

## NORTHSIDE CHARTER HIGH SCHOOL - NEW YORK STATE REPORT CARD [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

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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

### 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
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	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.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	84	78	92.9%
	5-Year	83	80	96.4%
	6-Year	95	92	96.8%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	4	—	—
	5-Year	5	—	—
	6-Year	4	—	—
Black or African American	4-Year	36*	31	86.1%
	5-Year	36*	36	100%
	6-Year	38*	36	94.7%
Hispanic or Latino	4-Year	64	60	93.8%
	5-Year	58	56	96.6%
	6-Year	67	66	98.5%
Multiracial	4-Year	3	—	—
	5-Year	3	—	—
	6-Year	3	—	—
White	4-Year	5	—	—
	5-Year	9	—	—
	6-Year	11	—	—
English Language Learners	4-Year	4	—	—
	5-Year	9	—	—
	6-Year	9	—	—
Students with Disabilities	4-Year	30*	23	76.7%
	5-Year	28	—	—
	6-Year	36*	32	88.9%
Economically Disadvantaged	4-Year	59	56	94.9%
	5-Year	62	59	95.2%
	6-Year	76	73	96.1%

\*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	392	357	91.1%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–
Black or African American	64	61	95.3%
Hispanic or Latino	303	274	90.4%
Multiracial	3	–	–
White	20	–	–
English Language Learners	16	–	–
Students with Disabilities	90	81	90%
Economically Disadvantaged	315	284	90.2%

## ANNUAL REGENTS EXAMINATIONS (2020 - 21)

**ANNUAL REGENTS EXAMINATION IN ELA (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**ANNUAL REGENTS EXEMPTIONS IN ELA**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	292	292	100	0	0
General Education	222	222	100	0	0
Students with Disabilities	70	70	100	0	0
Black or African American	43	43	100	0	0
Hispanic or Latino	234	234	100	0	0
White	13	13	100	0	0
Multiracial	2	2	100	0	0
Female	160	160	100	0	0
Male	132	132	100	0	0
English Language Learners	13	13	100	0	0
Non-English Language Learners	279	279	100	0	0
Economically Disadvantaged	236	236	100	0	0
Not Economically Disadvantaged	56	56	100	0	0
Not Migrant	292	292	100	0	0
Homeless	9	9	100	0	0
Not Homeless	283	283	100	0	0
Not in Foster Care	292	292	100	0	0
Parent Not in Armed Forces	292	292	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I**



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	28	28	100	0	0
General Education	18	18	100	0	0
Students with Disabilities	10	10	100	0	0
Black or African American	9	9	100	0	0
Hispanic or Latino	16	16	100	0	0
White	2	2	100	0	0
Multiracial	1	1	100	0	0
Female	15	15	100	0	0
Male	13	13	100	0	0
English Language Learners	2	2	100	0	0
Non-English Language Learners	26	26	100	0	0
Economically Disadvantaged	25	25	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Not Migrant	28	28	100	0	0
Homeless	1	1	100	0	0
Not Homeless	27	27	100	0	0
Not in Foster Care	28	28	100	0	0
Parent Not in Armed Forces	28	28	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

**ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	41	41	100	0	0
General Education	28	28	100	0	0
Students with Disabilities	13	13	100	0	0
Black or African American	8	8	100	0	0
Hispanic or Latino	33	33	100	0	0
Female	26	26	100	0	0
Male	15	15	100	0	0
English Language Learners	1	1	100	0	0
Non-English Language Learners	40	40	100	0	0
Economically Disadvantaged	35	35	100	0	0
Not Economically Disadvantaged	6	6	100	0	0
Not Migrant	41	41	100	0	0
Homeless	2	2	100	0	0
Not Homeless	39	39	100	0	0
Not in Foster Care	41	41	100	0	0
Parent Not in Armed Forces	41	41	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

## ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	93	93	100	0	0
General Education	72	72	100	0	0
Students with Disabilities	21	21	100	0	0
Black or African American	20	20	100	0	0
Hispanic or Latino	68	68	100	0	0
White	4	4	100	0	0
Multiracial	1	1	100	0	0
Female	53	53	100	0	0
Male	40	40	100	0	0
English Language Learners	6	6	100	0	0
Non-English Language Learners	87	87	100	0	0
Economically Disadvantaged	76	76	100	0	0
Not Economically Disadvantaged	17	17	100	0	0
Not Migrant	93	93	100	0	0
Homeless	2	2	100	0	0
Not Homeless	91	91	100	0	0
Not in Foster Care	93	93	100	0	0
Parent Not in Armed Forces	93	93	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN GEOMETRY**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	91
General Education	67
Students with Disabilities	24
Black or African American	13
Hispanic or Latino	75
White	3
Female	56
Male	35
English Language Learners	5
Non-English Language Learners	86
Economically Disadvantaged	75
Not Economically Disadvantaged	16
Not Migrant	91
Homeless	3
Not Homeless	88
Not in Foster Care	91
Parent Not in Armed Forces	91

See report card Glossary and Guide for criteria used to include students in this table.

## ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	100
General Education	85
Students with Disabilities	15
Asian or Native Hawaiian/Other Pacific Islander	1
Black or African American	12
Hispanic or Latino	83
White	3
Multiracial	1
Female	61
Male	39
English Language Learners	2
Non-English Language Learners	98
Economically Disadvantaged	74
Not Economically Disadvantaged	26
Not Migrant	100
Homeless	3
Not Homeless	97
Not in Foster Care	100
Parent Not in Armed Forces	100

See report card Glossary and Guide for criteria used to include students in this table.

## ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	82
General Education	73
Students with Disabilities	9
Asian or Native Hawaiian/Other Pacific Islander	1
Black or African American	11
Hispanic or Latino	65
White	5
Female	50
Male	32
English Language Learners	1
Non-English Language Learners	81
Economically Disadvantaged	61
Not Economically Disadvantaged	21
Not Migrant	82
Homeless	2
Not Homeless	80
Not in Foster Care	82
Parent Not in Armed Forces	82

See report card Glossary and Guide for criteria used to include students in this table.



## ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	173
General Education	129
Students with Disabilities	44
Black or African American	34
Hispanic or Latino	131
White	6
Multiracial	2
Female	95
Male	78
English Language Learners	9
Non-English Language Learners	164
Economically Disadvantaged	141
Not Economically Disadvantaged	32
Not Migrant	173
Homeless	6
Not Homeless	167
Not in Foster Care	173
Parent Not in Armed Forces	173

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	100
General Education	78
Students with Disabilities	22
Black or African American	16
Hispanic or Latino	77
White	6
Multiracial	1
Female	54
Male	46
English Language Learners	4
Non-English Language Learners	96
Economically Disadvantaged	76
Not Economically Disadvantaged	24
Not Migrant	100
Homeless	5
Not Homeless	95
Not in Foster Care	100
Parent Not in Armed Forces	100

See report card Glossary and Guide for criteria used to include students in this table.

## TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

## 2017 TOTAL COHORT REGENTS IN ELA

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	2	2%	80	98%	3	4%	4	5%	43	52%	30	37%	73	89%
General Education	67	2	3%	65	97%	2	3%	1	1%	35	52%	27	40%	62	93%
Students with Disabilities	15	0	0%	15	100%	1	7%	3	20%	8	53%	3	20%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	1	14%	6	86%	1	14%	1	14%	2	29%	2	29%	4	57%
Hispanic or Latino	68	0	0%	68	100%	2	3%	3	4%	38	56%	25	37%	63	93%
White	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	3	43%	3	43%	6	86%
Female	48	1	2%	47	98%	1	2%	1	2%	26	54%	19	40%	45	94%
Male	34	1	3%	33	97%	2	6%	3	9%	17	50%	11	32%	28	82%
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	1	—	80	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	68	2	3%	66	97%	2	3%	4	6%	33	49%	27	40%	60	88%
Not Economically Disadvantaged	14	0	0%	14	100%	1	7%	0	0%	10	71%	3	21%	13	93%
Not Migrant	82	2	2%	80	98%	3	4%	4	5%	43	52%	30	37%	73	89%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	80	2	—	78	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	2	2%	80	98%	3	4%	4	5%	43	52%	30	37%	73	89%
Parent Not in Armed Forces	82	2	2%	80	98%	3	4%	4	5%	43	52%	30	37%	73	89%

## 2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	58	1	2	57	98
General Education	45	1	2	44	98
Students with Disabilities	13	0	0	13	100
Black or African American	4	1	25	3	75
Hispanic or Latino	51	0	0	51	100
Female	31	0	0	31	100
Male	27	1	4	26	96
Economically Disadvantaged	48	1	2	47	98
Not Economically Disadvantaged	10	0	0	10	100
Not Migrant	58	1	2	57	98
Not in Foster Care	58	1	2	57	98
Parent Not in Armed Forces	58	1	2	57	98

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN MATH

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	0	0%	82	100%	6	7%	14	17%	54	66%	8	10%	62	76%
General Education	67	0	0%	67	100%	4	6%	7	10%	48	72%	8	12%	56	84%
Students with Disabilities	15	0	0%	15	100%	2	13%	7	47%	6	40%	0	0%	6	40%
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	0	0%	7	100%	2	29%	1	14%	3	43%	1	14%	4	57%
Hispanic or Latino	68	0	0%	68	100%	2	3%	12	18%	48	71%	6	9%	54	79%
White	6	0	–	6	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	0	0%	7	100%	2	29%	1	14%	3	43%	1	14%	4	57%
Female	48	0	0%	48	100%	5	10%	6	13%	31	65%	6	13%	37	77%
Male	34	0	0%	34	100%	1	3%	8	24%	23	68%	2	6%	25	74%
English Language Learners	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	81	0	–	81	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	68	0	0%	68	100%	4	6%	12	18%	46	68%	6	9%	52	76%
Not Economically Disadvantaged	14	0	0%	14	100%	2	14%	2	14%	8	57%	2	14%	10	71%
Not Migrant	82	0	0%	82	100%	6	7%	14	17%	54	66%	8	10%	62	76%
Homeless	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	80	0	–	80	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	82	0	0%	82	100%	6	7%	14	17%	54	66%	8	10%	62	76%
Parent Not in Armed Forces	82	0	0%	82	100%	6	7%	14	17%	54	66%	8	10%	62	76%

## 2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	0	0	70	100
General Education	56	0	0	56	100
Students with Disabilities	14	0	0	14	100
Black or African American	5	0	0	5	100
Hispanic or Latino	59	0	0	59	100
Female	42	0	0	42	100
Male	28	0	0	28	100
Economically Disadvantaged	57	0	0	57	100
Not Economically Disadvantaged	13	0	0	13	100
Not Migrant	70	0	0	70	100
Not in Foster Care	70	0	0	70	100
Parent Not in Armed Forces	70	0	0	70	100

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	5	6%	77	94%	2	2%	10	12%	47	57%	18	22%	65	79%
General Education	67	2	3%	65	97%	1	1%	7	10%	41	61%	16	24%	57	85%
Students with Disabilities	15	3	20%	12	80%	1	7%	3	20%	6	40%	2	13%	8	53%
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	1	14%	6	86%	0	0%	0	0%	6	86%	0	0%	6	86%
Hispanic or Latino	68	3	4%	65	96%	2	3%	10	15%	36	53%	17	25%	53	78%
White	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	5	71%	1	14%	6	86%
Female	48	2	4%	46	96%	1	2%	6	13%	27	56%	12	25%	39	81%
Male	34	3	9%	31	91%	1	3%	4	12%	20	59%	6	18%	26	76%
English Language Learners	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	81	5	–	76	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	68	4	6%	64	94%	2	3%	6	9%	40	59%	16	24%	56	82%
Not Economically Disadvantaged	14	1	7%	13	93%	0	0%	4	29%	7	50%	2	14%	9	64%
Not Migrant	82	5	6%	77	94%	2	2%	10	12%	47	57%	18	22%	65	79%
Homeless	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	80	5	–	75	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	82	5	6%	77	94%	2	2%	10	12%	47	57%	18	22%	65	79%
Parent Not in Armed Forces	82	5	6%	77	94%	2	2%	10	12%	47	57%	18	22%	65	79%

## 2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	13	3	23	10	77
General Education	8	0	0	8	100
Students with Disabilities	5	3	60	2	40
Hispanic or Latino	12	3	25	9	75
Female	7	0	0	7	100
Male	6	3	50	3	50
Economically Disadvantaged	10	3	30	7	70
Not Economically Disadvantaged	3	0	0	3	100
Not Migrant	13	3	23	10	77
Not in Foster Care	13	3	23	10	77
Parent Not in Armed Forces	13	3	23	10	77

See report card Glossary and Guide for criteria used to include students in this table.

**2017 TOTAL COHORT REGENTS IN SCIENCE**

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	1	1%	81	99%	4	5%	15	18%	56	68%	6	7%	62	76%
General Education	67	1	1%	66	99%	1	1%	10	15%	49	73%	6	9%	55	82%
Students with Disabilities	15	0	0%	15	100%	3	20%	5	33%	7	47%	0	0%	7	47%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	0	0%	7	100%	1	14%	3	43%	3	43%	0	0%	3	43%
Hispanic or Latino	68	0	0%	68	100%	3	4%	12	18%	48	71%	5	7%	53	78%
White	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	5	71%	1	14%	6	86%
Female	48	1	2%	47	98%	2	4%	8	17%	34	71%	3	6%	37	77%
Male	34	0	0%	34	100%	2	6%	7	21%	22	65%	3	9%	25	74%
English Language Learners	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	1	—	80	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	68	1	1%	67	99%	3	4%	11	16%	49	72%	4	6%	53	78%
Not Economically Disadvantaged	14	0	0%	14	100%	1	7%	4	29%	7	50%	2	14%	9	64%
Not Migrant	82	1	1%	81	99%	4	5%	15	18%	56	68%	6	7%	62	76%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	80	1	—	79	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	1	1%	81	99%	4	5%	15	18%	56	68%	6	7%	62	76%
Parent Not in Armed Forces	82	1	1%	81	99%	4	5%	15	18%	56	68%	6	7%	62	76%

**2017 TOTAL COHORT EXEMPTIONS IN SCIENCE**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	51	1	2	50	98
General Education	38	1	3	37	97
Students with Disabilities	13	0	0	13	100
Black or African American	5	0	0	5	100
Hispanic or Latino	41	0	0	41	100
Female	28	1	4	27	96
Male	23	0	0	23	100
Economically Disadvantaged	41	1	2	40	98
Not Economically Disadvantaged	10	0	0	10	100
Not Migrant	51	1	2	50	98
Not in Foster Care	51	1	2	50	98
Parent Not in Armed Forces	51	1	2	50	98

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	67	67	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	68	68	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	48	48	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	34	34	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	81	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	68	68	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	80	80	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## 2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	73	73	100	0	0
General Education	61	61	100	0	0
Students with Disabilities	12	12	100	0	0
Black or African American	6	6	100	0	0
Hispanic or Latino	62	62	100	0	0
Female	46	46	100	0	0
Male	27	27	100	0	0
Economically Disadvantaged	59	59	100	0	0
Not Economically Disadvantaged	14	14	100	0	0
Not Migrant	73	73	100	0	0
Not in Foster Care	73	73	100	0	0
Parent Not in Armed Forces	73	73	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	0	0%
Grade 11	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

## NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

See report card Glossary and Guide for criteria used to include students in this table.

## 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%

**EXPENDITURES PER PUPIL (2020-21)**

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	398	\$255,924	\$643	\$7,509,112	\$18,867	\$7,765,036	\$19,510
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

**STAFF QUALIFICATIONS (2020-21)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	39	9	23%	1	1	100%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	36	35	97%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

Section 2854(3)(a-1) of New York State Education Law allows charter schools certain exemptions concerning the employment of uncertified teachers. However, State reporting indicates the actual counts and percentages of teachers that are not considered certified for their reported teaching assignments.

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

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	77	94%	18	22%	55	67%	4	5%	0	0%	5	6%	0	0%	0	0%
Female	48	46	96%	11	23%	34	71%	1	2%	0	0%	2	4%	0	0%	0	0%
Male	34	31	91%	7	21%	21	62%	3	9%	0	0%	3	9%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	7	100%	1	14%	5	71%	1	14%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	68	64	94%	15	22%	46	68%	3	4%	0	0%	4	6%	0	0%	0	0%
White	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	67	62	93%	15	22%	46	69%	1	1%	0	0%	5	7%	0	0%	0	0%
Students with Disabilities	15	15	100%	3	20%	9	60%	3	20%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	81	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	68	63	93%	14	21%	45	66%	4	6%	0	0%	5	7%	0	0%	0	0%
Not Economically Disadvantaged	14	14	100%	4	29%	10	71%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	82	77	94%	18	22%	55	67%	4	5%	0	0%	5	6%	0	0%	0	0%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	82	77	94%	18	22%	55	67%	4	5%	0	0%	5	6%	0	0%	0	0%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	80	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	82	77	94%	18	22%	55	67%	4	5%	0	0%	5	6%	0	0%	0	0%

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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