



UFSD DE BORDE SENCILLO - 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
English Language Learners	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.

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Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,707	163	9.5%
American Indian or Alaska Native	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	90	13	14.4%
Black or African American	12	—	—
Hispanic or Latino	160	23	14.4%
Multiracial	21	—	—
White	1,420	118	8.3%
English Language Learners	60	10	16.7%
Students with Disabilities	267	31	11.6%
Economically Disadvantaged	201	52	25.9%

SECONDARY 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

SECONDARY GRADUATION RATE

Accountability graduation rate 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.

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Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	252	240	95.2%
	5-Year	252	247	98%
	6-Year	258	247	95.7%
American Indian or Alaska Native	4-Year	1	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	14	—	—
	5-Year	16	—	—
	6-Year	10	—	—
Black or African American	4-Year	3	—	—
	5-Year	3	—	—
	6-Year	2	—	—
Hispanic or Latino	4-Year	26	—	—
	5-Year	26	—	—
	6-Year	28	—	—
Multiracial	4-Year	0	—	—
	5-Year	1	—	—
	6-Year	0	—	—
White	4-Year	229	217	94.8%
	5-Year	231	229	99.1%
	6-Year	233	226	97%
English Language Learners	4-Year	0	—	—
	5-Year	7	—	—
	6-Year	7	—	—
Students with Disabilities	4-Year	48	39	81.3%
	5-Year	35	35	100%
	6-Year	57*	47	82.5%
Economically Disadvantaged	4-Year	58*	50	86.2%
	5-Year	32	29	90.6%
	6-Year	35	30	85.7%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY 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.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	883	186	21.1%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	35	9	25.7%
Black or African American	5	—	—
Hispanic or Latino	71	15	21.1%
Multiracial	5	—	—
White	766	158	20.6%
English Language Learners	13	—	—
Students with Disabilities	132	43	32.6%
Economically Disadvantaged	132	52	39.4%

**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		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

**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%
English Language Learners	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%
English Language Learners	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.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

**TOTAL COHORT GRADUATION RATE (2020-21)**

Los datos de la tasa de graduación son para estudiantes que ingresaron por primera vez al grado 9, cuatro años antes de este año de informe. Los graduados son a partir de agosto siguiente al cierre del año del informe. Haga clic en el informe de datos de la tasa de graduación de la escuela secundaria para ver las comparaciones del distrito y el estado y para filtrar por género, etnia y otros subgrupos de estudiantes o por tasas de graduación de 5 y 6 años.

Subgrupo	Total	TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTE		DIPLOMA LOCAL		CREDITO SIN DIPLOMA		TODAVÍA INSCRITO		TRANSFERENCIA GED		ABANDONA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	220	209	95%	151	69%	58	26%	0	0%	1	0%	4	2%	3	1%	3	1%
Femenino	98	95	97%	80	82%	15	15%	0	0%	0	0%	2	2%	0	0%	1	1%
Masculino	122	114	93%	71	58%	43	35%	0	0%	1	1%	2	2%	3	2%	2	2%
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
negro o afroamericano	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
hispano o latino	13	11	85%	7	54%	4	31%	0	0%	0	0%	1	8%	0	0%	1	8%
Blanco	195	187	96%	136	70%	51	26%	0	0%	1	1%	3	2%	2	1%	2	1%
Multirracial	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Estudiantes de educación general	187	183	98%	150	80%	33	18%	0	0%	0	0%	2	1%	2	1%	0	0%
Estudiantes con Discapacidades	33	26	79%	1	3%	25	76%	0	0%	1	3%	2	6%	1	3%	3	9%
Aprendiz del idioma inglés	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aprendiz del idioma no inglés	216	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
económicamente en desventaja	34	31	91%	13	38%	18	53%	0	0%	0	0%	1	3%	2	6%	0	0%
Sin desventaja económica	186	178	96%	138	74%	40	22%	0	0%	1	1%	3	2%	1	1%	3	2%
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no migrante	220	209	95%	151	69%	58	26%	0	0%	1	0%	4	2%	3	1%	3	1%
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre que no está en las fuerzas armadas	220	209	95%	151	69%	58	26%	0	0%	1	0%	4	2%	3	1%	3	1%
Sin hogar	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
no sin hogar	218	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
en cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No en cuidado de crianza	220	209	95%	151	69%	58	26%	0	0%	1	0%	4	2%	3	1%	3	1%

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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