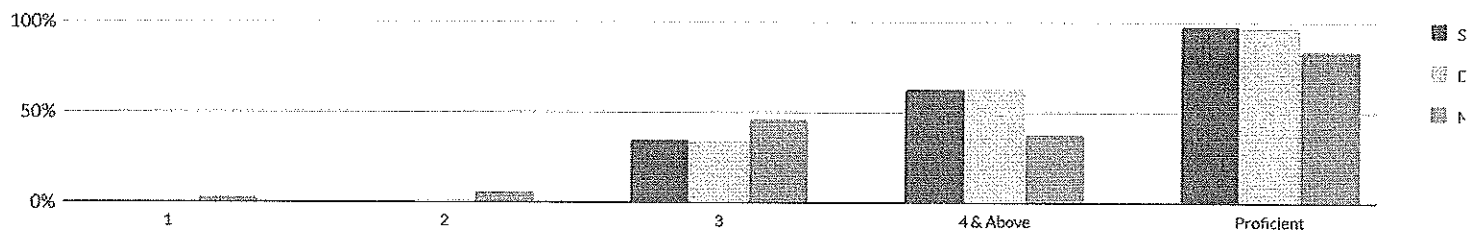
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

**2015 TOTAL COHORT REGENTS EXAMINATION IN ELA**



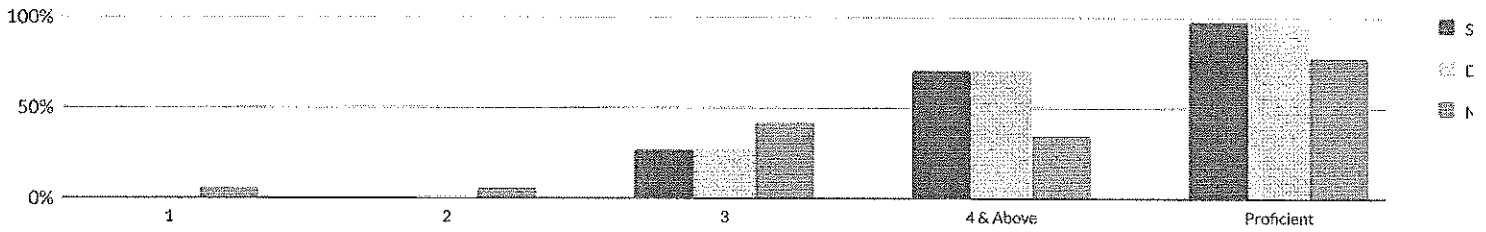
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	5	2%	261	98%	0	0%	0	0%	28	11%	233	88%	261	98%
General Education	233	1	0%	232	100%	0	0%	0	0%	17	7%	215	92%	232	100%
Students with Disabilities	33	4	12%	29	88%	0	0%	0	0%	11	33%	18	55%	29	88%
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Black or African American	25	0	0%	25	100%	0	0%	0	0%	10	40%	15	60%	25	100%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	8	31%	17	65%	25	96%
White	203	3	1%	200	99%	0	0%	0	0%	10	5%	190	94%	200	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	0	0%	11	92%	11	92%
Female	132	3	2%	129	98%	0	0%	0	0%	13	10%	116	88%	129	98%
Male	134	2	1%	132	99%	0	0%	0	0%	15	11%	117	87%	132	99%
Non-English Language Learners	266	5	2%	261	98%	0	0%	0	0%	28	11%	233	88%	261	98%
Economically Disadvantaged	51	4	8%	47	92%	0	0%	0	0%	14	27%	33	65%	47	92%
Not Economically Disadvantaged	215	1	0%	214	100%	0	0%	0	0%	14	7%	200	93%	214	100%
Not Migrant	266	5	2%	261	98%	0	0%	0	0%	28	11%	233	88%	261	98%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	263	5	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	5	2%	261	98%	0	0%	0	0%	28	11%	233	88%	261	98%
Parent Not in Armed Forces	266	5	2%	261	98%	0	0%	0	0%	28	11%	233	88%	261	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



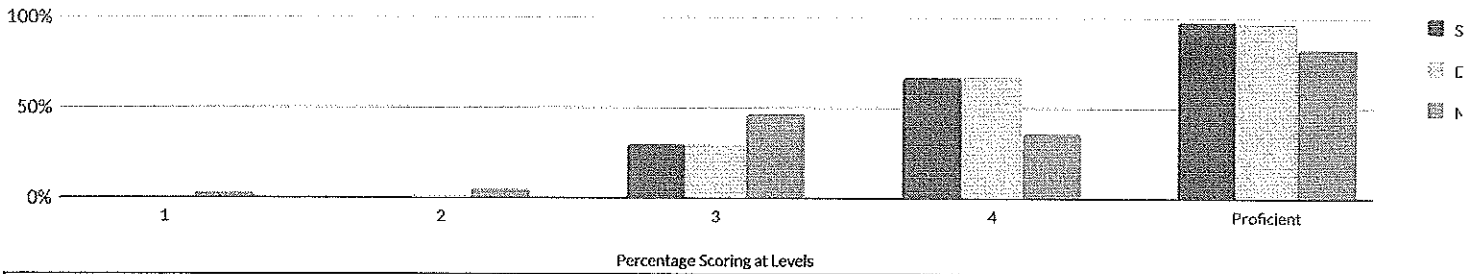
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	4	2%	262	98%	1	0%	1	0%	92	35%	168	63%	260	98%
General Education	233	0	0%	233	100%	1	0%	0	0%	69	30%	163	70%	232	100%
Students with Disabilities	33	4	12%	29	88%	0	0%	1	3%	23	70%	5	15%	28	85%
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Black or African American	25	0	0%	25	100%	0	0%	1	4%	19	76%	5	20%	24	96%
Hispanic or Latino	26	0	0%	26	100%	1	4%	0	0%	14	54%	11	42%	25	96%
White	203	3	1%	200	99%	0	0%	0	0%	58	29%	142	70%	200	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	1	8%	10	83%	11	92%
Female	132	2	2%	130	98%	1	1%	0	0%	44	33%	85	64%	129	98%
Male	134	2	1%	132	99%	0	0%	1	1%	48	36%	83	62%	131	98%
Non-English Language Learners	266	4	2%	262	98%	1	0%	1	0%	92	35%	168	63%	260	98%
Economically Disadvantaged	51	4	8%	47	92%	0	0%	0	0%	34	67%	13	25%	47	92%
Not Economically Disadvantaged	215	0	0%	215	100%	1	0%	1	0%	58	27%	155	72%	213	99%
Not Migrant	266	4	2%	262	98%	1	0%	1	0%	92	35%	168	63%	260	98%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	263	4	—	259	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	4	2%	262	98%	1	0%	1	0%	92	35%	168	63%	260	98%
Parent Not in Armed Forces	266	4	2%	262	98%	1	0%	1	0%	92	35%	168	63%	260	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



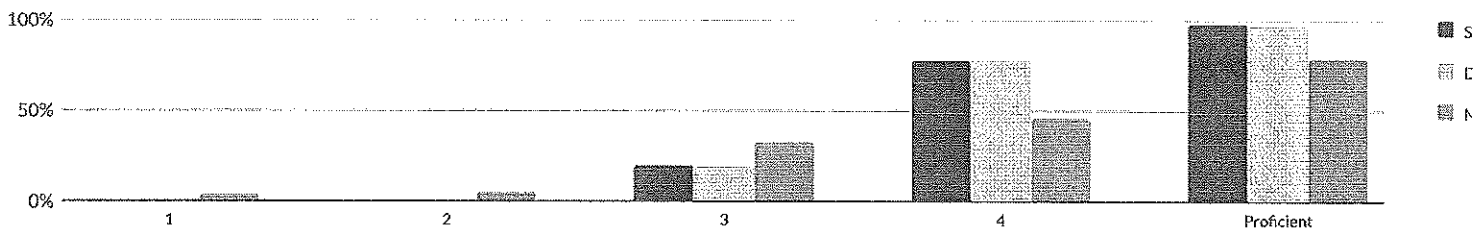
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	4	2%	262	98%	0	0%	1	0%	72	27%	189	71%	261	98%
General Education	233	0	0%	233	100%	0	0%	1	0%	48	21%	184	79%	232	100%
Students with Disabilities	33	4	12%	29	88%	0	0%	0	0%	24	73%	5	15%	29	88%
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Black or African American	25	0	0%	25	100%	0	0%	0	0%	16	64%	9	36%	25	100%
Hispanic or Latino	26	0	0%	26	100%	0	0%	1	4%	14	54%	11	42%	25	96%
White	203	3	1%	200	99%	0	0%	0	0%	39	19%	161	79%	200	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	3	25%	8	67%	11	92%
Female	132	2	2%	130	98%	0	0%	1	1%	33	25%	96	73%	129	98%
Male	134	2	1%	132	99%	0	0%	0	0%	39	29%	93	69%	132	99%
Non-English Language Learners	266	4	2%	262	98%	0	0%	1	0%	72	27%	189	71%	261	98%
Economically Disadvantaged	51	4	8%	47	92%	0	0%	0	0%	23	45%	24	47%	47	92%
Not Economically Disadvantaged	215	0	0%	215	100%	0	0%	1	0%	49	23%	165	77%	214	100%
Not Migrant	266	4	2%	262	98%	0	0%	1	0%	72	27%	189	71%	261	98%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	263	4	—	259	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	4	2%	262	98%	0	0%	1	0%	72	27%	189	71%	261	98%
Parent Not in Armed Forces	266	4	2%	262	98%	0	0%	1	0%	72	27%	189	71%	261	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	5	2%	261	98%	0	0%	1	0%	81	30%	179	67%	260	98%
General Education	233	1	0%	232	100%	0	0%	0	0%	62	27%	170	73%	232	100%
Students with Disabilities	33	4	12%	29	88%	0	0%	1	3%	19	58%	9	27%	28	85%
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Black or African American	25	0	0%	25	100%	0	0%	1	4%	16	64%	8	32%	24	96%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	13	50%	12	46%	25	96%
White	203	3	1%	200	99%	0	0%	0	0%	49	24%	151	74%	200	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	3	25%	8	67%	11	92%
Female	132	3	2%	129	98%	0	0%	0	0%	44	33%	85	64%	129	98%
Male	134	2	1%	132	99%	0	0%	1	1%	37	28%	94	70%	131	98%
Non-English Language Learners	266	5	2%	261	98%	0	0%	1	0%	81	30%	179	67%	260	98%
Economically Disadvantaged	51	4	8%	47	92%	0	0%	0	0%	25	49%	22	43%	47	92%
Not Economically Disadvantaged	215	1	0%	214	100%	0	0%	1	0%	56	26%	157	73%	213	99%
Not Migrant	266	5	2%	261	98%	0	0%	1	0%	81	30%	179	67%	260	98%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	263	5	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	5	2%	261	98%	0	0%	1	0%	81	30%	179	67%	260	98%
Parent Not in Armed Forces	266	5	2%	261	98%	0	0%	1	0%	81	30%	179	67%	260	98%

2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	266	6	2%	260	98%	0	0%	0	0%	52	20%	208	78%
General Education	233	2	1%	231	99%	0	0%	0	0%	34	15%	197	85%	231	99%
Students with Disabilities	33	4	12%	29	88%	0	0%	0	0%	18	55%	11	33%	29	88%
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Black or African American	25	1	4%	24	96%	0	0%	0	0%	16	64%	8	32%	24	96%
Hispanic or Latino	26	1	4%	25	96%	0	0%	0	0%	11	42%	14	54%	25	96%
White	203	3	1%	200	99%	0	0%	0	0%	23	11%	177	87%	200	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	2	17%	9	75%	11	92%
Female	132	3	2%	129	98%	0	0%	0	0%	28	21%	101	77%	129	98%
Male	134	3	2%	131	98%	0	0%	0	0%	24	18%	107	80%	131	98%
Non-English Language Learners	266	6	2%	260	98%	0	0%	0	0%	52	20%	208	78%	260	98%
Economically Disadvantaged	51	5	10%	46	90%	0	0%	0	0%	24	47%	22	43%	46	90%
Not Economically Disadvantaged	215	1	0%	214	100%	0	0%	0	0%	28	13%	186	87%	214	100%
Not Migrant	266	6	2%	260	98%	0	0%	0	0%	52	20%	208	78%	260	98%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	263	5	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	6	2%	260	98%	0	0%	0	0%	52	20%	208	78%	260	98%
Parent Not in Armed Forces	266	6	2%	260	98%	0	0%	0	0%	52	20%	208	78%	260	98%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	0	6	0%	50%	0%	33%	17%
Grade 10	0	4	—	—	—	—	—
Grade 11	0	3	—	—	—	—	—



### NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 8 ELA	0	1	—	—	—	—	—	—	—	—
Grade 8 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 Science	0	1	—	—	—	—	—	—	—	—
Secondary-Level ELA	0	3	—	—	—	—	—	—	—	—
Secondary-Level Math	0	3	—	—	—	—	—	—	—	—
Secondary-Level Science	0	3	—	—	—	—	—	—	—	—

### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	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	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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 CRDC homepage.

CRDC Data (13.06 megabytes)

Glossary of Terms

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# GLOSSARY OF TERMS - GRADUATION RATE DATA

## Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

## Dropouts

Students whose last enrollment record indicated they dropped out of school.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

## Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

## GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

## Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

## In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

## Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

## Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

## Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

## Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

## Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.

- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

## Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

## Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

## Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

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# Graduation Rate Business Rules

## SIRS Reporting Deadlines

### Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2015 Total Cohort Graduation Rate data includes:

- 2015 Total Cohort, 4-Year June
- 2015 Total Cohort, 4-Year August
- 2014 Total Cohort, 5-Year June
- 2013 Total Cohort, 6-Year June

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2015 total cohort consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2015-16 school year (July 1, 2015 – June 30, 2016), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

### Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.

- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

## Suppression

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.

- If the enrollment in any subgroup is the same as the All Student enrollment, the outcomes will be suppressed for all subgroups in the category.
- When the enrollment for All Students within a subgroup is less than five, then all outcomes for all subgroups in that category are suppressed.
- When the enrollment in a non-ethnic subgroup (e.g., gender, ELL status, SWD status) is fewer than five students, the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic) is fewer than five students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still less than five, the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five.

## Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

## Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
  - Local Diploma (068, 612)
  - Regents Diploma (779, 762, 813, 796)
  - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

## Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
  - IEP Diploma (085) (prior to July 1, 2013 only)
  - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
  - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

## GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

## English Language Learners (ELL)

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

## Students with Disabilities (SWD)

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

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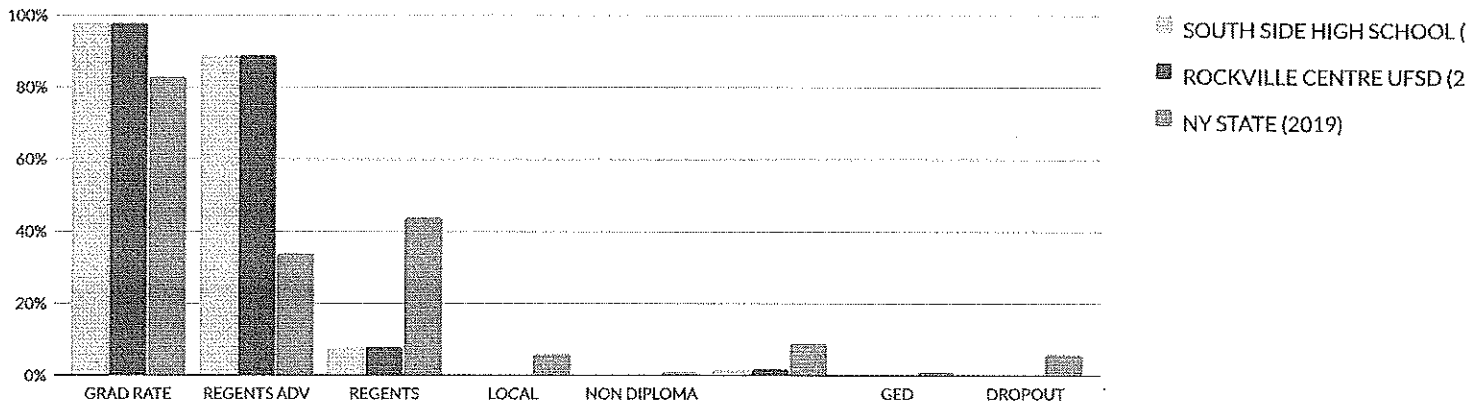
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### SOUTH SIDE HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



**GRADUATION RATE**

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	261	98%	238	89%	22	8%	1	0%	0	0%	5	2%	0	0%	0	0%
Female	132	129	98%	118	89%	11	8%	0	0%	0	0%	3	2%	0	0%	0	0%
Male	134	132	99%	120	90%	11	8%	1	1%	0	0%	2	1%	0	0%	0	0%
Multiracial	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	203	200	99%	191	94%	9	4%	0	0%	0	0%	3	1%	0	0%	0	0%
Black or African American	25	25	100%	16	64%	8	32%	1	4%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	25	96%	20	77%	5	19%	0	0%	0	0%	1	4%	0	0%	0	0%
General-Education Students	233	232	100%	220	94%	12	5%	0	0%	0	0%	1	0%	0	0%	0	0%
Students with Disabilities	33	29	88%	18	55%	10	30%	1	3%	0	0%	4	12%	0	0%	0	0%
Non-English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	215	214	100%	204	95%	9	4%	1	0%	0	0%	1	0%	0	0%	0	0%
Economically Disadvantaged	51	47	92%	34	67%	13	25%	0	0%	0	0%	4	8%	0	0%	0	0%
Not Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents not in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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# GLOSSARY OF TERMS - PATHWAYS DATA

## Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

## CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

## CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

## Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

## Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

## Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

## Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

## Humanities Pathway



Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

## **In Foster Care**

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

## **Language Other Than English (LOTE) Pathway**

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

## **Local Diploma**

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

## **Migrant**

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

## **Parent in Armed Forces**

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

## Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Also available is the CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

## Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and

Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

## STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

## STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

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# Graduation Pathways Business Rules

## SIRS Reporting Deadlines

### Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2015 Total Cohort Graduation Rate data includes:

- 2015 Total Cohort, 4-Year June
- 2015 Total Cohort, 4-Year August

The 4-Year August cohort is cumulative.

The 2015 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2015-16 school year (July 1, 2015 – June 30, 2016), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

### Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category - includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;

- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

### Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

### Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
  - Local Diploma (068, 612)
  - Regents Diploma (779, 762, 813, 796)
  - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

### Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
  - IEP Diploma (085) (prior to July 1, 2013 only)
  - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
  - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

### GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

### English Language Learners (ELL)

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

### **Students with Disabilities (SWD)**

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

### **Pathways**

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE\_OF\_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

**Arts (ARTS)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

**Career Development and Occupational Studies (CDOS)** - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

**Career Technical Education (CTE)** - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

**Humanities (HUM)** - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Even if the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

**Humanities Alternative (HUMALT)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

**Languages other than English (LOTE)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

**STEM with a Concentration in Math (STEMMATH)** – These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

**STEM with a Concentration in Science (STEMSCIENCE)** - These are students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1.

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## SOUTH SIDE HIGH SCHOOL GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	260	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Female	129	128	99%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%
Male	132	132	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	200	199	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%
Black or African American	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	232	232	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	29	28	97%	0	0%	0	0%	0	0%	0	0%	0	0%	1	3%	0	0%
Non-English Language Learners	261	260	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	214	213	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Economically Disadvantaged	47	47	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	261	260	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	258	257	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Homeless	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	261	260	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	261	260	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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