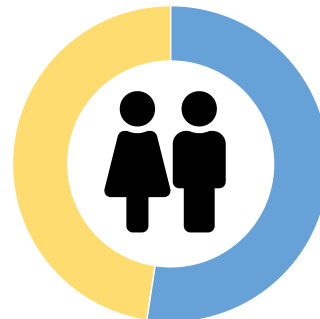
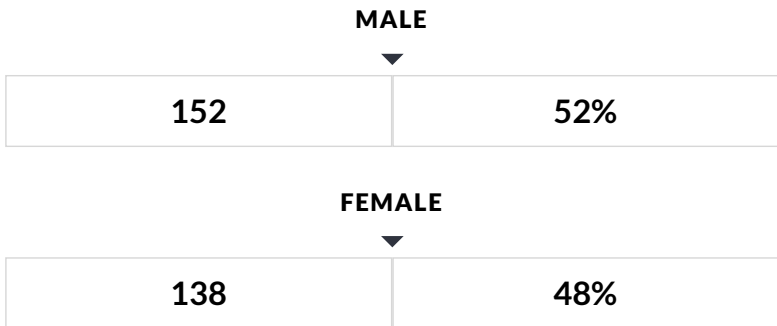


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

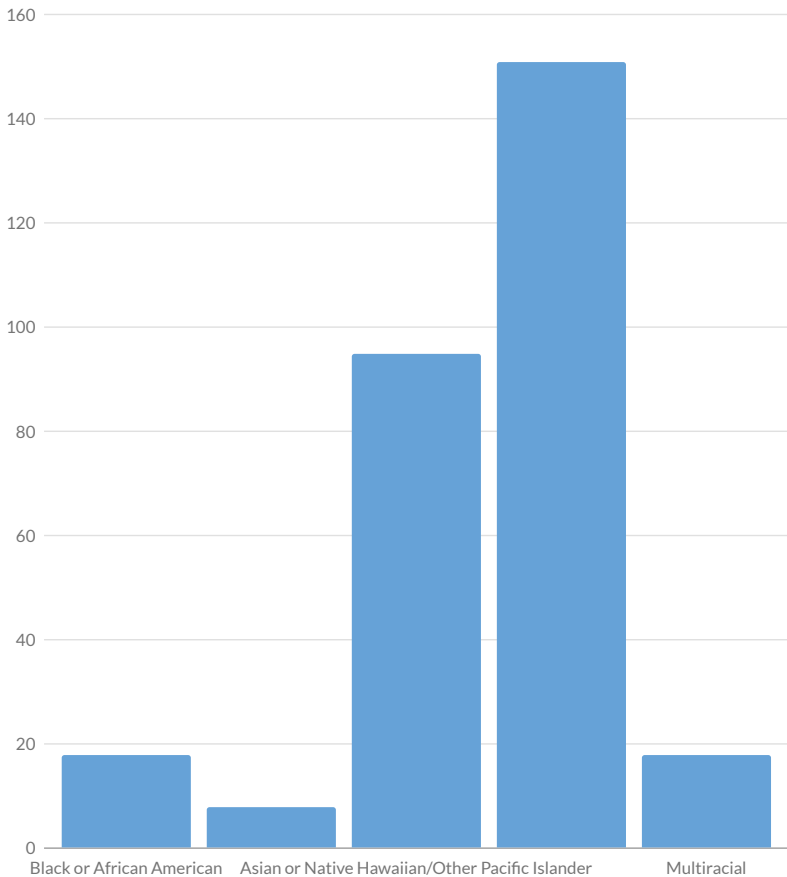
AFRICAN ROAD ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 290

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL

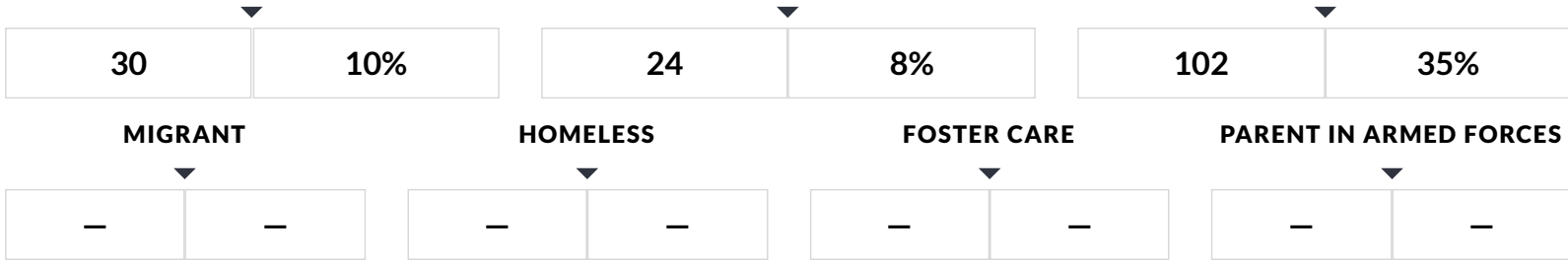


OTHER GROUPS

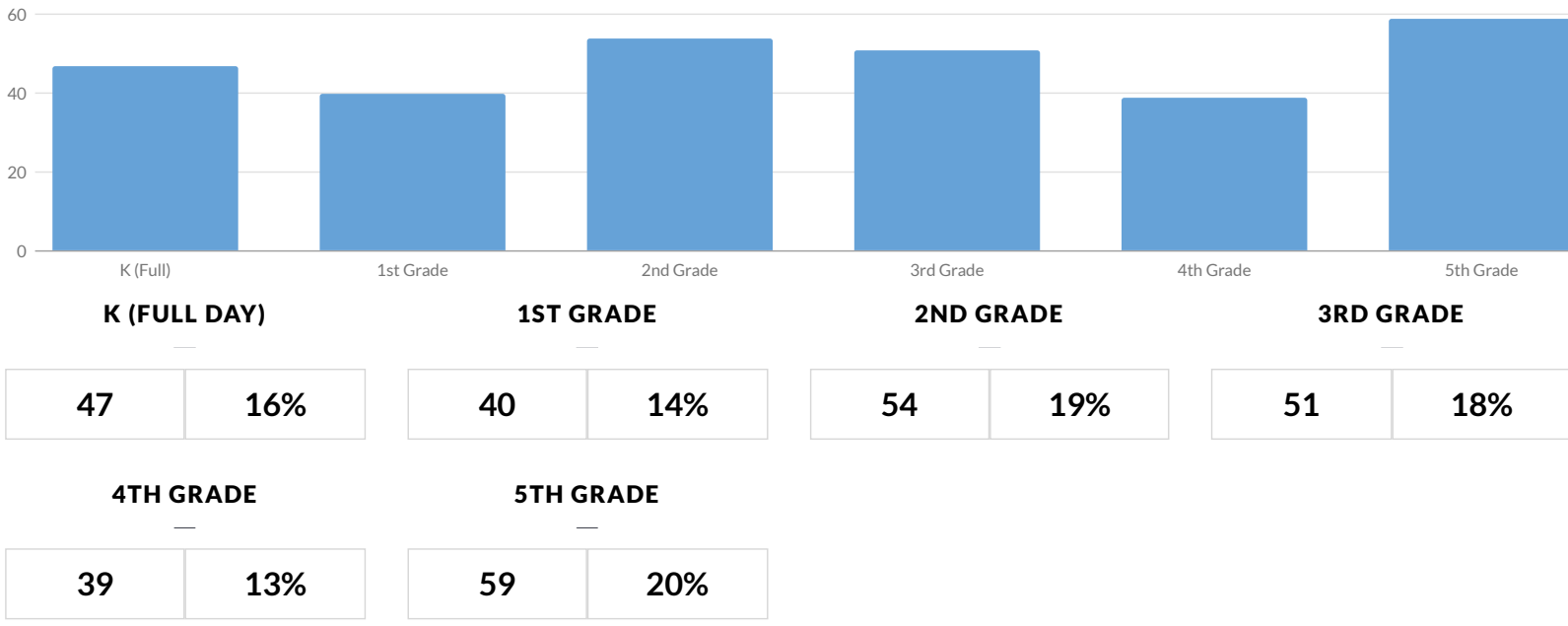
ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED



ENROLLMENT BY GRADE



AFRICAN ROAD ELEMENTARY SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	52	100%	46	88%	6	12%
Female	25	48%	23	92%	2	8%
Male	27	52%	23	85%	4	15%
General Education Students	50	96%	44	88%	6	12%
Students with Disabilities	2	4%	2	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	29%	11	73%	4	27%
Black or African American	4	8%	3	75%	1	25%
Hispanic or Latino	2	4%	1	50%	1	50%
White	23	44%	23	100%	0	0%
Multiracial	8	15%	8	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	21	40%	16	76%	5	24%
Not Economically Disadvantaged	31	60%	30	97%	1	3%
English Language Learner	11	21%	7	64%	4	36%
Non-English Language Learner	41	79%	39	95%	2	5%
Not in Foster Care	52	100%	46	88%	6	12%
Homeless	1	2%	1	100%	0	0%
Not Homeless	51	98%	45	88%	6	12%
Not Migrant	52	100%	46	88%	6	12%
Parent Not in Armed Forces	52	100%	46	88%	6	12%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	38	100%	34	89%	4	11%
Female	15	39%	13	87%	2	13%
Male	23	61%	21	91%	2	9%
General Education Students	33	87%	29	88%	4	12%
Students with Disabilities	5	13%	5	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	34%	12	92%	1	8%
Black or African American	3	8%	2	67%	1	33%
White	18	47%	16	89%	2	11%
Multiracial	4	11%	4	100%	0	0%
Economically Disadvantaged	13	34%	11	85%	2	15%
Not Economically Disadvantaged	25	66%	23	92%	2	8%
English Language Learner	4	11%	2	50%	2	50%
Non-English Language Learner	34	89%	32	94%	2	6%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	38	100%	34	89%	4	11%
Not Homeless	38	100%	34	89%	4	11%
Not Migrant	38	100%	34	89%	4	11%
Parent Not in Armed Forces	38	100%	34	89%	4	11%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	57	100%	52	91%	5	9%
Female	33	58%	29	88%	4	12%
Male	24	42%	23	96%	1	4%
General Education Students	49	86%	44	90%	5	10%
Students with Disabilities	8	14%	8	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	33%	18	95%	1	5%
Black or African American	6	11%	5	83%	1	17%
Hispanic or Latino	1	2%	1	100%	0	0%
White	29	51%	26	90%	3	10%
Multiracial	2	4%	2	100%	0	0%
Economically Disadvantaged	22	39%	19	86%	3	14%
Not Economically Disadvantaged	35	61%	33	94%	2	6%
English Language Learner	3	5%	2	67%	1	33%
Non-English Language Learner	54	95%	50	93%	4	7%
Not in Foster Care	57	100%	52	91%	5	9%
Homeless	1	2%	1	100%	0	0%
Not Homeless	56	98%	51	91%	5	9%
Not Migrant	57	100%	52	91%	5	9%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	57	100%	52	91%	5	9%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	46	3	7%	10	22%	23	50%	10	22%	33	72%
Female	23	1	4%	3	13%	12	52%	7	30%	19	83%
Male	23	2	9%	7	30%	11	48%	3	13%	14	61%
General Education Students	44	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	4	36%	5	45%	1	9%	6	55%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	23	0	0%	6	26%	9	39%	8	35%	17	74%
Multiracial	8	1	13%	0	0%	7	88%	0	0%	7	88%
Economically Disadvantaged	16	3	19%	6	38%	6	38%	1	6%	7	44%
Not Economically Disadvantaged	30	0	0%	4	13%	17	57%	9	30%	26	87%
English Language Learner	7	1	14%	3	43%	3	43%	0	0%	3	43%
Non-English Language Learner	39	2	5%	7	18%	20	51%	10	26%	30	77%
Not in Foster Care	46	3	7%	10	22%	23	50%	10	22%	33	72%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	3	7%	10	22%	23	50%	10	22%	33	72%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	46	3	7%	10	22%	23	50%	10	22%	33	72%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	34	1	3%	4	12%	9	26%	20	59%	29	85%
Female	13	0	0%	1	8%	2	15%	10	77%	12	92%
Male	21	1	5%	3	14%	7	33%	10	48%	17	81%
General Education Students	29	0	0%	3	10%	7	24%	19	66%	26	90%
Students with Disabilities	5	1	20%	1	20%	2	40%	1	20%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	3	25%	8	67%	11	92%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
White	16	1	6%	2	13%	3	19%	10	63%	13	81%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	11	0	0%	2	18%	5	45%	4	36%	9	82%
Not Economically Disadvantaged	23	1	4%	2	9%	4	17%	16	70%	20	87%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	32	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	34	1	3%	4	12%	9	26%	20	59%	29	85%
Not Homeless	34	1	3%	4	12%	9	26%	20	59%	29	85%
Not Migrant	34	1	3%	4	12%	9	26%	20	59%	29	85%
Parent Not in Armed Forces	34	1	3%	4	12%	9	26%	20	59%	29	85%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	52	6	12%	10	19%	10	19%	26	50%	36	69%
Female	29	4	14%	3	10%	5	17%	17	59%	22	76%
Male	23	2	9%	7	30%	5	22%	9	39%	14	61%
General Education Students	44	4	9%	5	11%	10	23%	25	57%	35	80%
Students with Disabilities	8	2	25%	5	63%	0	0%	1	13%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	3	17%	3	17%	12	67%	15	83%
Black or African American	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	26	4	15%	6	23%	5	19%	11	42%	16	62%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	19	4	21%	4	21%	4	21%	7	37%	11	58%
Not Economically Disadvantaged	33	2	6%	6	18%	6	18%	19	58%	25	76%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	50	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	52	6	12%	10	19%	10	19%	26	50%	36	69%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	51	–	–	–	–	–	–	–	–	–	–
Not Migrant	52	6	12%	10	19%	10	19%	26	50%	36	69%
Parent Not in Armed Forces	52	6	12%	10	19%	10	19%	26	50%	36	69%

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AFRICAN ROAD ELEMENTARY SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	52	100%	47	90%	5	10%
Female	25	48%	24	96%	1	4%
Male	27	52%	23	85%	4	15%
General Education Students	50	96%	45	90%	5	10%
Students with Disabilities	2	4%	2	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	29%	11	73%	4	27%
Black or African American	4	8%	3	75%	1	25%
Hispanic or Latino	2	4%	2	100%	0	0%
White	23	44%	23	100%	0	0%
Multiracial	8	15%	8	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	21	40%	16	76%	5	24%
Not Economically Disadvantaged	31	60%	31	100%	0	0%
English Language Learner	11	21%	7	64%	4	36%
Non-English Language Learner	41	79%	40	98%	1	2%
Not in Foster Care	52	100%	47	90%	5	10%
Homeless	1	2%	1	100%	0	0%
Not Homeless	51	98%	46	90%	5	10%
Not Migrant	52	100%	47	90%	5	10%
Parent Not in Armed Forces	52	100%	47	90%	5	10%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	38	100%	33	87%	5	13%
Female	15	39%	13	87%	2	13%
Male	23	61%	20	87%	3	13%
General Education Students	33	87%	28	85%	5	15%
Students with Disabilities	5	13%	5	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	34%	12	92%	1	8%
Black or African American	3	8%	1	33%	2	67%
White	18	47%	16	89%	2	11%
Multiracial	4	11%	4	100%	0	0%
Economically Disadvantaged	13	34%	10	77%	3	23%
Not Economically Disadvantaged	25	66%	23	92%	2	8%
English Language Learner	4	11%	2	50%	2	50%
Non-English Language Learner	34	89%	31	91%	3	9%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	38	100%	33	87%	5	13%
Not Homeless	38	100%	33	87%	5	13%
Not Migrant	38	100%	33	87%	5	13%
Parent Not in Armed Forces	38	100%	33	87%	5	13%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	58	100%	51	88%	7	12%
Female	33	57%	27	82%	6	18%
Male	25	43%	24	96%	1	4%
General Education Students	50	86%	45	90%	5	10%
Students with Disabilities	8	14%	6	75%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	19	33%	19	100%	0	0%
Black or African American	6	10%	5	83%	1	17%
Hispanic or Latino	1	2%	1	100%	0	0%
White	30	52%	24	80%	6	20%
Multiracial	2	3%	2	100%	0	0%
Economically Disadvantaged	22	38%	20	91%	2	9%
Not Economically Disadvantaged	36	62%	31	86%	5	14%
English Language Learner	4	7%	3	75%	1	25%
Non-English Language Learner	54	93%	48	89%	6	11%
Not in Foster Care	58	100%	51	88%	7	12%
Homeless	1	2%	1	100%	0	0%
Not Homeless	57	98%	50	88%	7	12%
Not Migrant	58	100%	51	88%	7	12%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	58	100%	51	88%	7	12%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	47	7	15%	8	17%	13	28%	19	40%	32	68%
Female	24	3	13%	3	13%	6	25%	12	50%	18	75%
Male	23	4	17%	5	22%	7	30%	7	30%	14	61%
General Education Students	45	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	1	9%	3	27%	6	55%	9	82%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	23	4	17%	4	17%	6	26%	9	39%	15	65%
Multiracial	8	1	13%	2	25%	3	38%	2	25%	5	63%
Economically Disadvantaged	16	4	25%	4	25%	4	25%	4	25%	8	50%
Not Economically Disadvantaged	31	3	10%	4	13%	9	29%	15	48%	24	77%
English Language Learner	7	1	14%	2	29%	2	29%	2	29%	4	57%
Non-English Language Learner	40	6	15%	6	15%	11	28%	17	43%	28	70%
Not in Foster Care	47	7	15%	8	17%	13	28%	19	40%	32	68%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	46	—	—	—	—	—	—	—	—	—	—
Not Migrant	47	7	15%	8	17%	13	28%	19	40%	32	68%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	47	7	15%	8	17%	13	28%	19	40%	32	68%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	33	4	12%	5	15%	5	15%	19	58%	24	73%
Female	13	1	8%	2	15%	3	23%	7	54%	10	77%
Male	20	3	15%	3	15%	2	10%	12	60%	14	70%
General Education Students	28	1	4%	3	11%	5	18%	19	68%	24	86%
Students with Disabilities	5	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	3	25%	8	67%	11	92%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	16	4	25%	2	13%	0	0%	10	63%	10	63%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	10	2	20%	2	20%	2	20%	4	40%	6	60%
Not Economically Disadvantaged	23	2	9%	3	13%	3	13%	15	65%	18	78%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	31	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	33	4	12%	5	15%	5	15%	19	58%	24	73%
Not Homeless	33	4	12%	5	15%	5	15%	19	58%	24	73%
Not Migrant	33	4	12%	5	15%	5	15%	19	58%	24	73%
Parent Not in Armed Forces	33	4	12%	5	15%	5	15%	19	58%	24	73%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	51	16	31%	13	25%	7	14%	15	29%	22	43%
Female	27	7	26%	7	26%	6	22%	7	26%	13	48%
Male	24	9	38%	6	25%	1	4%	8	33%	9	38%
General Education Students	45	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	5	26%	2	11%	4	21%	8	42%	12	63%
Black or African American	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	24	8	33%	9	38%	2	8%	5	21%	7	29%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	20	11	55%	3	15%	4	20%	2	10%	6	30%
Not Economically Disadvantaged	31	5	16%	10	32%	3	10%	13	42%	16	52%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	48	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	51	16	31%	13	25%	7	14%	15	29%	22	43%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	50	–	–	–	–	–	–	–	–	–	–
Not Migrant	51	16	31%	13	25%	7	14%	15	29%	22	43%
Parent Not in Armed Forces	51	16	31%	13	25%	7	14%	15	29%	22	43%

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AFRICAN ROAD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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 changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 \(58.87 kilobytes\)](#)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	253	22	8.7%
Asian or Native Hawaiian/Other Pacific Islander	76	7	9.2%
Black or African American	20	—	—
Hispanic or Latino	7	—	—
Multiracial	19	—	—
White	131	12	9.2%
English Language Learners	37	5	13.5%
Students with Disabilities	27	—	—
Economically Disadvantaged	96	18	18.8%

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 (22.42 megabytes)

CRDC Glossary and Guide

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