

ESCUELA CHARLES E SCHWARTING - REPORTE DEL ESTADO DE NUEVA YORK [2019-20]

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 resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING*

*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.

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing*
Economically Disadvantaged	Good Standing

*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.



RESULTADOS DE LA EVALUACIÓN NACIONAL DEL PROGRESO EDUCATIVO (NAEP) (2018-19)

La Evaluación Nacional del Progreso de la Educación (NAEP, por sus siglas en inglés) se informa solo para los resultados estatales (estado de Nueva York) y nacionales. Los resultados a nivel del distrito y de la escuela no se informan para NAEP.

NAEP DEL ESTADO DE NUEVA YORK GRADO 4

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	34	31	26	8	24	40	29	8
Estudiantes con discapacidades	73	18	7	1	61	30	7	2
Indio americano o nativo de Alaska	*	*	*	*	*	*	*	*
asiático	21	27	34	17	8	23	43	26
Nativo de Hawái / otras islas del Pacífico	*	*	*	*	*	*	*	*
Negro o afroamericano	53	31	14	2	43	40	dieciséis	1
hispano o latino	45	32	19	4	33	45	19	2
blanco	24	32	33	11	14	39	38	9
Multirracial	24	23	35	18	15	42	31	12
Dominio limitado del inglés	78	17	4	*	51	40	8	1
En desventaja económica	49	31	17	3	33	43	21	3



NAEP DEL ESTADO DE NUEVA YORK GRADO 8

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	30	38	28	4	34	32	22	11
Estudiantes con discapacidades	58	31	10	1	72	22	5	2
Indio americano o nativo de Alaska	*	*	*	*	*	*	*	*
asiático	21	33	36	10	15	25	29	31
Nativo de Hawái / otras islas del Pacífico	*	*	*	*	*	*	*	*
Negro o afroamericano	43	38	17	1	55	30	12	3
hispano o latino	41	38	19	2	49	35	14	3
blanco	20	39	35	6	23	33	29	15
Multirracial	*	*	*	*	*	*	*	*
Dominio limitado del inglés	83	dieciséis	1	*	88	10	2	*
En desventaja económica	40	38	20	2	47	32	dieciséis	5



NACIONAL NAEP GRADO 4

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	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 / otras islas 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
Dominio limitado del inglés	sesenta y cinco	25	8	1	41	43	15	1
En desventaja económica	48	31	18	3	29	45	23	3



NACIONAL NAEP GRADO 8

SUBGRUPO	LEYENDO				MATEMÁTICAS			
	DEBAJO DEL BÁSICO	BÁSICO	COMPETENTE	AVANZADO	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 / otras islas 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
Dominio limitado del inglés	73	24	3	*	73	22	4	1
En desventaja económica	40	40	18	1	46	36	15	3

* No hay datos suficientes para este subgrupo.



CALIFICACIONES DEL PERSONAL (2019-20) PROFESORES Y DIRECTORES INEXPERIMENTADOS

	MAESTROS			PRINCIPALES		
	Total	# Sin experiencia	% Sin experiencia	Total	# Sin experiencia	% Sin experiencia
ESTA ESCUELA	42	2	5%	1	0	0%
ESTE DISTRITO	250	17	7%	5	1	20%
EN TODO EL ESTADO	205,520	35,059	17%	4,784	1,237	26%
ESCUELAS ESTATALES DE ALTA POBREZA	46,266	13,190	29%	1,168	320	27%
ESCUELAS ESTATALES DE BAJA POBREZA	61,131	5,677	9%	1,193	260	22%

Los recuentos de maestros y directores son los que informan las escuelas y los distritos en el Sistema de depósito de información estudiantil (SIRS).

PROFESORES QUE ENSEÑAN FUERA DE SU ASIGNATURA O CAMPO DE CERTIFICACIÓN

	Total	PROFESORES QUE ENSEÑAN FUERA DE SU ASIGNATURA / CAMPO DE CERTIFICACIÓN	
		#	%
ESTA ESCUELA	41	0	0%
ESTE DISTRITO	260	7	3%
EN TODO EL ESTADO	216,218	20,182	9%
ESCUELAS ESTATALES DE ALTA POBREZA	46,676	9,564	20%
ESCUELAS ESTATALES DE BAJA POBREZA	54,886	1,004	2%

Los recuentos de maestros son los que se informan en Acceso y autorización de maestros (TAA).



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