

DREXEL AVENUE SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	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	2	2	3	2
Black or African American	2	3	—	2
Hispanic or Latino	2	2	3	3
White	4	4	—	2
English Language Learner	3	3	3	4
Students with Disabilities	3	3	2	3
Economically Disadvantaged	3	3	3	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	278	100.2	2
	Math	282	143.1	
	Combined	560	121.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	21	123.8	2
	Math	21	140.5	
	Combined	42	132.1	
Hispanic or Latino	ELA	238	92.9	2
	Math	241	140	
	Combined	479	116.6	
White	ELA	15	170	4
	Math	16	184.4	
	Combined	31	177.4	
English Language Learner	ELA	128	64.8	3
	Math	130	130.8	
	Combined	258	98.1	
Students with Disabilities	ELA	52	64.4	3
	Math	48	101	
	Combined	100	82	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	199	101	3
	Math	204	141.2	
	Combined	403	121.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	285	97.7	2
	Math	289	139.6	
	Combined	574	118.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	23	113	3
	Math	23	128.3	
	Combined	46	120.7	
Hispanic or Latino	ELA	242	91.3	2
	Math	246	137.2	
	Combined	488	114.4	
White	ELA	16	159.4	4
	Math	16	184.4	
	Combined	32	171.9	
English Language Learner	ELA	129	64.3	3
	Math	133	127.8	
	Combined	262	96.6	
Students with Disabilities	ELA	55	60.9	3
	Math	55	88.2	
	Combined	110	74.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	208	96.6	3
	Math	211	136.5	
	Combined	419	116.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	188	44%	48%	1.1	3
Black or African American	1	—	—	—	—
Hispanic or Latino	184	44%	47%	1.1	3
White	3	—	—	—	—
English Language Learner	188	44%	48%	1.1	3
Students with Disabilities	40	39%	30%	0.8	2
Economically Disadvantaged	139	44%	45%	1.0	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	557	129	23.2%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—
Black or African American	46	12	26.1%	2
Hispanic or Latino	474	107	22.6%	3
White	32	10	31.3%	2
English Language Learner	257	50	19.5%	4
Students with Disabilities	91	23	25.3%	3
Economically Disadvantaged	414	103	24.9%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	311	92.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	25	—
Hispanic or Latino	X	265	93.6%
White	—	17	—
English Language Learner	X	108	93.5%
Students with Disabilities	X	58	89.7%
Economically Disadvantaged	X	226	91.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	311	92.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	25	—
Hispanic or Latino	X	265	93.2%
White	—	17	—
English Language Learner	X	109	90.8%
Students with Disabilities	X	58	82.8%
Economically Disadvantaged	X	227	92.1%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—

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