

BASHAW ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	4	–	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	3	3	–	3
English Language Learner	–	–	–	–
Students with Disabilities	–	–	–	–
Economically Disadvantaged	4	4	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	56	137.5	3
	Math	56	158.9	
	Combined	112	148.2	
Hispanic or Latino	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	55	140	3
	Math	55	161.8	
	Combined	110	150.9	
Students with Disabilities	ELA	7	71.4	—
	Math	7	85.7	
	Combined	14	—	
Economically Disadvantaged	ELA	31	130.6	4
	Math	30	148.3	
	Combined	61	139.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	56	137.5	4
	Math	56	158.9	
	Combined	112	148.2	
Hispanic or Latino	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	55	140	3
	Math	55	161.8	
	Combined	110	150.9	
Students with Disabilities	ELA	7	71.4	—
	Math	7	85.7	
	Combined	14	—	
Economically Disadvantaged	ELA	31	130.6	4
	Math	30	148.3	
	Combined	61	139.3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	90	17	18.9%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	2	—	—	—
Multiracial	—	—	—	—
White	87	14	16.1%	3
English Language Learner	—	—	—	—
Students with Disabilities	9	—	—	—
Economically Disadvantaged	49	12	24.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	57	98.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	✓	56	98.2%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	31	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	57	98.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	✓	56	98.2%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	31	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Grade 4	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Grade 5	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Grades 3-8	57	1	2%	56	98%	8	14%	22	39%	20	36%	6	11%	26	46%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Female	12	0	0%	12	100%	0	0%	7	58%	4	33%	1	8%	5	42%
Male	9	0	0%	9	100%	3	33%	3	33%	1	11%	2	22%	3	33%
General Education Students	18	0	0%	18	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Economically Disadvantaged	10	0	0%	10	100%	1	10%	7	70%	2	20%	0	0%	2	20%
Not Economically Disadvantaged	11	0	0%	11	100%	2	18%	3	27%	3	27%	3	27%	6	55%
Non-English Language Learner	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Not in Foster Care	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Not Homeless	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Not Migrant	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%
Parent Not in Armed Forces	21	0	0%	21	100%	3	14%	10	48%	5	24%	3	14%	8	38%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Female	7	1	14%	6	86%	1	17%	1	17%	4	67%	0	0%	4	67%
Male	6	0	0%	6	100%	0	0%	5	83%	1	17%	0	0%	1	17%
General Education Students	12	1	8%	11	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Economically Disadvantaged	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	7	1	14%	6	86%	0	0%	3	50%	3	50%	0	0%	3	50%
Non-English Language Learner	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Not in Foster Care	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Not Homeless	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Not Migrant	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%
Parent Not in Armed Forces	13	1	8%	12	92%	1	8%	6	50%	5	42%	0	0%	5	42%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Female	13	0	0%	13	100%	1	8%	3	23%	6	46%	3	23%	9	69%
Male	10	0	0%	10	100%	3	30%	3	30%	4	40%	0	0%	4	40%
General Education Students	20	0	0%	20	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	22	0	0%	22	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Economically Disadvantaged	15	0	0%	15	100%	3	20%	3	20%	6	40%	3	20%	9	60%
Not Economically Disadvantaged	8	0	0%	8	100%	1	13%	3	38%	4	50%	0	0%	4	50%
Non-English Language Learner	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Not in Foster Care	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Not Homeless	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Not Migrant	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%
Parent Not in Armed Forces	23	0	0%	23	100%	4	17%	6	26%	10	43%	3	13%	13	57%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Grade 4	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Grade 5	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Grades 3-8	57	1	2%	56	98%	4	7%	20	36%	22	39%	10	18%	32	57%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Female	12	0	0%	12	100%	0	0%	3	25%	6	50%	3	25%	9	75%
Male	9	0	0%	9	100%	0	0%	5	56%	2	22%	2	22%	4	44%
General Education Students	18	0	0%	18	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	5	50%	4	40%	1	10%	5	50%
Not Economically Disadvantaged	11	0	0%	11	100%	0	0%	3	27%	4	36%	4	36%	8	73%
Non-English Language Learner	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Not in Foster Care	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Not Homeless	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Not Migrant	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%
Parent Not in Armed Forces	21	0	0%	21	100%	0	0%	8	38%	8	38%	5	24%	13	62%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Female	7	0	0%	7	100%	1	14%	2	29%	2	29%	2	29%	4	57%
Male	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
General Education Students	12	0	0%	12	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Economically Disadvantaged	6	0	0%	6	100%	1	17%	0	0%	4	67%	1	17%	5	83%
Not Economically Disadvantaged	7	0	0%	7	100%	0	0%	3	43%	1	14%	3	43%	4	57%
Non-English Language Learner	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Not in Foster Care	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Not Homeless	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Not Migrant	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Parent Not in Armed Forces	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Female	13	1	8%	12	92%	0	0%	7	58%	4	33%	1	8%	5	42%
Male	10	0	0%	10	100%	3	30%	2	20%	5	50%	0	0%	5	50%
General Education Students	20	1	5%	19	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	22	1	5%	21	95%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Economically Disadvantaged	15	1	7%	14	93%	2	14%	6	43%	5	36%	1	7%	6	43%
Not Economically Disadvantaged	8	0	0%	8	100%	1	13%	3	38%	4	50%	0	0%	4	50%
Non-English Language Learner	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Not in Foster Care	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Not Homeless	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Not Migrant	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%
Parent Not in Armed Forces	23	1	4%	22	96%	3	14%	9	41%	9	41%	1	5%	10	45%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	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%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	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	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*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	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	125	\$120,438	\$964	\$1,181,475	\$9,452	\$1,301,913	\$10,415
This District	874	\$1,050,290	\$1,202	\$15,749,898	\$18,020	\$16,800,188	\$19,222
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	13	0	0%	1	1	100%
THIS DISTRICT	73	14	19%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	13	1	8%
THIS DISTRICT	72	8	11%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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 Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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