



ESCUELA SECUNDARIA PLAINEDGE - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2020 - 21]

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.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 \(58.87 kilobytes\)](#)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Translated to: [Spanish](#)[Show original](#)

Options ▼

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	649	66	10.2%
American Indian or Alaska Native	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	4	13.3%
Black or African American	3	—	—
Hispanic or Latino	53	10	18.9%
Multiracial	8	—	—
White	552	47	8.5%
English Language Learners	7	—	—
Students with Disabilities	98	15	15.3%
Economically Disadvantaged	87	24	27.6%

**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%
English Language Learners	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	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Tasa de participación del grado 8	
	LEYENDO	MATEMÁTICAS	LEYENDO	MATEMÁTICAS
Todos los estudiantes	89%	89%	84%	85%
Estudiantes con Discapacidades	87%	87%	92%	95%
Los estudiantes del idioma inglés	89%	90%	88%	90%

NAEP NAEP GRADO 4

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	POR DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	35%	31%	26%	9%	20%	40%	32%	9%
Estudiantes con Discapacidades	70%	18%	9%	2%	51%	33%	14%	3%
Indio americano o nativo de Alaska	50%	30%	17%	3%	32%	43%	22%	4%
asiático	18%	25%	35%	22%	7%	23%	41%	29%
Nativo de Hawái/otro isleño del Pacífico	45%	31%	20%	4%	30%	40%	24%	5%
negro o afroamericano	53%	30%	15%	3%	35%	45%	18%	2%
hispano o latino	46%	31%	19%	4%	27%	45%	24%	3%
Blanco	24%	31%	32%	12%	12%	36%	40%	12%
Multirracial	28%	32%	29%	11%	17%	40%	34%	10%
Los estudiantes del idioma inglés económicamente en desventaja	sesenta y cinco%	25%	8%	1%	41%	43%	15%	1%
	48%	31%	18%	3%	29%	45%	23%	3%

NAEP NAEP GRADO 8

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	POR DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	POR DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	28%	39%	29%	4%	32%	35%	23%	10%
Estudiantes con Discapacidades	64%	27%	8%	1%	68%	23%	7%	2%
Indio americano o nativo de Alaska	40%	41%	19%	1%	48%	37%	13%	3%
asiático	13%	30%	43%	13%	12%	24%	31%	33%
Nativo de Hawái/otro isleño del Pacífico	38%	38%	23%	2%	47%	34%	15%	4%
negro o afroamericano	47%	39%	14%	1%	54%	33%	11%	2%
hispano o latino	38%	40%	20%	1%	43%	37%	dieciséis%	3%
Blanco	19%	39%	36%	5%	21%	36%	30%	13%
Multirracial	24%	40%	31%	5%	28%	36%	25%	11%
Los estudiantes del idioma inglés económicamente en desventaja	73%	24%	3%	*	73%	22%	4%	1%
	40%	40%	18%	1%	46%	36%	15%	3%

*No hay datos suficientes para este subgrupo.

TASAS NACIONALES DE PARTICIPACIÓN NAEP

	Tasa de participación del grado 4		Tasa de participación del grado 8	
	LEYENDO	MATEMÁTICAS	LEYENDO	MATEMÁTICAS
Todos los estudiantes	93%	93%	91%	92%
Estudiantes con Discapacidades	89%	90%	90%	92%
Los estudiantes del idioma inglés	94%	95%	92%	93%



RECOPIACIÓN DE DATOS DE DERECHOS CIVILES (CRDC) (2017-18)

Los distritos informan los datos de la Recopilación de datos de derechos civiles (CRDC) al Departamento de Educación de los Estados Unidos e incluyen datos sobre medidas de calidad escolar, ambiente y seguridad, así como la inscripción en programas preescolares y cursos acelerados para obtener créditos postsecundarios. Para obtener más información, visite la página de inicio de CRDC .

Datos CRDC (22,42 megabytes)

Glosario y guía CRDC

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