

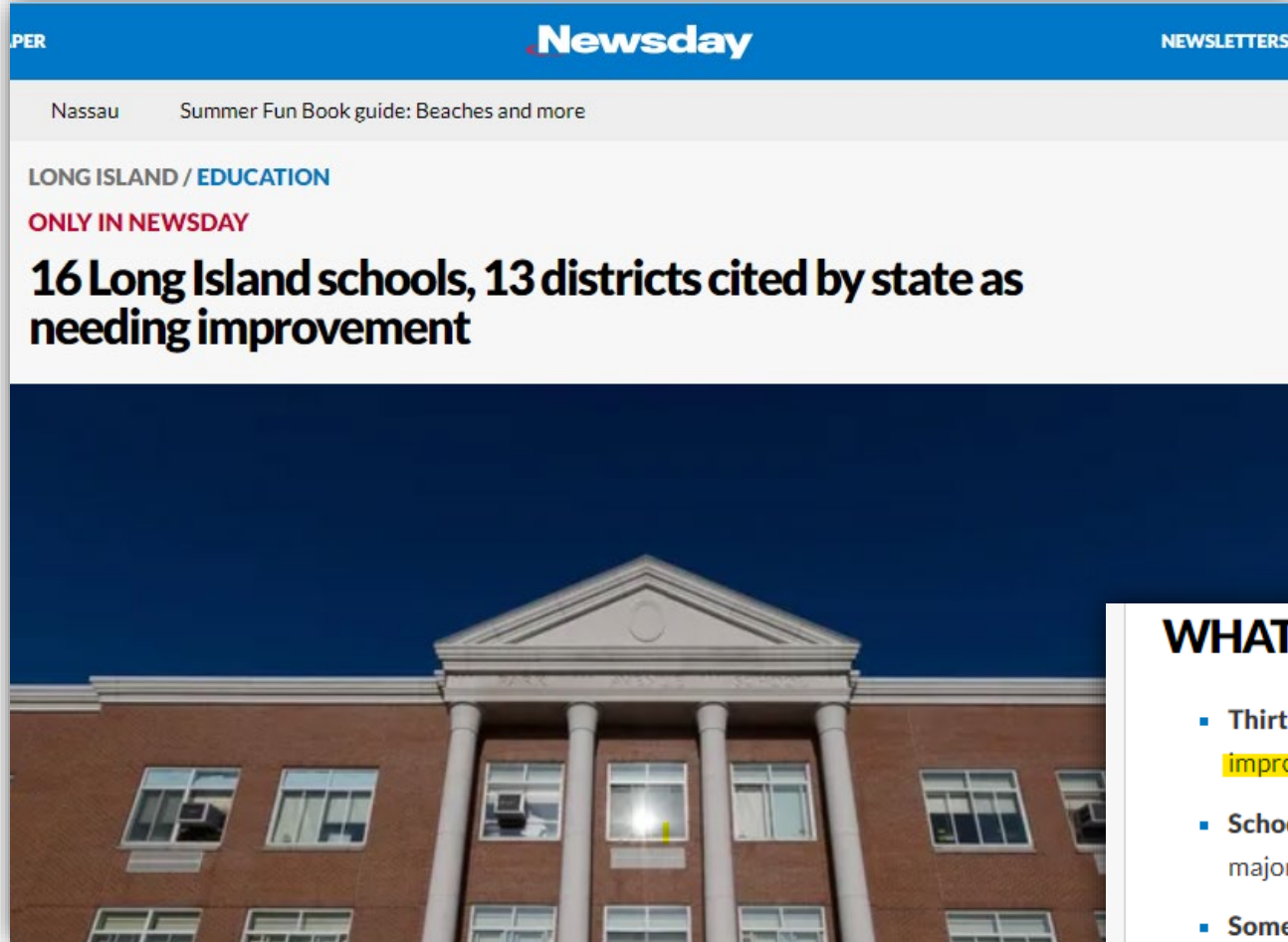
Understanding your NYSED ESSA Accountability Status Designations

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What Is The NYS ESSA Accountability² Plan for Schools and Districts?



The NY ESSA Plan describes the rules and regulations that determine whether schools are in good standing or whether they need NYSED supports and improvements.

WHAT TO KNOW

- Thirteen Long Island school districts and 16 schools within them are posted on a state needs-improvement list. The ratings were suspended three years ago amid the COVID pandemic.
- School systems cited by ratings span the region, but are concentrated in Suffolk County. The great majority of systems in the Island's educational network remain in good academic standing.
- Some educators criticized the state's rating system, contending that it often stigmatized entire districts due to data covering relatively small numbers of students.

“Preliminary 2024-25 School Year ESSA Accountability Determinations”

5	6	7	8	9	10	11	12	13	14	15	16
Elementary-Middle Subgroup Accountability Status											
Accountability Status for District/ School in 2022-23 school year ▼	Accountability Status for District/ School in 2023-24 school year ▼	Made Progress ▼	All Students ▼	Students with Disabilities ▼	Native American ▼	Asian ▼	Black ▼	Hispanic ▼	White ▼	English Language Learners ▼	Econ. Disadvantaged ▼
LSI	LSI	NA	LSI	LSI: PTD	-	LSI	LSI	LSI: PTD	LSI	LSI	LSI
LSI	LSI	NA	LSI	-	-	-	-	LSI: PTSI	-	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	LSI	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	-	-	LSI	LSI	LSI	LSI
LSI	LSI	NA	LSI	LSI: PTSI	-	-	LSI	LSI	LSI	LSI	LSI
LSI	LSI	NA	-	-	-	-	-	-	-	-	-
LSI	LSI	NA	LSI	LSI	-	LSI	LSI	LSI	LSI	LSI	LSI
TD	LSI	NA	LSI	LSI	-	LSI	LSI: PTD	LSI	-	LSI	LSI
CSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	-	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	-	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	-	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	-	LSI	LSI
LSI	LSI	NA	-	-	-	-	-	-	-	-	-
LSI	LSI	NA	LSI	LSI	-	-	LSI: PTSI	LSI	-	LSI	LSI
LSI	LSI+	NA	LSI+	LSI+	-	-	LSI+	LSI+	-	LSI+	LSI+
LSI	LSI	NA	LSI	LSI	-	-	LSI	LSI	-	LSI	LSI
LSI	LSI	NA	LSI	LSI	-	LSI	LSI	LSI	LSI	LSI	LSI

3 Tabs – Summary, Elementary/Middle, and HS

Core Information BOCES ysed.gov. sed.gov.	Core Subject Performance Level Assignment			Graduation Rate Level Assignment						ELP Level Assignment			Chronic Absenteeism Level Assignment		
	Level	Rank Range		Level	Rank Range		Level	Rank Range		Level	Success		Level	Rank Range	
	1	0 - 10%		1	0 - 10%		1	0 - 10%		1	0 - 0.49		1	0 - 10%	
	2	10.1 - 50%		2	10.1 - 50%		2	10.1 - 50%		2	0.50 - 0.99		2	10.1 - 50%	
	3	50.1 - 75%		3	50.1 - 75%		3	50.1 - 75%		3	1.0 - 1.24		3	50.1 - 75%	
	4	>75%		4	>75%		4	>75%		4	1.25+		4	>75%	
5	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	Performance			Graduation Rate						English Language Proficiency (ELP)			Chronic Absenteeism		
Subgroup	Subject Perf. Index	Core Subject Perf. Index Level	Core Subject Perf. Level Details	4 Yr Grad. Rate (2018 4 Yr)	5 Yr Grad. Rate (2017 5 Yr)	6 Yr Grad. Rate (2016 6 Yr)	Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate	Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate Level	Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate Level Details	ELP Success Ratio	English Language Proficiency Level	EL Proficiency Level Details	Chronic Abs. Rate	Chronic Abs. Level	Chronic Abs. Level Details
All	94.2	1	-10% Statewid	87	91.4	88.9	89.1	2	1-50% Statewi	.85	2	0.50-0.99	43.5	1	-10% Statewid
Black	85.1	1	-10% Statewid	84.6		95.8	90.2	2	1-50% Statewi				50.6	2	1-50% Statewi
ED	79.9	1	-10% Statewid	86.2	89.9	89.3	88.5	3	1-75% Statewi	.93	2	0.50-0.99	45.2	2	1-50% Statewi
ELL	44.1	2	1-50% Statewi	70	66.7	70	68.9	2	1-50% Statewi	.85	2	0.50-0.99	49.2	2	1-50% Statewi
Hispanic	84.5	1	-10% Statewid	83	86.8	87.1	85.6	2	1-50% Statewi	.85	2	0.50-0.99	45.4	2	1-50% Statewi
SWD	68.8	2	1-50% Statewi	82	87.2	78.9	82.7	3	1-75% Statewi				50.2	2	1-50% Statewi
White	115.9	2	1-50% Statewi	94.5	98.6	92	95	3	1-75% Statewi				37.5	2	1-50% Statewi
All	92.6	2	1-50% Statewi	90.2	92.5	90.4	91	2	1-50% Statewi	.85	2	0.50-0.99	43.5	2	1-50% Statewi
Black	85.1	2	1-50% Statewi	84.6		95.8	90.2	2	1-50% Statewi				50.6	2	1-50% Statewi
ED	79.9	2	1-50% Statewi	88.4	91.3	89.2	89.6	3	1-75% Statewi	.93	2	0.50-0.99	45.2	2	1-50% Statewi
ELL	37.9	2	1-50% Statewi	74.5	66.7	70	70.4	2	1-50% Statewi	.85	2	0.50-0.99	49.2	2	1-50% Statewi
Hispanic	83.2	2	1-50% Statewi	86.2	88.6	88	87.6	2	1-50% Statewi	.82	2	0.50-0.99	45.4	2	1-50% Statewi
SWD	50.6	2	1-50% Statewi	98	90.5	85.1	91.2	4	1-100% Statewi				50.2	2	1-50% Statewi
White	113.5	2	1-50% Statewi	100	98.6	95.7	98.1	4	1-100% Statewi				37.5	2	1-50% Statewi
All	72.3	1	-10% Statewid	83.2	74.1	76.8	78	1	-10% Statewid	.64	2	0.50-0.99	63.4	1	-10% Statewid
Black	73.8	1	-10% Statewid	80.4	64.4	70.1	71.6	1	-10% Statewid				65.6	1	-10% Statewid
FD	75.5	1	-10% Statewid	92	79.7	82.6	84.8	2	1-50% Statewi	.88	2	0.50-0.99	61.9	1	-10% Statewid

How Do You Make Sense of this Data?⁵



We have created an ESSA Dashboard to help districts to visualize their data down to the student level, so they can *improve all subgroup scores to stay in LSI.*

Bringing the Spreadsheet to Life ⁶

Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023–2024 Accountability Statuses Based on 2022–2023 Results



2023–2024 School Year Preliminary Accountability Status Report Guide

This supporting document is to help districts, schools, and charter schools understand preliminary accountability status determinations. The document is divided into:

- I. Report Structure
- II. 2023–2024 SY Accountability Status
- III. Navigating the Status Summary, Elementary-Middle, and High School Report
- IV. Additional Resources
- V. Accountability Report Definitions

Need to know the performance level cut points for each indicator by subgroup

2023–2024 SY Accountability Status Report Guide

Students with Disabilities								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	2.5	26.5	2.5	33.8	0	0.49	53.7	100
2	26.6	56.3	33.9	69.6	0.50	0.99	31.9	53.6
3	56.5	79.1	69.7	97.5	1.00	1.24	22.4	31.8
4	79.2	231.3	97.6	231.3	1.25+	--	0	22.3

English Language Learners								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	1.6	41.2	4.5	47.7	0	0.49	49.4	100

Need the spreadsheet

Need to go to L2RPT to get the scores

Scale Score Ranges Associated with Each English Language Arts Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4
3	380–431	432–449	450–473	474–491
4	380–430	431–449	450–470	471–500
5	371–431	432–449	450–473	474–502
6	366–430	431–449	450–469	470–497
7	366–432	433–449	450–471	472–503
8	366–429	430–449	450–471	472–503

Need to know the student performance level cut points by subject

13	14	15	16	17	18	19	20	21	22
Avg. Ach. Performance					Core Subject Performance				
Weighted Avg. Ach. Index	Weighted Avg. Ach. Level	Weighted Avg. Ach. Level Details	ELA Core Subject Perf. Index	Math Core Subject Perf. Index	Core Subject Perf. Index	Core Subject Perf. Index	Core Subject Perf. Index	Core Subject Perf. Index	Core Subject Perf. Index
9.5	1	>10% Statewide		110					
27.5	1	>10% Statewide	28.6	128.6					
14.2	1	>10% Statewide	25	54.3	40.7	1	10% Statewide		
13.2	1	>10% Statewide	27.3	59.6	44.8	1	10% Statewide		
5.1	1	>10% Statewide	22.2	37.5					
9.6	1	>10% Statewide	24.1	57.3	43.6	1	10% Statewide		
17.6	1	>10% Statewide	42.9	77.8					
3.4	1	>10% Statewide	11.1	35.3					
12.5	1	>10% Statewide							
21.7	1	>10% Statewide	100						
32.2	1	>10% Statewide	79.8	83.7	81.8	1	10% Statewide		
11.8	1	>10% Statewide	20	55.6	36.8	1	10% Statewide		

Subject Area	Assessment Description	Score	Standard Achieved
ELA	Grade 6 ELA	435	Level 2
ELA	Grade 6 ELA	443	Level 2
ELA	Grade 6 ELA	433	Level 2
ELA	Grade 6 ELA	440	Level 2
ELA	Grade 6 ELA	433	Level 2
ELA	Grade 6 ELA	440	Level 2
ELA	Grade 6 ELA	431	Level 2
ELA	Grade 6 ELA	443	Level 2

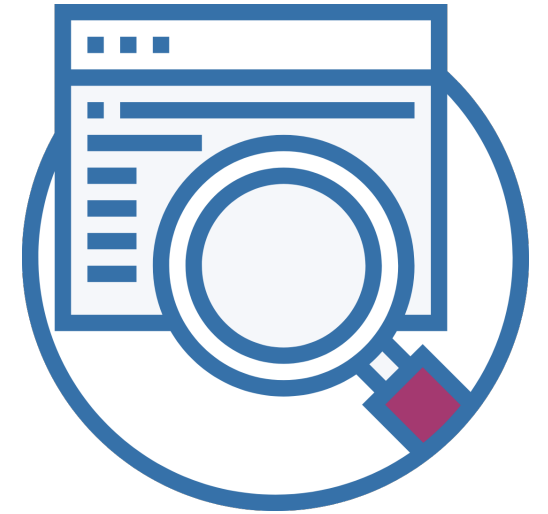
Nassau RIC “ESSA Dashboard”

What is on the ESSA dashboards?

- Accountability Standings, Levels, Indexes
- ELA, Math, Science and Social Studies (HS only) Performance Data
- Student Growth (EM only)
- ELP Progress
- Attendance and Chronic Absenteeism Data
- 4, 5 and 6 year Graduation Rate Data for the current cohort (HS only)
- CCCR Data – for informational purposes only (HS only)

Data Sources

- **NYSED Report Card** (Summary Page)
- **Accountability Cut Points Document** (All Index Pages)
- **NYS Assessment ItemR Dimension Tables** (Assessment Pages)
- **SIRS-106 Elementary/Middle-Level Achievement Accountability Report** (EM Assessment Performance Pages)
- **SIRS-112 Student Growth Accountability Report** (EM Student Growth)
- **SIRS-114 High School Accountability Achievement Report** (HS Assessment Performance Pages)
- **SIRS-113 English Language Proficiency Accountability Report** (ELP Progress)
- **SIRS-107 Chronic Absenteeism Accountability Report** (Chronic Absenteeism)
- **SIRS-105 High School Achievement and Graduation Rate Accountability Report** (Graduation Rate)
- **SIRS-108 College, Career, and Civic Readiness Accountability Report** (CCCR)



Last updated: 12/5/2023

- ☐ LSI
- ☐ LSI: PTD
- ☐ LSI: PTSI
- ☐ LSI+

Scenarios	Current Status	Weighted	Core	ELP	Chronic Absenteeism
1	Any	Both Level 1		Any Level (None, 1-4)	Any Level (None, 1-4)
2	Any	Level 2	Level 1	Both NOT Level 3 or 4	
3	Any	Level 1	None	Both NOT Level 3 or 4	
4	Any	Level 1	Level 2	Both NOT Level 3 or 4	
5	Any	Level 3	Level 1	Both NOT Level 3 or 4	
6	Any	Level 1	Level 3	Both NOT Level 3 or 4	

District/School Name

☐ All
☐ Asian
☐ Black
☐ ED
☐ ELL
☐ Hispanic
☐ Multiracial
☐ Nat. Amer.
☐ SWD
☐ White

District/School Name	Subgroup	Previous Year Status	Preliminary Status	Final Determination
[REDACTED]	All	LSI	LSI	-
	Asian	LSI	LSI	-
	ED	LSI	LSI	-
	ELL	LSI	LSI	-
	Hispanic	LSI	LSI	-
	SWD	LSI	LSI	-

A blank coordinate plane with x and y axes and a grid. The x-axis is horizontal and the y-axis is vertical, intersecting at the origin. The grid consists of 10 units by 10 units, with major grid lines every 1 unit and minor grid lines every 0.5 units. The axes are labeled with arrows at their ends.

Weighted Ach. Level	Core Ach. Level	ELP Proficiency Level	Chronic Abs. Level	Scenario(s) Identified
3	4	3	3	
2	3	-	3	
4	4	-	4	
1	1	1	1	1
1	1	-	1	1
2	1	1	1	2
2	1	1	1	2
2	1	1	2	2
2	1	-	1	2
3	4	-	4	
3	4	-	4	
2	2	2	2	

School and Subgroup		Achievement Index (ELA, Math, Science)						Student Growth		ELP Progress			Academic Progress (ELA/Math MIPs)					Chronic Abs.		
District/School	Subgroup	Weighted Min. Level Threshold	Weighted Max. Level Threshold	Weighted Avg. Ach. Index	Core Min. Level Threshold	Core Max. Level Threshold	Core Avg. Ach. Index	Growth Percentile	Growth Level	ELP Min. Level Threshold	ELP Max. Level Threshold	ELP Success Ratio	ELA Acad. Ach.	ELA Acad. Prog. Level	Math Acad. Ach.	Math Acad. Prog. Level	Avg. ELA & Math Acad. Prog. Level	CA Min. Level Threshold	CA Max. Level Threshold	Chronic Abs. Rate
	All	72.5	118.8	97.4	161.1	239.3	162.4	--	--	0.5	1	.98	--	--	--	--	--	16.8	24.6	18.4
	Asian	152.9	245.3	159.2	168.4	245.3	172.7	--	--	1	1.24	1.02	--	--	--	--	--	16.1	25.7	16.4
	ED	61.5	100	96.0	138.1	240	154.5	--	--	1	1.24	1	--	--	--	--	--	24.8	32	28
	ELL	79.3	103.6	90.0	109.1	215.3	125.7	--	--	0.5	1	.98	--	--	--	--	--	21.7	29.4	25.7
	Hispanic	64.5	117	82.0	133.6	168.3	142.7	--	--	0.5	1	.94	--	--	--	--	--	25.8	51.9	31.4
	SWD	56.5	79.1	64.2	97.6	231.3	139.7	--	--	--	--	-	--	--	--	--	--	0	22.3	17.9
	White	64.5	117	74.2	133.6	168.3	163.8	--	--	--	--	-	--	--	--	--	--	0	16	12.4
	All	72.5	118.8	114.1	161.1	239.3	182.3	--	--	--	--	-	--	--	--	--	--	0	16.7	16.5
	ED	100.1	124.2	101.7	138.1	240	168.6	--	--	--	--	-	--	--	--	--	--	32.1	51.7	33.8
	Hispanic	64.5	117	103.1	133.6	168.3	161.8	--	--	--	--	-	--	--	--	--	--	16.1	25.7	23.5
SWD	56.5	79.1	73.5	97.6	231.3	130.4	--	--	--	--	-	--	--	--	--	--	0	22.3	20	

Composite Performance

ELA

SY: 6/30/2023 Data

Location

All

Race/Ethnicity

All

Disability Type

All

Assessment

All

Achievement Level

All

Student Count

90569

Proficiency C...

37744

Level 1 Count

9010

Level 2 Count

14556

Level 3 Count

22494

Level 4 Count

15250

Refusal Count

28694

ELL

Poverty (ED)

SWD

Grade

03

04

05

06

07

08

Student Drill-through

Achievement Index by Subgroup

School	Subgroup	Weighted Index	Core Index
		92.2	151.1
		152.8	166.9
		90.3	142.7
		78.7	108.8
		78.3	130
		63.5	138.2
		67.8	147
		108.3	179.1
		91.4	165.6
		95	165.2
		79.6	143.5
		101.6	183.5
		128.1	151.5

Count of Student Achievement Levels by Grade - NYSTP

● Level 1 ● Level 2 ● Level 3 ● Level 4

Grade	Level 1	Level 2	Level 3	Level 4
03	1940	2703	4162	2540
04	1296	2735	3899	2899
05	1502	2799	4124	2282
06	1529	2399	3456	2699
07	1649	2073	3300	2399
08	968	1745	2898	2471

Count of Student Achievement Levels by Grade - NYSAA

● NYSAA-Level 1 ● NYSAA-Level 2 ● NYSAA-Level 3 ● NYSAA-Level 4

Grade	NYSAA-Level 1	NYSAA-Level 2	NYSAA-Level 3	NYSAA-Level 4
08	33	19	117	33
06	17	17	120	17
03	19	19	107	19
05	10	14	125	14
07	33	15	84	15
04	14	9	102	14

Distribution of Student Achivement - NYSTP

● Level 1 ● Level 2 ● Level 3 ● Level 4 ● Refusal

9.98%

16.23%

24.53%

17.03%

32.23%

ELA Proficiency by Grade

● Not Proficient ● Proficient

Grade	Not Proficient	Proficient
03	40.70%	59.30%
04	37.19%	62.81%
05	39.76%	60.24%
06	38.83%	61.17%
07	39.56%	60.44%
08	33.42%	66.58%

Location

HICKSVILLE MIDDLE SCHOOL

Student Name

Aazem, Nasim

Grade	Assessment	Achievement Level	Numeric Score	Score Placement
05	Grade 5 ELA	Level 4	474	LOW
04	Grade 4 ELA	Level 2	440	MIDDLE
06	Grade 6 ELA	Level 2	444	MIDDLE
05	Grade 5 ELA	Refusal	999	N/A
04	Grade 4 ELA	Level 1	428	HIGH
07	Grade 7 ELA	Level 3	461	MIDDLE
04	Grade 4 ELA	Level 3	455	MIDDLE
03	Grade 3 ELA	Level 3	453	LOW
08	Grade 8 ELA	Level 3	458	MIDDLE
03	Grade 3 ELA	Level 3	464	MIDDLE
04	Grade 4 ELA	Level 2	445	MIDDLE
08	Grade 8 ELA	Refusal	999	N/A
08	Grade 8 ELA	Refusal	999	N/A

ELP Progress		Location		Race/Ethnicity		Current Year ELP Level												
SY: 6/30/2023 Data		All		All		1 - Entering		2 - Emerging		3 - Transitioning		4 - Expanding		5 - Commanding				
Student Count	Progress Eligible	Made Progress	Did Not Make Progress	Did Not Make Progress		Made Progress		Y		ELA Proficient		SWD		Poverty (ED)		Grade		
13548	10596	4725	5871													All		
Achievement Index by Subgroup			Students' Progress by Previous Year ELP Level			Current Year ELP Level and Number Years ELP												
School		Subgroup	ELP Success Ratio	● Did Not Make Progress ● Made Progress 			1	2	3	4	5	6	7	8	9	10	Total	
		All	.98				-		1								1	
		Asian	1.02				1 - Entering	602	152	26	14	2	5	2		1	804	
		ED	1				2 - Emerging	808	741	175	178	77	19	12	8	9	2029	
		ELL	.98				3 - Transitioning	511	964	383	466	269	133	113	59	32	2934	
		Hispanic	.94				4 - Expanding	1035	909	681	843	620	478	365	264	231	5457	
		SWD	-				5 - Commanding	436	359	380	317	256	252	193	68	60	2222	
		White	-				Total	3392	3126	1645	1818	1224	887	685	399	333	39	13548
		All																
Location	Student Name	Grade	ELL Duration (Years)	Initial Year ELP Level	Prior Year ELP Level	Prior Year NYSESLAT Score	Current Year ELP Level	Current Year NYSESLAT Level	Current Year Quartile	Made Progress	Quartile Required in Next Year	ELP Level Required in Next Year	Annual Progress / Safe Harbor Method	For SV				
			6	Entering	3 - Transitioning	257	3 - Transitioning	250	3-4	Did Not Make Progress	4-3	Expanding	AP	M				
			1	Expanding	No Prev. Year ELP Level		4 - Expanding	305	4-4		5-1	Commanding	AP	M				
			1	Expanding	No Prev. Year ELP Level		4 - Expanding	266	4-2		5-1	Commanding	AP	M				
			2	Emerging	2 - Emerging	232	2 - Emerging	214	2-4	Did Not Make Progress	3-4	Transitioning	AP	M				
			6	Emerging	4 - Expanding	291	5 - Commanding	302	5-1	Made Progress	5-1	Commanding	AP	M				
			4	Emerging	4 - Expanding	284	5 - Commanding	335	5-1	Made Progress	5-1	Commanding	AP	M				
			1	Transitioning	No Prev. Year ELP Level		3 - Transitioning	246	3-1		4-1	Expanding	AP	M				
			4	Transitioning	4 - Expanding	287	4 - Expanding	277	4-2	Did Not Make Progress	5-1	Commanding	AP	M				
			3	Expanding	4 - Expanding	263	4 - Expanding	303	4-4	Did Not Make Progress	5-1	Commanding	AP	M				
			1	Entering	No Prev. Year ELP Level		1 - Entering	168	1-4		2-2	Emerging	SH	M				
			2	Transitioning	No Prev. Year ELP Level		3 - Transitioning	228	3-2	Did Not Make Progress	4-2	Expanding	AP	M				
			1	Commanding	No Prev. Year ELP Level		5 - Commanding	330	5-1	Made Progress				M				
			2	Transitioning	3 - Transitioning	235	4 - Expanding	283	4-3	Made Progress	5-1	Commanding	AP	M				
			3	Expanding	3 - Transitioning	222	4 - Expanding	292	4-3	Made Progress	5-1	Commanding	AP	M				
			2	Expanding	4 - Expanding	303	5 - Commanding	305	5-1	Made Progress	5-1	Commanding	AP	M				

Chronic Absenteeism

SY: 6/30/2023 Data

Location

All

Race/Ethnicity

All

Disability Type

All

ELL

Poverty (ED)

SWD

Student Count

276791

Average Number of Absences

10.83

Chronically Absent Student Count

49796

Chronically Absent

Suspended

Grade

01

02

03

04

05

06

07

08

K

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Achievement Index by Subgroup

School	Subgroup	Chronic Abs. Rate
	All	18.4
	Asian	16.4
	ED	28
	ELL	25.7
	Hispanic	31.4
	SWD	17.9

Chronic Absenteeism by School

Chronically Absent

Not Chronically Absent

School	Chronically Absent	Not Chronically Absent
KF	20.38%	79.62%
01	22.61%	77.39%
02	26.89%	73.11%
08	52.32%	47.68%
03	12.61%	87.39%
07	12.13%	92.02%
04	38.36%	61.64%
05	17.38%	82.62%
06	21.76%	78.24%
PKF	21.03%	78.97%
PKH	13.49%	86.51%
K	13.83%	92.49%

Count of Chronically Absent Students by Grade

Grade	Count
KF	7.8K
01	6.1K
02	5.3K
08	5.0K
03	4.8K
07	4.7K
04	4.7K
05	4.5K
06	4.4K
PKF	1.9K
PKH	0.5K
K	0.0K

Location	Student Name	Grade	# Days Abs.	Days Enrolled	% Absent	Total Susp. Days	ISS Days	OSS Days
			3	3	100.00	0	0	0
			29	29	100.00	0	0	0
			25	25	100.00	0	0	0
			15	15	100.00	0	0	0
			4	4	100.00	0	0	0
			4	4	100.00	0	0	0
			1	1	100.00	0	0	0
			1	1	100.00	0	0	0
			5	5	100.00	0	0	0
			49	49	100.00	0	0	0
			10	10	100.00	0	0	0
			1	1	100.00	0	0	0
			9	9	100.00	0	0	0
			1	1	100.00	0	0	0
			1	1	100.00	0	0	0
			12	12	100.00	0	0	0
			1	1	100.00	0	0	0
			9	9	100.00	0	0	0
			12	12	100.00	0	0	0
			15	15	100.00	0	0	0
			9	9	100.00	0	0	0
			10	10	100.00	0	0	0
			7	7	100.00	0	0	0
			1	1	100.00	0	0	0
			2	2	100.00	0	0	0
			4	4	100.00	0	0	0
			10	10	100.00	0	0	0
			12	12	100.00	0	0	0
			7	7	100.00	0	0	0
			1	1	100.00	0	0	0

Graduation Rate

SY: 6/30/2023 Data

Location

All

Disability

All

Gender

All

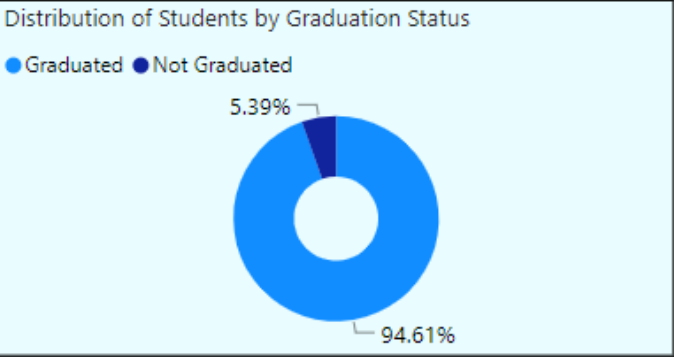
Graduation Status

All

Cohort

All

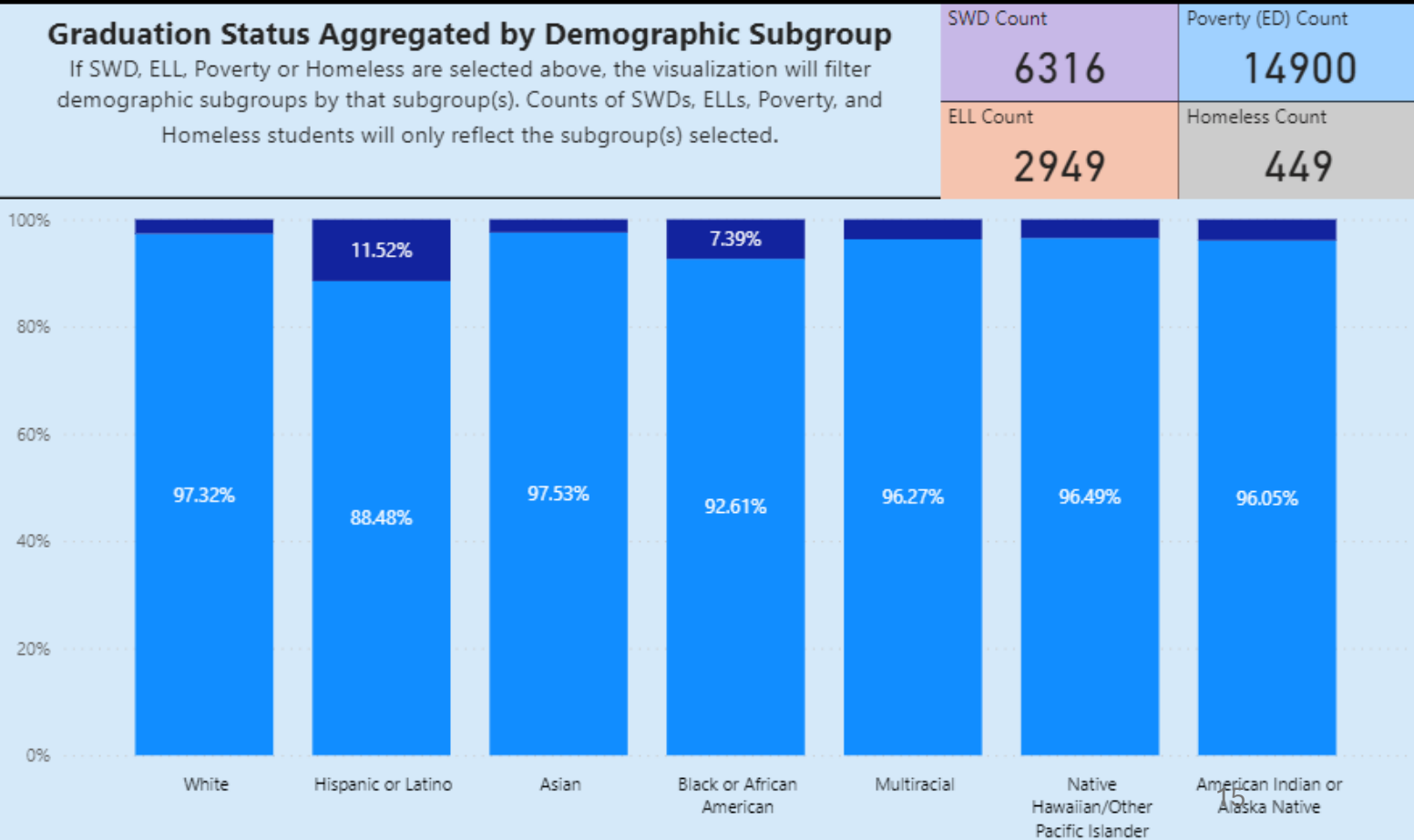
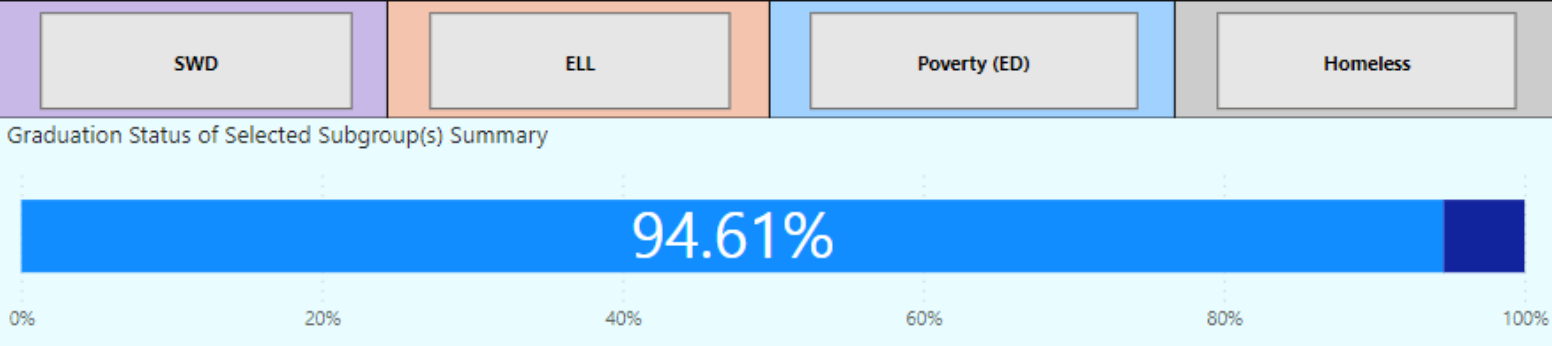
Student Count
49515
Graduate Count
46844
Non-Graduate Count
2671



School	Subgroup	4-Year Grad. Rate	5-Year Grad. Rate	6-Year Grad. Rate
	All	97.3	98.1	97.4
	Asian	100	95.8	100
	Black	98.1	98	96.7
	ED	94.6	96.2	94
	Hispanic	96	98.2	96.3
	Multiracial	-	100	-
	SWD	86.7	87.7	83
	White	96.2	98.6	100
	All	94.8	95.9	95.8

Student Count By Cohort	Graduated	Not Graduated	Total
4 Year Graduation Cohort (through August 2022)	15377	913	16290
5 Year Graduation Cohort (through August 2022)	15677	804	16481
6 Year Graduation Cohort (through August 2022)	15790	954	16744
Total	46844	2671	49515

Location	Student Name	Cohort	Grad Status
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated
		4-Year Cohort	Graduated



College, Career and Civic Readiness (CCCR)		Location		Race/Ethnicity		Disability		CCCR Weight					
SY: 6/30/2023 Data		All		All		All		0.00	0.50	1.00	1.50	2.00	
Student Count	2.0 CCCR Weight	1.5 CCCR Weight	1.0 CCCR Weight	0.5 CCCR Weight	0.0 CCCR Weight	CCCR Achievement Category							
16278	12660	299	2098	37	1184	All							
ELL	Poverty (ED)	SWD	Location		Student Name		CCCR Weight	CCCR Achievement					
Distribution of CCCR Scores CCCR Weight ● 0 ● 0.5 ● 1 ● 1.5 ● 2 12660 (77.8%) 2098 (12.9%) 299 (1.8%) 1184 (7.3%)					0.00	None							
					2.00	Regents with Advanced Designation							
					2.00	Regents with Advanced Designation							
					2.00	Regents with Advanced Designation							
					1.00	Regents Only							
					0.00	None							
					0.00	None							
					1.00	Regents Only							
					1.50	Regents and HS AP or IB Course Credit							
					0.00	None							
					0.00	None							
					2.00	Regents with Advanced Designation							
					2.00	Regents with Advanced Designation							
					0.00	None							
					2.00	Regents with Advanced Designation							
					1.00	Regents Only							
					1.00	Regents Only							
					1.00	Regents Only							
					0.00	None							
					2.00	Regents with Advanced Designation							
					0.00	None							
					0.00	None							
					0.00	None							
CCCR Achievment		Student Count						2.00	Regents with Advanced Designation				
Annual Regents with Seal of Biliteracy		64						0.00	None				
CDOS Stand Alone		8						0.00	None				
Cohort Regents with Seal of Biliteracy		119						0.00	None				
Cohort Regents with Seal of Civic Readiness		475						0.00	None				
High School Equivalency Diploma		29						2.00	Regents with Advanced Designation				
Local Diploma Only		39						1.00	Regents Only				
None		1184						1.00	Regents Only				
P-Tech and Regents Diploma Requirements		2						2.00	Regents and HS Dual Enroll Credit				
Regents and 3 or Above on AP Exam		316						2.00	Regents and HS Dual Enroll Credit				
Total		16278						1.00	Regents Only				
								0.00	None				
								1.00	Regents Only				



ESSA E/M Student Summary

6/30/2023

Name: [Redacted]

Gender: Male

Grade Level: 08

NYSSIS ID: [Redacted]

Local ID: [Redacted]

ELL Status: Yes

SWD Status: Yes

Poverty: Yes

Ethnicity: Hispanic or Latino

School: [Redacted]



Assessments and Growth

Grade 8 ELA			Regents Common Core Algebra I - Jun			Regents Living Environment - Jun		
Level 1		399	Level 1		60	Level 1		49
[Redacted] ELA Score Compared to the...			[Redacted] Math Score Compared to the...			[Redacted] Science Score Compared to the...		
Subgroup:	District:	School:	Subgroup:	District:	School:	Subgroup:	District:	School:
Better than 11% of students	Better than 1% of students	Better than 0% of students	Better than 67% of students	Better than 57% of students	Better than 57% of students	Better than 33% of students	Better than 27% of students	Better than 27% of students
Average Grade 8 ELA Score for the...			Average Regents Common Core Algebra I - Jun Scor...			Average Regents Living Environment - Jun Score for...		
Subgroup:	District:	School:	Subgroup:	District:	School:	Subgroup:	District:	School:
415.00	437.00	438.00	52.00	57.00	57.00	53.00	59.00	59.00

Student Growth

Previous Year Tests:		
Grade 7 ELA	560	21
Grade 7 Math	559	21
Student Growth Percentile:		87
Average Student Growth Percentile for...		
Subgroup:	District:	School:
47.80	43.10	40.30

Chronic Absenteeism and Suspensions

Days Enrolled:		181		Average Days Absent for the...		
Days Absent:		20		Subgroup:		15.95%
Absent Percentage:		11%		District:		17.57%
Days ISS:	0	Days OSS:	0	Location:		16.72%

Absence rate compared to the...		
Subgroup:	District:	School:
Absent less than 81% of students	Absent less than 84% of students	Absent less than 88% of students

ELP Progress

Years in ELL Programs:		4	Progress Calculation Method:		AP
Initial ELP Level:		Emerging	Progress Probability:		0.41
Prior ELP Level:		Transitioning	Level Required for Progress:		Expanding
Current ELP Level:		Transitioning	Progress Indicator:		Did Not Make P...
Avg. Years ELL for all Students:		3.50	Avg. Progress Probability:		43%

What else can you do with it?¹⁸

- 3 Examples:
 - Finding students that are at the high or low end of the achievement level bracket
 - Estimating next year's rankings based on targeted student improvement
 - Deep dive on Level 1 indicators

Last year 2023-24 **ALL** Nassau County Districts were in LSI status.



- There are a few districts that were designated as **LSI:PTSI**
 - Reach out to us ASAP— there are a few things we can look at on the Dashboard to help you out for the upcoming test administration in April.
 - Any other districts who would like to learn how the dashboard can assist in improving your scores, reach out as well.

- By the time you hear (December) that one of your subgroups are identified as LSI:PTSI, you are well into the 1st year that subgroup met Senario 1.
- You only have the upcoming test administration (April/May 2025) to improve that subgroup or risk be identified as full TSI.
- The subgroup will then need to show 2 years of improvement to get out of TSI.
- Why it's important to look at Level 1 subgroups now. Even if they were not identified as **LSI:PTSI**



Don't Ignore Level 1 Subgroups²¹

- Subgroups receiving a Level 1 means that subgroup fell in the **bottom 10% of scores statewide.**
- The easiest way to say out of identification is to close the gaps where you can and work towards a Level 2.
- The Dashboard is the easiest way to identify these students

Using **2024-25 results** districts may be identified as **Comprehensive Support and Improvement (CSI)** if at the Elementary/Middle level, the **“All Students” subgroup** are identified in Scenario 1.

Districts should be aware that if in 2023-24, they had a school whose **All Students Subgroup** **received a Level 1 for Weighted and Core**, they would have been identified for the CSI support model.

Continuous Improvement and Accountability Data Analysis Planning Guide

Accountability data woven into local evidence of student learning and performance can be useful in continuous improvement planning to help ensure the success of all students. The New York State Education Department (NYSED or “the Department”) encourages all schools and districts to engage in a continuous improvement process that results in an annual improvement plan collaboratively developed by stakeholders and informed by a needs assessment. For more information about a continuous improvement process, please see the [NYSED Continuous Improvement webpage](#).

Districts are advised that districts or schools that have any of the following results are encouraged to layer the recommendations into their planning efforts:

Data Results	Analysis/Recommendations
Elementary/Middle Level: The All Students group received a Level 1 for Weighted Academic Achievement and Core Subject Performance and/or High School Level: The All Students group received a Level 1 for Weighted Academic Achievement, Core Subject Performance, and Graduation Rate	In the 2023–2024 school year, schools were not identified for Comprehensive Support and Improvement (CSI) for the All Students group. As part of the previous identification cycle, elementary/middle schools and high schools that had a Level 1 for Weighted Academic Achievement or Core Subject Performance, as well as Graduation Rate at the high school level, were identified for the CSI support model. - Districts that have schools that received a Level 1 for Weighted Average Achievement and Core Subject Performance for its All Students group based on 2022–2023 school year results should be aware that these schools would have been identified for the CSI support model if this was a year in which NYSED made CSI determinations. - When considering improvement initiatives, schools in this scenario should ensure that the support is provided across the school so that all students may benefit.
For subgroup(s) with Level 1s	If a subgroup has a Level 1 for any indicator, recognize that the results fall within the bottom 10% in the state and should be addressed in improvement planning efforts.
Local Support and Improvement: Potential Targeted Support and Improvement (LSI:PTSI)	NYSED identifies subgroups for Targeted Support and Improvement (TSI) if the subgroup meets identification criteria for two consecutive years. The notation “LSI:PTSI” means that while the subgroup remains in LSI status, it met identification criteria this past year and will move to the TSI support model if it meets identification criteria again based on 2023–2024 school year results. Subgroup analysis and targeted improvement planning are strongly recommended.
Potential Target District (PTD)	Districts can be identified solely for district-level subgroup results. If any of the district level subgroups meet

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Want More?

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