

STATE STREET INTERMEDIATE SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	4	—	4
White	3	4	—	4
Students with Disabilities	4	4	—	—
Economically Disadvantaged	3	3	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	248	149.8	3
	Math	247	162.3	
	Combined	495	156.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	11	122.7	—
	Math	12	112.5	
	Combined	23	—	
Multiracial	ELA	9	94.4	—
	Math	9	144.4	
	Combined	18	—	
White	ELA	225	152.7	3
	Math	223	165	
	Combined	448	158.8	
English Language Learner	ELA	5	80	—
	Math	5	110	
	Combined	10	—	
Students with Disabilities	ELA	19	102.6	4
	Math	18	111.1	
	Combined	37	106.8	
Economically Disadvantaged	ELA	41	123.2	3
	Math	41	118.3	
	Combined	82	120.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	248	149.8	4
	Math	247	162.3	
	Combined	495	156.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	11	122.7	—
	Math	12	112.5	
	Combined	23	—	
Multiracial	ELA	9	94.4	—
	Math	9	144.4	
	Combined	18	—	
White	ELA	225	152.7	4
	Math	223	165	
	Combined	448	158.8	
English Language Learner	ELA	5	80	—
	Math	5	110	
	Combined	10	—	
Students with Disabilities	ELA	22	88.6	4
	Math	22	90.9	
	Combined	44	89.8	
Economically Disadvantaged	ELA	41	123.2	3
	Math	41	118.3	
	Combined	82	120.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	—	—	—	—
White	2	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	260	29	11.2%	4
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Hispanic or Latino	13	—	—	—
Multiracial	9	—	—	—
White	235	26	11.1%	4
English Language Learner	6	—	—	—
Students with Disabilities	25	—	—	—
Economically Disadvantaged	48	10	20.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	256	97.7%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	9	—
White	✓	231	97.8%
English Language Learner	—	3	—
Students with Disabilities	—	24	—
Economically Disadvantaged	✓	44	97.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	256	97.3%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	9	—
White	✓	231	97%
English Language Learner	—	3	—
Students with Disabilities	—	24	—
Economically Disadvantaged	✓	44	97.7%

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