

BROOKLYN EMERGING LEADERS ACADEMY CS - NEW YORK STATE REPORT CARD [2018 - 19]

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.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING+

MADE PROGRESS

NA

+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

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing+	NA
Black or African American	Good Standing+	NA
Economically Disadvantaged	Good Standing+	NA

+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

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	2	–	2	–	–	–	–
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–
Black or African American	2	–	2	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–
White	–	–	–	–	–	–	–
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	–	–	–	–	–	–	–
Economically Disadvantaged	2	–	2	–	–	–	–

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	–	–	–	2+
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
American Indian or Alaska Native	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Black or African American	ELA	–	–	–	2+
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Hispanic or Latino	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Multiracial	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
White	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
English Language Learners	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Students with Disabilities	ELA	–	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		
Economically Disadvantaged	ELA	–	–	–	2+

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	–	–		
	Science	–	–		
	Social Studies	–	–		

+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

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2+
American Indian or Alaska Native	–
Asian or Native Hawaiian/Other Pacific Islander	–
Black or African American	2+
Hispanic or Latino	–
Multiracial	–
White	–
English Language Learners	–
Students with Disabilities	–
Economically Disadvantaged	2+

+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

SECONDARY ELP

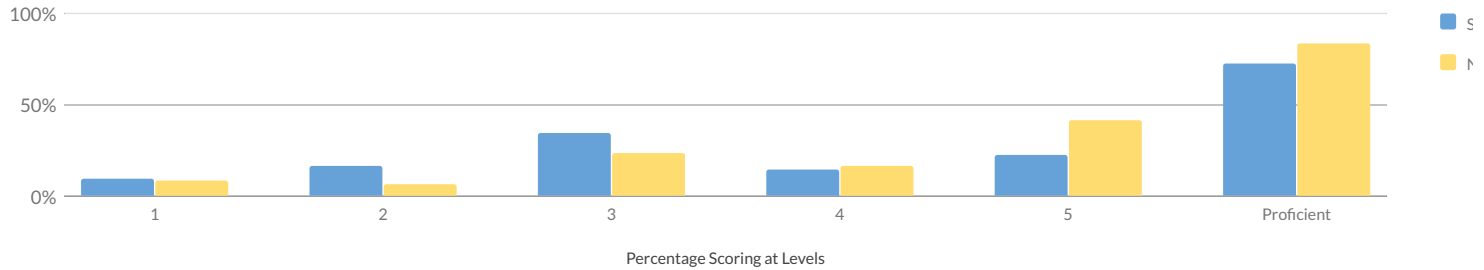
Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English 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	Met SH Target	Met AG Target	End Goal	Level
All Students	–	128	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	–	4	–	–	–	–	–	–	–	–	–	–
Black or African American	–	91	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	30	–	–	–	–	–	–	–	–	–	–
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
White	–	4	–	–	–	–	–	–	–	–	–	–
English Language Learners	–	5	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	–	42	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	–	93	–	–	–	–	–	–	–	–	–	–

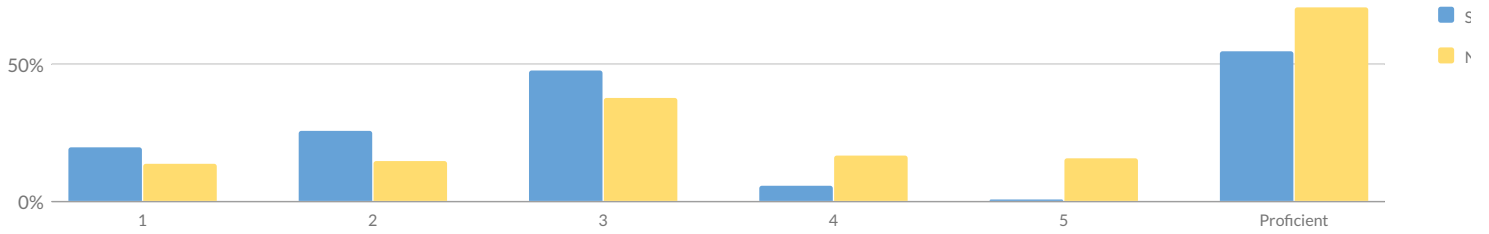
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



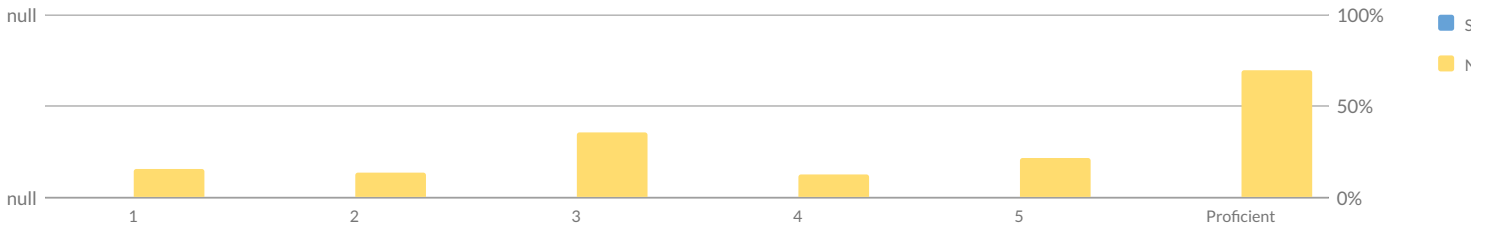
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	6	10%	10	17%	21	35%	9	15%	14	23%	44	73%
General Education	48	1	2%	5	10%	20	42%	9	19%	13	27%	42	88%
Students with Disabilities	12	5	42%	5	42%	1	8%	0	0%	1	8%	2	17%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	48	6	13%	9	19%	15	31%	8	17%	10	21%	33	69%
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	1	8%	6	50%	1	8%	4	33%	11	92%
Female	60	6	10%	10	17%	21	35%	9	15%	14	23%	44	73%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	59	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	42	6	14%	6	14%	15	36%	6	14%	9	21%	30	71%
Not Economically Disadvantaged	18	0	0%	4	22%	6	33%	3	17%	5	28%	14	78%
Not Migrant	60	6	10%	10	17%	21	35%	9	15%	14	23%	44	73%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	58	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	6	10%	10	17%	21	35%	9	15%	14	23%	44	73%
Parent Not in Armed Forces	60	6	10%	10	17%	21	35%	9	15%	14	23%	44	73%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



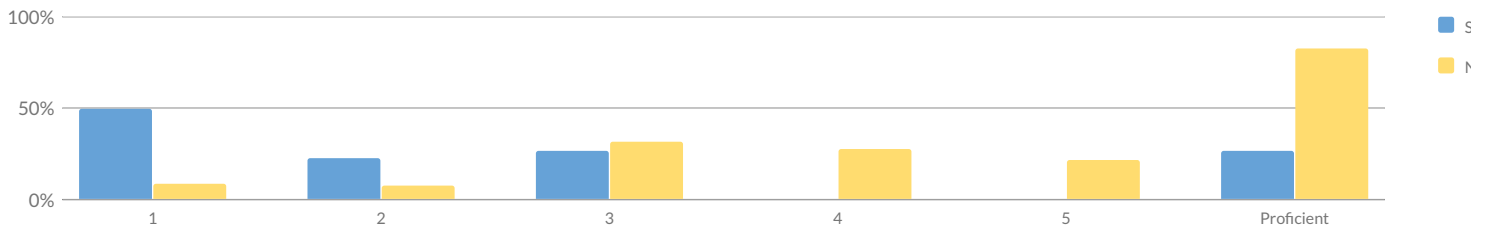
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	82	16	20%	21	26%	39	48%	5	6%	1	1%
General Education	62	11	18%	14	23%	31	50%	5	8%	1	2%	37	60%
Students with Disabilities	20	5	25%	7	35%	8	40%	0	0%	0	0%	8	40%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	60	14	23%	15	25%	26	43%	4	7%	1	2%	31	52%
Hispanic or Latino	19	—	—	—	—	—	—	—	—	—	—	—	—
White	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	2	9%	6	27%	13	59%	1	5%	0	0%	14	64%
Female	82	16	20%	21	26%	39	48%	5	6%	1	1%	45	55%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	80	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	61	13	21%	20	33%	24	39%	4	7%	0	0%	28	46%
Not Economically Disadvantaged	21	3	14%	1	5%	15	71%	1	5%	1	5%	17	81%
Not Migrant	82	16	20%	21	26%	39	48%	5	6%	1	1%	45	55%
Homeless	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Not Homeless	77	15	19%	20	26%	36	47%	5	6%	1	1%	42	55%
Not in Foster Care	82	16	20%	21	26%	39	48%	5	6%	1	1%	45	55%
Parent Not in Armed Forces	82	16	20%	21	26%	39	48%	5	6%	1	1%	45	55%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Subgroup	Tested	Percentage Scoring at Levels										Proficient (Levels 3 & Above)	
		Level 1		Level 2		Level 3		Level 4		Level 5		#	%
		#	%	#	%	#	%	#	%	#	%		
All Students	1	-	-	-	-	-	-	-	-	-	-	-	-
General Education	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	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	-	-	-	-	-	-	-	-	-	-	-	-

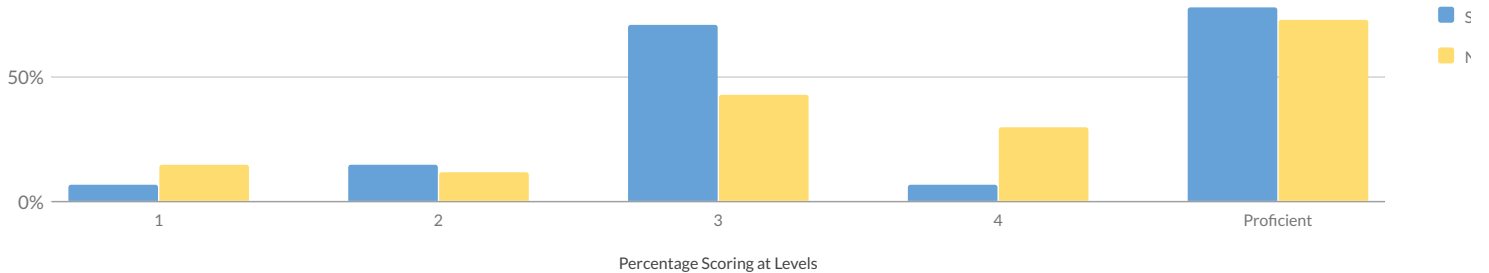
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

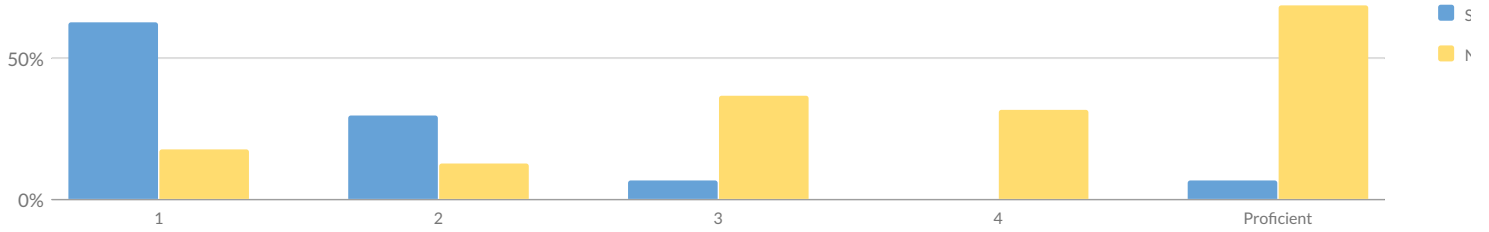
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
General Education	21	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	14	7	50%	4	29%	3	21%	0	0%	0	0%	3	21%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	4	50%	1	13%	3	38%	0	0%	0	0%	3	38%
Female	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
Non-English Language Learners	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
Economically Disadvantaged	13	6	46%	3	23%	4	31%	0	0%	0	0%	4	31%
Not Economically Disadvantaged	9	5	56%	2	22%	2	22%	0	0%	0	0%	2	22%
Not Migrant	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
Not Homeless	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
Not in Foster Care	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%
Parent Not in Armed Forces	22	11	50%	5	23%	6	27%	0	0%	0	0%	6	27%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



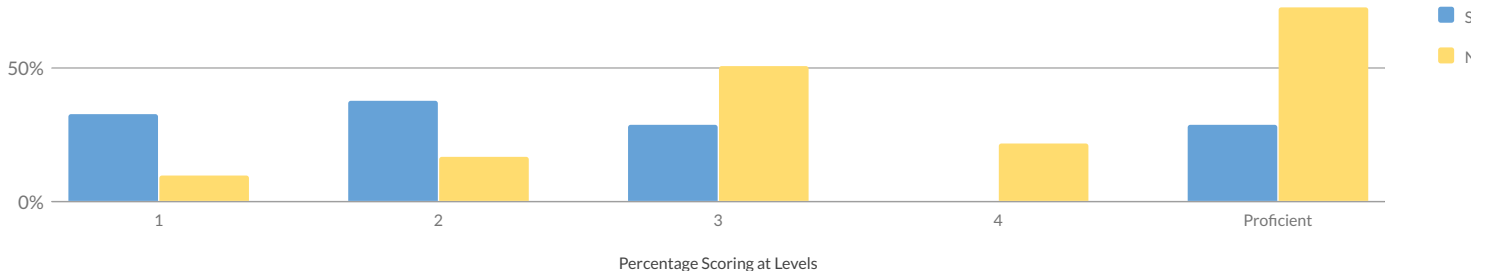
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	41	3	7%	6	15%	29	71%	3	7%	32	78%
General Education	39	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Black or African American	28	3	11%	5	18%	18	64%	2	7%	20	71%
Hispanic or Latino	11	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	1	8%	11	85%	1	8%	12	92%
Female	41	3	7%	6	15%	29	71%	3	7%	32	78%
Non-English Language Learners	41	3	7%	6	15%	29	71%	3	7%	32	78%
Economically Disadvantaged	32	3	9%	3	9%	24	75%	2	6%	26	81%
Not Economically Disadvantaged	9	0	0%	3	33%	5	56%	1	11%	6	67%
Not Migrant	41	3	7%	6	15%	29	71%	3	7%	32	78%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	38	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	41	3	7%	6	15%	29	71%	3	7%	32	78%
Parent Not in Armed Forces	41	3	7%	6	15%	29	71%	3	7%	32	78%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	43	27	63%	13	30%	3	7%	0	0%	3	7%
General Education	26	14	54%	9	35%	3	12%	0	0%	3	12%
Students with Disabilities	17	13	76%	4	24%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Black or African American	34	22	65%	10	29%	2	6%	0	0%	2	6%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	5	56%	3	33%	1	11%	0	0%	1	11%
Female	43	27	63%	13	30%	3	7%	0	0%	3	7%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	42	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	32	20	63%	11	34%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	11	7	64%	2	18%	2	18%	0	0%	2	18%
Not Migrant	43	27	63%	13	30%	3	7%	0	0%	3	7%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	40	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	27	63%	13	30%	3	7%	0	0%	3	7%
Parent Not in Armed Forces	43	27	63%	13	30%	3	7%	0	0%	3	7%

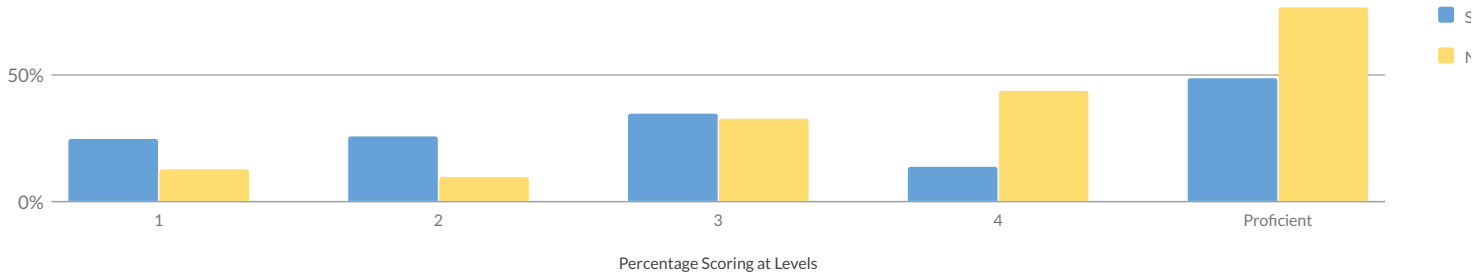
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	7	33%	8	38%	6	29%	0	0%	6	29%
General Education	20	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Black or African American	16	5	31%	7	44%	4	25%	0	0%	4	25%
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	2	40%	1	20%	2	40%	0	0%	2	40%
Female	21	7	33%	8	38%	6	29%	0	0%	6	29%
Non-English Language Learners	21	7	33%	8	38%	6	29%	0	0%	6	29%
Economically Disadvantaged	11	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	10	5	50%	3	30%	2	20%	0	0%	2	20%
Not Migrant	21	7	33%	8	38%	6	29%	0	0%	6	29%
Not Homeless	21	7	33%	8	38%	6	29%	0	0%	6	29%
Not in Foster Care	21	7	33%	8	38%	6	29%	0	0%	6	29%
Parent Not in Armed Forces	21	7	33%	8	38%	6	29%	0	0%	6	29%

ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	14	25%	15	26%	20	35%	8	14%	28	49%
General Education	45	8	18%	12	27%	18	40%	7	16%	25	56%
Students with Disabilities	12	6	50%	3	25%	2	17%	1	8%	3	25%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Black or African American	46	14	30%	14	30%	12	26%	6	13%	18	39%
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	1	9%	8	73%	2	18%	10	91%
Female	57	14	25%	15	26%	20	35%	8	14%	28	49%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	56	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	41	11	27%	13	32%	11	27%	6	15%	17	41%
Not Economically Disadvantaged	16	3	19%	2	13%	9	56%	2	13%	11	69%
Not Migrant	57	14	25%	15	26%	20	35%	8	14%	28	49%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	14	25%	15	26%	20	35%	8	14%	28	49%
Parent Not in Armed Forces	57	14	25%	15	26%	20	35%	8	14%	28	49%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	0	1	—	—	—	—	—
Grade 10	1	1	—	—	—	—	—

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
Limited English Proficient	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	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

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
Limited English Proficient	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
Limited English Proficient	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.

EXPENDITURES PER PUPIL (2018-19)

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	116	\$574,059	\$4,949	\$2,171,790	\$18,722	\$2,745,849	\$23,671
Statewide	2,725,318	\$2,598,258,527	\$953	\$57,424,150,260	\$21,071	\$60,022,408,788	\$22,024

School data were submitted by the school as of November 1, 2019.

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	6	50%	1	100%	13	87%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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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