

BROOKLYN EMERGING LEADERS ACADEMY CS - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It 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). 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.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING*

*Accountability status was determined using a self-assessment process because the school had an insufficient number of continuously enrolled students to assign a Composite Performance Level. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2017-18)

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

- [Announcement of Funding Opportunity - 2017-18 Title I School Improvement Grant 1003 Basic](#)
- [Announcement of Funding Opportunity - 2018 Title I School Improvement Section 1003: New York State Integration Project – Professional Learning Community \(NYSIP-PLC\) Grant](#)
- [Announcement of Funding Opportunity - FY 2017-18 Title I School Improvement Section 1003\(a\): Socioeconomic Integration Pilot Program](#)
- [Section 1003 School Improvement Funds Data \(46.13 kilobytes\)](#)

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	–	–	–	–	–	–	–
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–
White	–	–	–	–	–	–	–
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	–	–	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	–	–	–

SECONDARY ELP

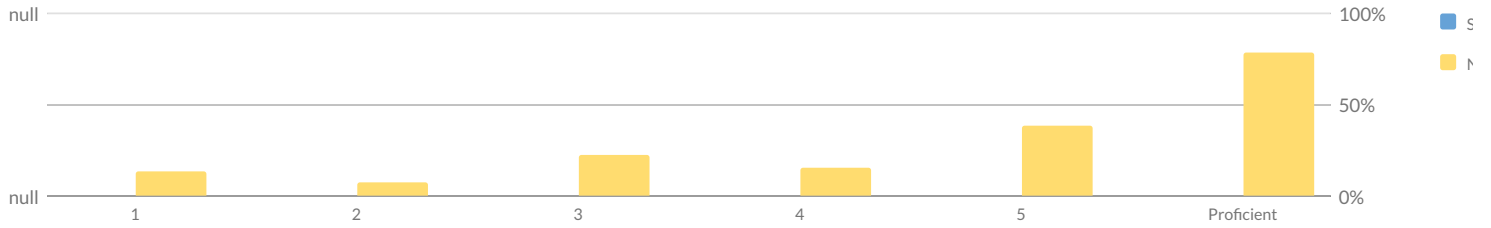
Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	1	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	1	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	–	69	–	–	–	–	–	–	–	–
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–
Black or African American	–	54	–	–	–	–	–	–	–	–
Hispanic or Latino	–	13	–	–	–	–	–	–	–	–
White	–	1	–	–	–	–	–	–	–	–
English Language Learners	–	2	–	–	–	–	–	–	–	–
Students with Disabilities	–	17	–	–	–	–	–	–	–	–
Economically Disadvantaged	–	58	–	–	–	–	–	–	–	–

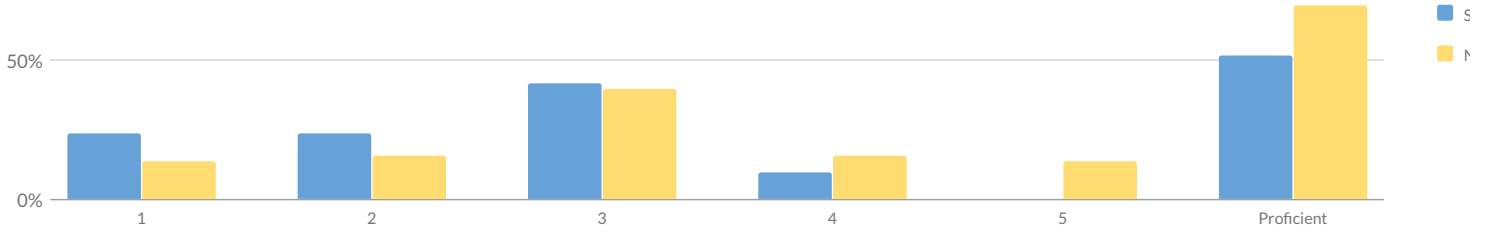
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



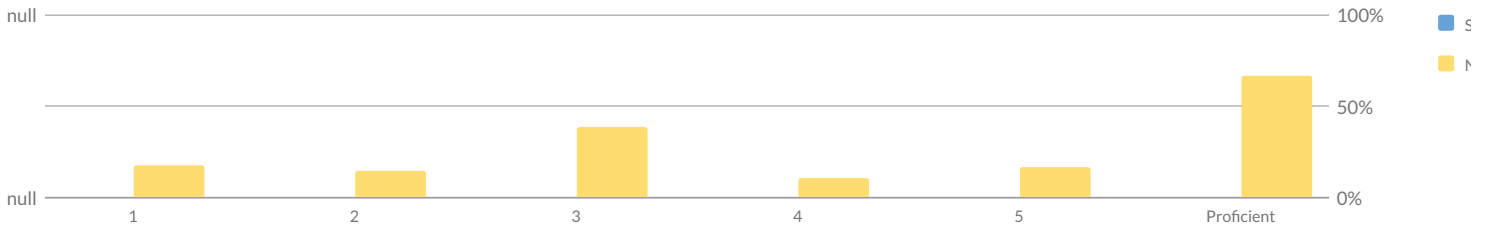
Subgroup	Tested	Percentage Scoring at Levels												
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	1	-	-	-	-	-	-	-	-	-	-	-	-	-
General Education	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	1	-	-	-	-	-	-	-	-	-	-	-	-	-

ANNUAL REGENTS ALGEBRA I (2017-18)

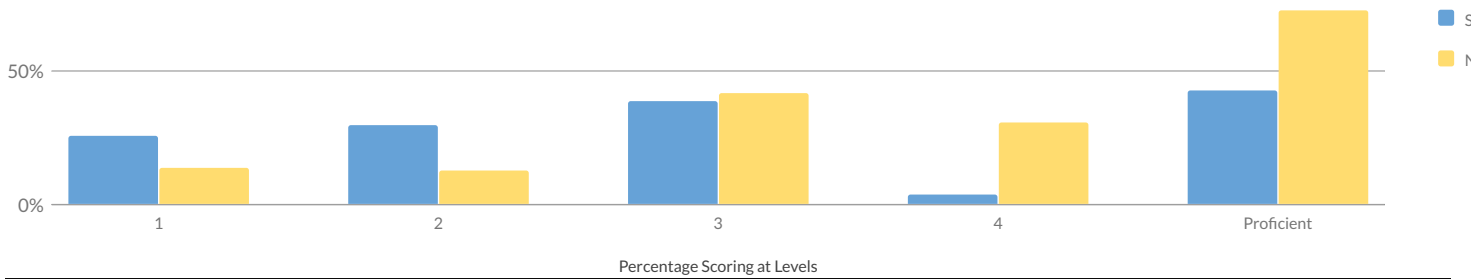


Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%
General Education	41	9	22%	7	17%	20	49%	5	12%	0	0%	25	61%
Students with Disabilities	9	3	33%	5	56%	1	11%	0	0%	0	0%	1	11%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	39	10	26%	9	23%	18	46%	2	5%	0	0%	20	51%
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	2	18%	3	27%	3	27%	3	27%	0	0%	6	55%
Female	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%
Non-English Language Learners	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%
Economically Disadvantaged	41	10	24%	11	27%	16	39%	4	10%	0	0%	20	49%
Not Economically Disadvantaged	9	2	22%	1	11%	5	56%	1	11%	0	0%	6	67%
Not Migrant	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%
Homeless	5	1	20%	2	40%	2	40%	0	0%	0	0%	2	40%
Not Homeless	45	11	24%	10	22%	19	42%	5	11%	0	0%	24	53%
Not in Foster Care	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%
Parent Not in Armed Forces	50	12	24%	12	24%	21	42%	5	10%	0	0%	26	52%

ANNUAL REGENTS GEOMETRY (2017-18)



Subgroup	Tested	Percentage Scoring at Levels												
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	3	-	-	-	-	-	-	-	-	-	-	-	-	-
General Education	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	3	-	-	-	-	-	-	-	-	-	-	-	-	-

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	46	12	26%	14	30%	18	39%	2	4%	20	43%
General Education	37	6	16%	12	32%	17	46%	2	5%	19	51%
Students with Disabilities	9	6	67%	2	22%	1	11%	0	0%	1	11%
Black or African American	37	12	32%	10	27%	13	35%	2	5%	15	41%
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	4	44%	5	56%	0	0%	5	56%
Female	46	12	26%	14	30%	18	39%	2	4%	20	43%
Non-English Language Learners	46	12	26%	14	30%	18	39%	2	4%	20	43%
Economically Disadvantaged	38	10	26%	14	37%	13	34%	1	3%	14	37%
Not Economically Disadvantaged	8	2	25%	0	0%	5	63%	1	13%	6	75%
Not Migrant	46	12	26%	14	30%	18	39%	2	4%	20	43%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	46	12	26%	14	30%	18	39%	2	4%	20	43%
Parent Not in Armed Forces	46	12	26%	14	30%	18	39%	2	4%	20	43%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	—	1	—	—	—	—	—

EXPENDITURES PER PUPIL

The New York State Education Department (NYSED) is working with Local Education Agencies to collect school-level expenditures at the local, state, and federal level for the 2018-19 Fiscal Year and will be reporting these data in the 2018-19 report cards in accordance with ESSA. Please contact ESSAFinTrans@nysed.gov for more information.

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS*		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	0	0%	1	100%	8	80%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

*Complete teacher data were not reported by this school/district.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

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 \(13.06 megabytes\)](#)

[Glossary of Terms](#)

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