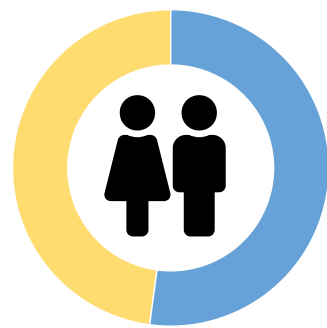
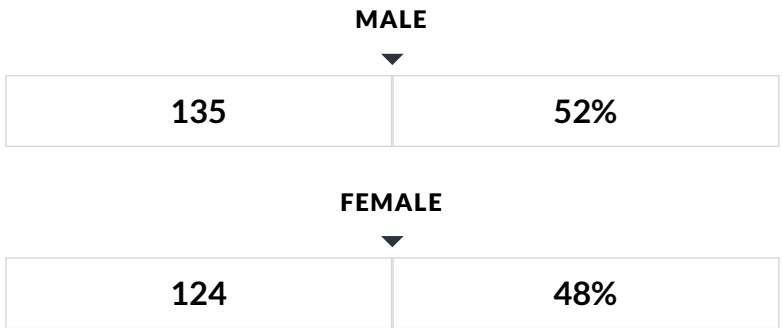


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school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

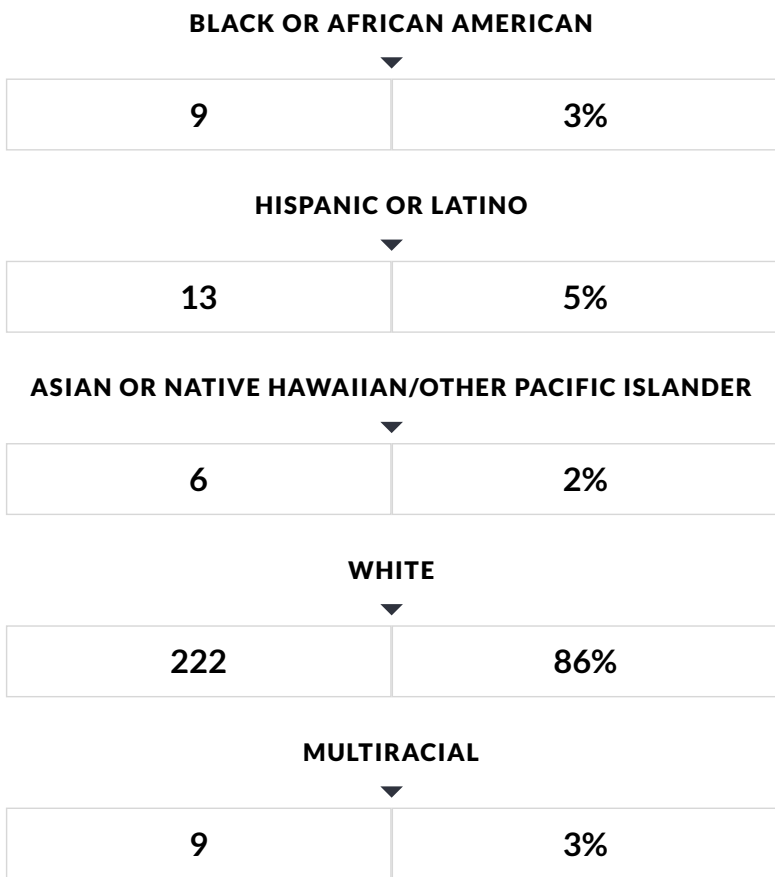
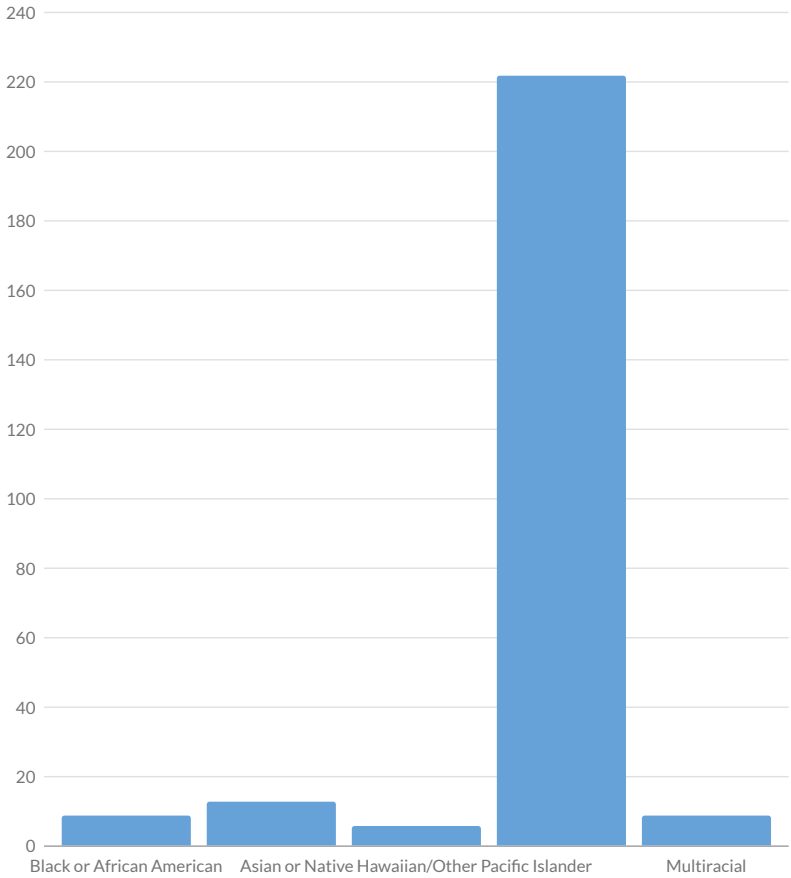
CLAYTON AVENUE ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 259

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

6	2%
----------	-----------

STUDENTS WITH DISABILITIES

39	15%
-----------	------------

ECONOMICALLY DISADVANTAGED

124	48%
------------	------------

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

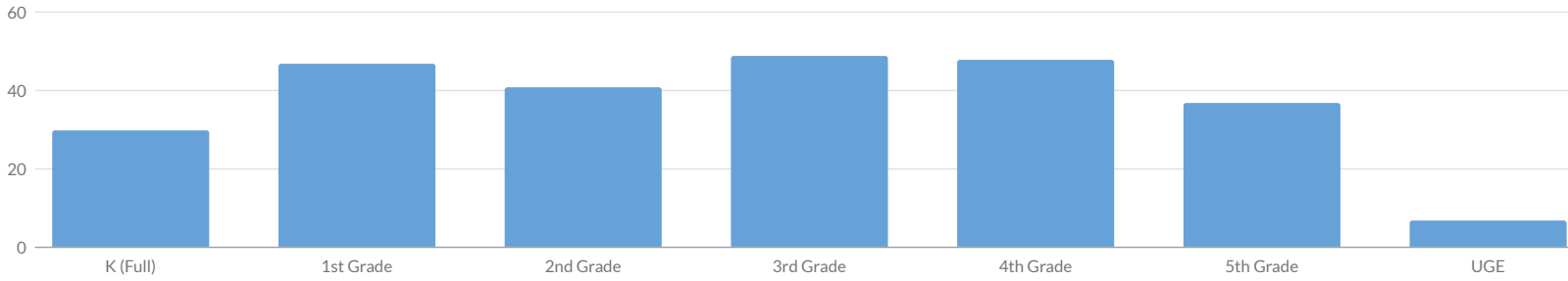
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

30	12%
-----------	------------

1ST GRADE

47	18%
-----------	------------

2ND GRADE

41	16%
-----------	------------

3RD GRADE

49	19%
-----------	------------

4TH GRADE

48	19%
-----------	------------

5TH GRADE

37	14%
-----------	------------

UNGRADED ELEMENTARY

7	3%
----------	-----------

CLAYTON AVENUE 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	46	100%	38	83%	8	17%
Female	24	52%	20	83%	4	17%
Male	22	48%	18	82%	4	18%
General Education Students	40	87%	33	83%	7	18%
Students with Disabilities	6	13%	5	83%	1	17%
Hispanic or Latino	3	7%	2	67%	1	33%
White	43	93%	36	84%	7	16%
Economically Disadvantaged	15	33%	13	87%	2	13%
Not Economically Disadvantaged	31	67%	25	81%	6	19%
English Language Learner	1	2%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	45	98%	37	82%	8	18%
Not in Foster Care	46	100%	38	83%	8	17%
Not Homeless	46	100%	38	83%	8	17%
Not Migrant	46	100%	38	83%	8	17%
Parent Not in Armed Forces	46	100%	38	83%	8	17%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	47	100%	40	85%	7	15%
Female	25	53%	23	92%	2	8%
Male	22	47%	17	77%	5	23%
General Education Students	38	81%	33	87%	5	13%
Students with Disabilities	9	19%	7	78%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	1	2%	1	100%	0	0%
Hispanic or Latino	4	9%	3	75%	1	25%
White	40	85%	34	85%	6	15%
Multiracial	1	2%	1	100%	0	0%
Economically Disadvantaged	15	32%	10	67%	5	33%
Not Economically Disadvantaged	32	68%	30	94%	2	6%
English Language Learner	3	6%	3	100%	0	0%
Non-English Language Learner	44	94%	37	84%	7	16%
Not in Foster Care	47	100%	40	85%	7	15%
Homeless	1	2%	1	100%	0	0%
Not Homeless	46	98%	39	85%	7	15%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Migrant	47	100%	40	85%	7	15%
Parent Not in Armed Forces	47	100%	40	85%	7	15%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	29	71%	12	29%
Female	13	32%	10	77%	3	23%
Male	28	68%	19	68%	9	32%
General Education Students	34	83%	25	74%	9	26%
Students with Disabilities	7	17%	4	57%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	4	10%	2	50%	2	50%
Hispanic or Latino	1	2%	0	0%	1	100%
White	33	80%	25	76%	8	24%
Multiracial	2	5%	1	50%	1	50%
Economically Disadvantaged	16	39%	11	69%	5	31%
Not Economically Disadvantaged	25	61%	18	72%	7	28%
Non-English Language Learner	41	100%	29	71%	12	29%
Not in Foster Care	41	100%	29	71%	12	29%
Not Homeless	41	100%	29	71%	12	29%
Not Migrant	41	100%	29	71%	12	29%
Parent Not in Armed Forces	41	100%	29	71%	12	29%

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	38	4	11%	11	29%	16	42%	7	18%	23	61%
Female	20	3	15%	6	30%	6	30%	5	25%	11	55%
Male	18	1	6%	5	28%	10	56%	2	11%	12	67%
General Education Students	33	2	6%	8	24%	16	48%	7	21%	23	70%
Students with Disabilities	5	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	36	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	13	1	8%	3	23%	7	54%	2	15%	9	69%
Not Economically Disadvantaged	25	3	12%	8	32%	9	36%	5	20%	14	56%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	37	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	38	4	11%	11	29%	16	42%	7	18%	23	61%
Not Homeless	38	4	11%	11	29%	16	42%	7	18%	23	61%
Not Migrant	38	4	11%	11	29%	16	42%	7	18%	23	61%
Parent Not in Armed Forces	38	4	11%	11	29%	16	42%	7	18%	23	61%

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	40	6	15%	6	15%	8	20%	20	50%	28	70%
Female	23	4	17%	2	9%	5	22%	12	52%	17	74%
Male	17	2	12%	4	24%	3	18%	8	47%	11	65%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	33	4	12%	4	12%	7	21%	18	55%	25	76%
Students with Disabilities	7	2	29%	2	29%	1	14%	2	29%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	34	4	12%	6	18%	7	21%	17	50%	24	71%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	1	10%	1	10%	4	40%	4	40%	8	80%
Not Economically Disadvantaged	30	5	17%	5	17%	4	13%	16	53%	20	67%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	37	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	40	6	15%	6	15%	8	20%	20	50%	28	70%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	39	—	—	—	—	—	—	—	—	—	—
Not Migrant	40	6	15%	6	15%	8	20%	20	50%	28	70%
Parent Not in Armed Forces	40	6	15%	6	15%	8	20%	20	50%	28	70%

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	29	8	28%	5	17%	7	24%	9	31%	16	55%
Female	10	1	10%	3	30%	2	20%	4	40%	6	60%
Male	19	7	37%	2	11%	5	26%	5	26%	10	53%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	25	7	28%	5	20%	5	20%	8	32%	13	52%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	3	27%	2	18%	3	27%	3	27%	6	55%
Not Economically Disadvantaged	18	5	28%	3	17%	4	22%	6	33%	10	56%
Non-English Language Learner	29	8	28%	5	17%	7	24%	9	31%	16	55%
Not in Foster Care	29	8	28%	5	17%	7	24%	9	31%	16	55%
Not Homeless	29	8	28%	5	17%	7	24%	9	31%	16	55%
Not Migrant	29	8	28%	5	17%	7	24%	9	31%	16	55%
Parent Not in Armed Forces	29	8	28%	5	17%	7	24%	9	31%	16	55%

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CLAYTON AVENUE 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	47	100%	38	81%	9	19%
Female	24	51%	20	83%	4	17%
Male	23	49%	18	78%	5	22%
General Education Students	41	87%	33	80%	8	20%
Students with Disabilities	6	13%	5	83%	1	17%
Hispanic or Latino	3	6%	2	67%	1	33%
White	44	94%	36	82%	8	18%
Economically Disadvantaged	15	32%	13	87%	2	13%
Not Economically Disadvantaged	32	68%	25	78%	7	22%
English Language Learner	1	2%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	46	98%	37	80%	9	20%
Not in Foster Care	47	100%	38	81%	9	19%
Not Homeless	47	100%	38	81%	9	19%
Not Migrant	47	100%	38	81%	9	19%
Parent Not in Armed Forces	47	100%	38	81%	9	19%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	47	100%	39	83%	8	17%
Female	25	53%	22	88%	3	12%
Male	22	47%	17	77%	5	23%
General Education Students	38	81%	33	87%	5	13%
Students with Disabilities	9	19%	6	67%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	1	2%	1	100%	0	0%
Hispanic or Latino	4	9%	3	75%	1	25%
White	40	85%	33	83%	7	18%
Multiracial	1	2%	1	100%	0	0%
Economically Disadvantaged	15	32%	10	67%	5	33%
Not Economically Disadvantaged	32	68%	29	91%	3	9%
English Language Learner	3	6%	3	100%	0	0%
Non-English Language Learner	44	94%	36	82%	8	18%
Not in Foster Care	47	100%	39	83%	8	17%
Homeless	1	2%	1	100%	0	0%
Not Homeless	46	98%	38	83%	8	17%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Migrant	47	100%	39	83%	8	17%
Parent Not in Armed Forces	47	100%	39	83%	8	17%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	28	68%	13	32%
Female	13	32%	9	69%	4	31%
Male	28	68%	19	68%	9	32%
General Education Students	34	83%	24	71%	10	29%
Students with Disabilities	7	17%	4	57%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	4	10%	2	50%	2	50%
Hispanic or Latino	1	2%	0	0%	1	100%
White	33	80%	24	73%	9	27%
Multiracial	2	5%	1	50%	1	50%
Economically Disadvantaged	16	39%	10	63%	6	38%
Not Economically Disadvantaged	25	61%	18	72%	7	28%
Non-English Language Learner	41	100%	28	68%	13	32%
Not in Foster Care	41	100%	28	68%	13	32%
Not Homeless	41	100%	28	68%	13	32%
Not Migrant	41	100%	28	68%	13	32%
Parent Not in Armed Forces	41	100%	28	68%	13	32%

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	38	6	16%	6	16%	10	26%	16	42%	26	68%
Female	20	5	25%	3	15%	5	25%	7	35%	12	60%
Male	18	1	6%	3	17%	5	28%	9	50%	14	78%
General Education Students	33	2	6%	5	15%	10	30%	16	48%	26	79%
Students with Disabilities	5	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	36	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	13	2	15%	2	15%	2	15%	7	54%	9	69%
Not Economically Disadvantaged	25	4	16%	4	16%	8	32%	9	36%	17	68%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	37	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	38	6	16%	6	16%	10	26%	16	42%	26	68%
Not Homeless	38	6	16%	6	16%	10	26%	16	42%	26	68%
Not Migrant	38	6	16%	6	16%	10	26%	16	42%	26	68%
Parent Not in Armed Forces	38	6	16%	6	16%	10	26%	16	42%	26	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	39	9	23%	9	23%	9	23%	12	31%	21	54%
Female	22	7	32%	3	14%	6	27%	6	27%	12	55%
Male	17	2	12%	6	35%	3	18%	6	35%	9	53%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	33	6	18%	8	24%	8	24%	11	33%	19	58%
Students with Disabilities	6	3	50%	1	17%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	33	5	15%	9	27%	8	24%	11	33%	19	58%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	5	50%	0	0%	3	30%	2	20%	5	50%
Not Economically Disadvantaged	29	4	14%	9	31%	6	21%	10	34%	16	55%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	36	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	39	9	23%	9	23%	9	23%	12	31%	21	54%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	—	—	—	—	—	—	—	—	—	—
Not Migrant	39	9	23%	9	23%	9	23%	12	31%	21	54%
Parent Not in Armed Forces	39	9	23%	9	23%	9	23%	12	31%	21	54%

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	28	17	61%	3	11%	4	14%	4	14%	8	29%
Female	9	5	56%	1	11%	2	22%	1	11%	3	33%
Male	19	12	63%	2	11%	2	11%	3	16%	5	26%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	24	15	63%	3	13%	4	17%	2	8%	6	25%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	9	90%	0	0%	1	10%	0	0%	1	10%
Not Economically Disadvantaged	18	8	44%	3	17%	3	17%	4	22%	7	39%
Non-English Language Learner	28	17	61%	3	11%	4	14%	4	14%	8	29%
Not in Foster Care	28	17	61%	3	11%	4	14%	4	14%	8	29%
Not Homeless	28	17	61%	3	11%	4	14%	4	14%	8	29%
Not Migrant	28	17	61%	3	11%	4	14%	4	14%	8	29%
Parent Not in Armed Forces	28	17	61%	3	11%	4	14%	4	14%	8	29%

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CLAYTON AVENUE 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
Multiracial	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	239	33	13.8%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—
Black or African American	9	—	—
Hispanic or Latino	11	—	—
Multiracial	7	—	—
White	206	28	13.6%
English Language Learners	7	—	—
Students with Disabilities	44	7	15.9%
Economically Disadvantaged	112	26	23.2%

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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