

NY STATE - NEW YORK STATE REPORT CARD [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 ."

NYS DISTRICT AND SCHOOL ACCOUNTABILITY STATUSES

The link below provides a list of all NYS district and school statuses, as well as subgroup statuses, for 2020-21 based on 2018-19 data.

NYS District and School Accountability Statuses (Excel, 776.98 kilobytes)



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

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	207,773	83.5%
	5-Year	210,170	85.8%
	6-Year	206,430	86.3%
American Indian or Alaska Native	4-Year	1,398	74.7%
	5-Year	1,324	74.9%
	6-Year	1,255	76.1%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	19,648	89.8%
	5-Year	19,979	91.9%
	6-Year	18,753	91.4%
Black or African American	4-Year	36,834	75.3%
	5-Year	37,083	79%
	6-Year	37,004	80.2%
Hispanic or Latino	4-Year	51,917	74.6%
	5-Year	51,072	77.4%
	6-Year	48,690	77.9%
Multiracial	4-Year	3,289	83.1%
	5-Year	3,134	85.9%
	6-Year	2,656	87.3%
White	4-Year	94,687	90.4%
	5-Year	97,578	91.6%
	6-Year	98,072	91.9%

Subgroup	Cohort	Number In Cohort	Grad Rate
English Language Learners	4-Year	19,284	58%
	5-Year	17,402	62.3%
	6-Year	12,697	53.3%
Students with Disabilities	4-Year	35,461	61.8%
	5-Year	35,129	65.8%
	6-Year	33,581	66.5%
Economically Disadvantaged	4-Year	109,823	77.2%
	5-Year	108,085	81%
	6-Year	101,049	81.8%

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 (2019-20)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

GRADUATION RATE (2019-20)

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 and ethnicity student subgroups.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	208,436	176,846	85%	80,684	39%	90,457	43%	5,705	3%	1,115	1%	18,295	9%	1,541	1%	10,535	5%
Female	101,307	89,798	89%	44,150	44%	43,194	43%	2,454	2%	384	0%	6,579	6%	608	1%	3,889	4%
Male	107,129	87,048	81%	36,534	34%	47,263	44%	3,251	3%	731	1%	11,716	11%	933	1%	6,646	6%
Multiracial	3,603	3,019	84%	1,288	36%	1,604	45%	127	4%	25	1%	341	9%	22	1%	194	5%
American Indian or Alaska Native	1,404	1,079	77%	371	26%	662	47%	46	3%	22	2%	143	10%	16	1%	143	10%
Asian or Native Hawaiian/Other Pacific Islander	20,136	18,343	91%	12,369	61%	5,868	29%	106	1%	51	0%	1,053	5%	88	0%	599	3%
White	92,962	84,545	91%	46,963	51%	34,683	37%	2,899	3%	592	1%	4,338	5%	446	0%	2,987	3%
Black or African American	36,347	28,408	78%	6,762	19%	20,362	56%	1,284	4%	205	1%	5,125	14%	402	1%	2,184	6%
Hispanic or Latino	53,984	41,452	77%	12,931	24%	27,278	51%	1,243	2%	220	0%	7,295	14%	567	1%	4,428	8%
General-Education Students	173,209	154,938	89%	78,707	45%	75,084	43%	1,147	1%	29	0%	9,395	5%	1,117	1%	7,653	4%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	35,227	21,908	62%	1,977	6%	15,373	44%	4,558	13%	1,086	3%	8,900	25%	424	1%	2,882	8%
Non-English Language Learners	195,530	170,905	87%	80,416	41%	85,168	44%	5,321	3%	977	0%	15,010	8%	1,300	1%	7,244	4%
English Language Learners	12,906	5,941	46%	268	2%	5,289	41%	384	3%	138	1%	3,285	25%	241	2%	3,291	25%
Not Economically Disadvantaged	98,247	89,078	91%	52,063	53%	34,986	36%	2,029	2%	281	0%	5,568	6%	386	0%	2,898	3%
Economically Disadvantaged	110,189	87,768	80%	28,621	26%	55,471	50%	3,676	3%	834	1%	12,727	12%	1,155	1%	7,637	7%
Not Migrant	208,322	176,785	85%	80,675	39%	90,410	43%	5,700	3%	1,113	1%	18,278	9%	1,540	1%	10,502	5%
Migrant	114	61	54%	9	8%	47	41%	5	4%	2	2%	17	15%	1	1%	33	29%
Parents not in Armed Forces	208,137	176,569	85%	80,572	39%	90,302	43%	5,695	3%	1,114	1%	18,287	9%	1,540	1%	10,523	5%
Parents in Armed Forces	299	277	93%	112	37%	155	52%	10	3%	1	0%	8	3%	1	0%	12	4%
Not Homeless	200,314	171,626	86%	79,602	40%	86,545	43%	5,479	3%	1,072	1%	16,820	8%	1,388	1%	9,313	5%
Homeless	8,122	5,220	64%	1,082	13%	3,912	48%	226	3%	43	1%	1,475	18%	153	2%	1,222	15%
Not in Foster Care	207,736	176,503	85%	80,638	39%	90,193	43%	5,672	3%	1,107	1%	18,046	9%	1,520	1%	10,457	5%
Foster Care	700	343	49%	46	7%	264	38%	33	5%	8	1%	249	36%	21	3%	78	11%

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 \(21.01 megabytes\)](#)

[CRDC Glossary and Guide](#)

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THIS DOCUMENT WAS CREATED ON: APRIL 26, 2021, 2:13 PM EST