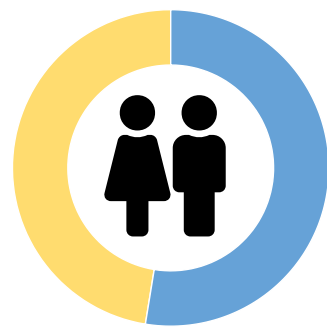
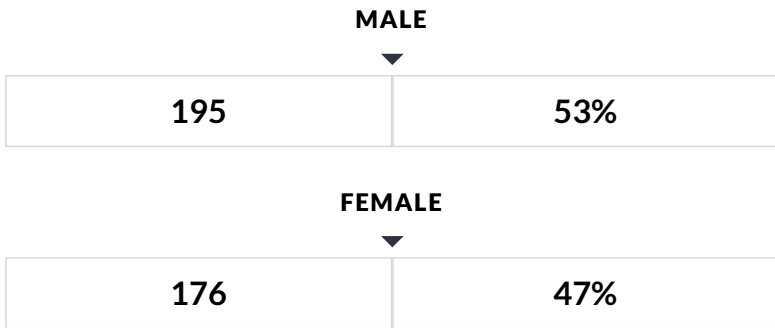


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school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

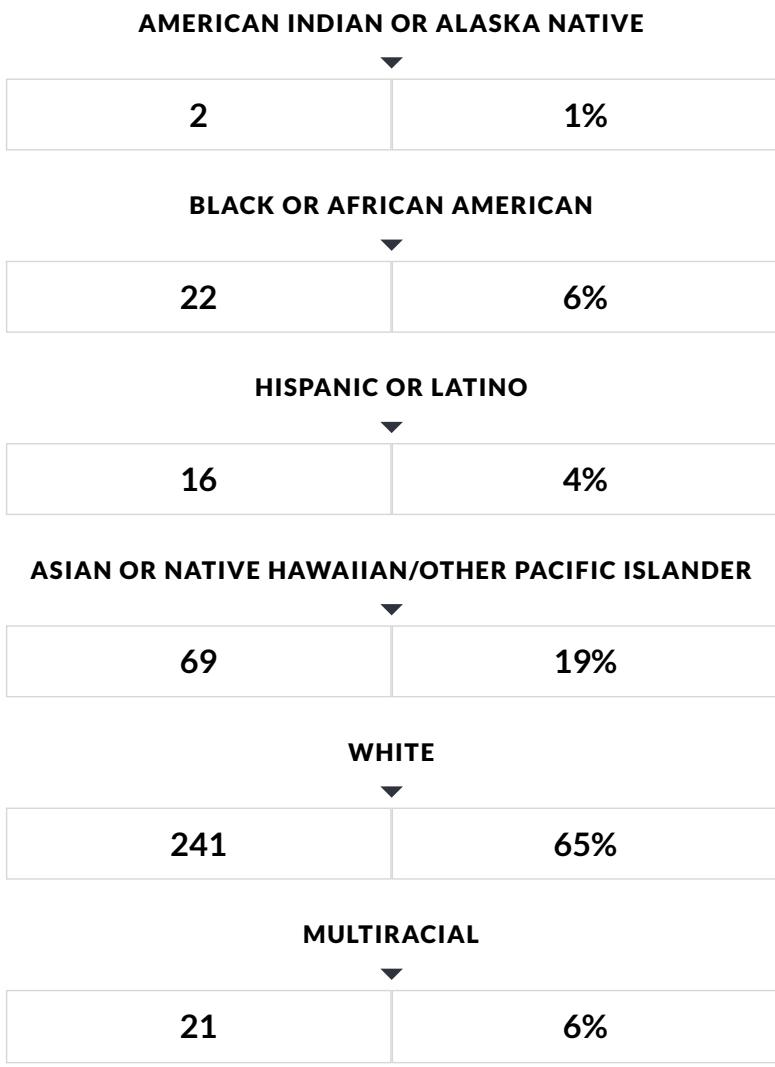
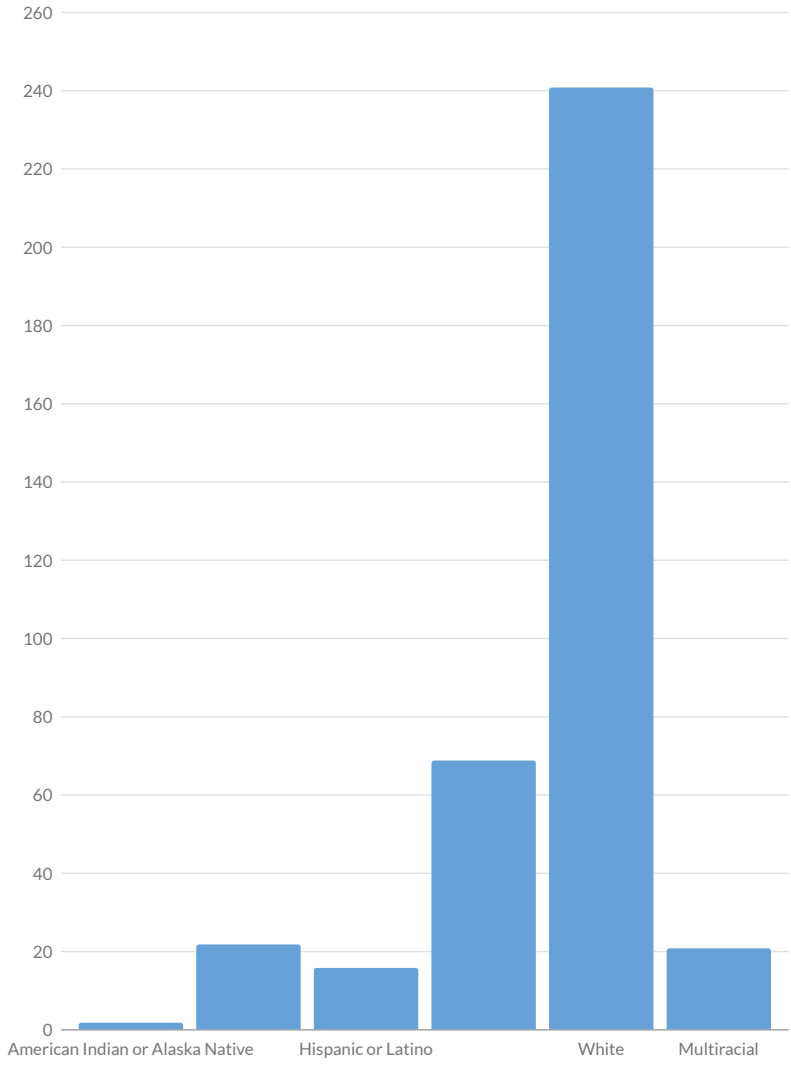
## VESTAL HILLS ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

**K-12 Enrollment: 371**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY

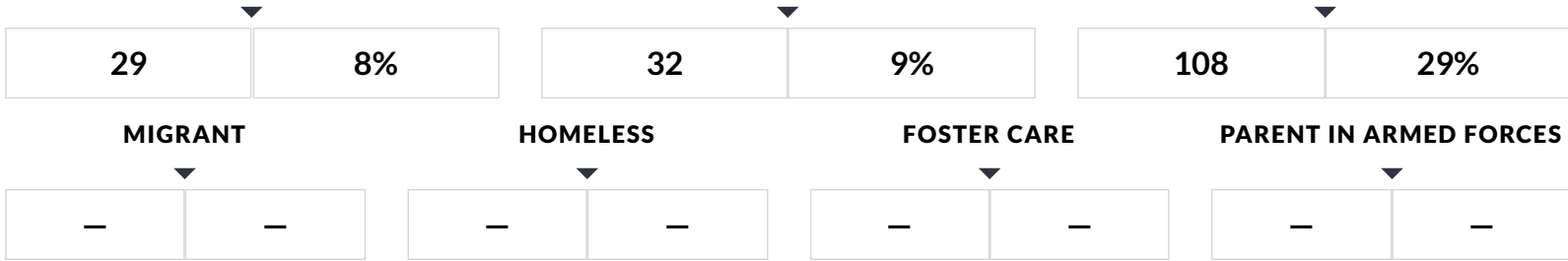


## OTHER GROUPS

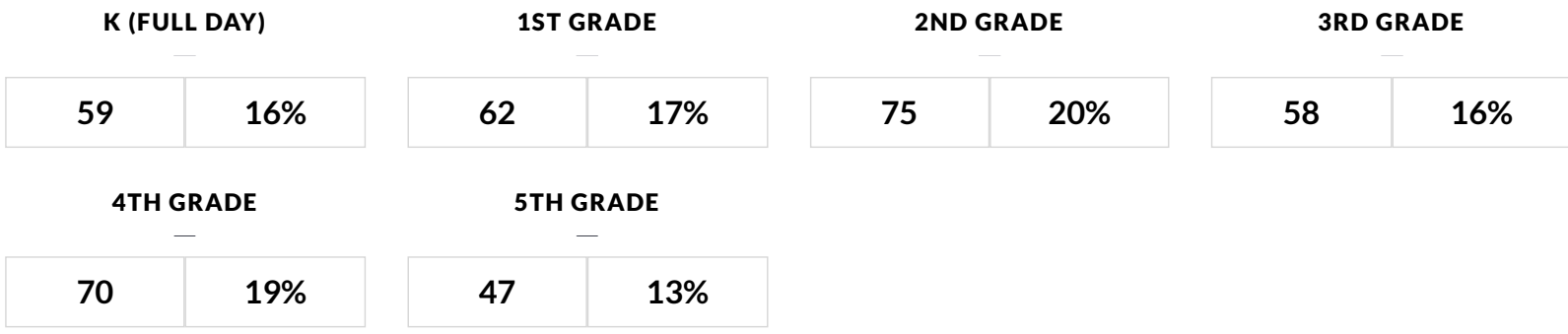
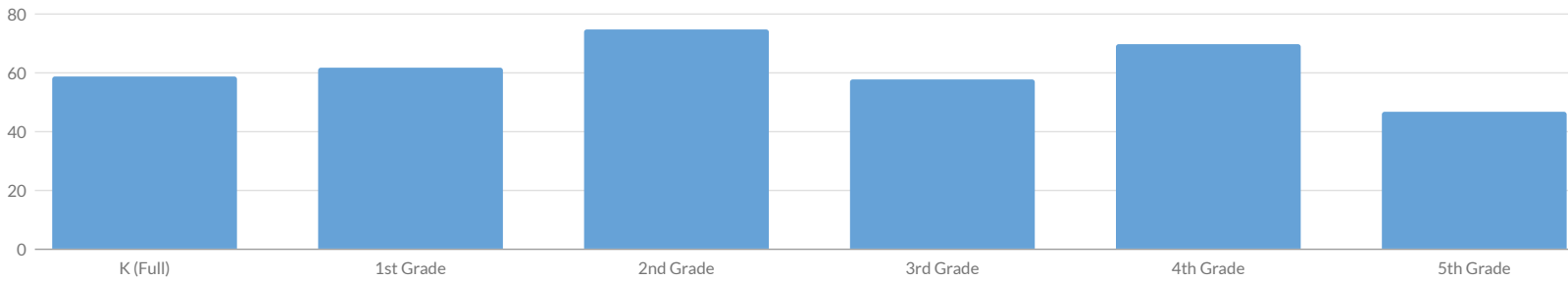
### ENGLISH LANGUAGE LEARNERS

### STUDENTS WITH DISABILITIES

### ECONOMICALLY DISADVANTAGED



## ENROLLMENT BY GRADE



## VESTAL HILLS 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	56	100%	46	82%	10	18%
Female	27	48%	21	78%	6	22%
Male	29	52%	25	86%	4	14%
General Education Students	53	95%	44	83%	9	17%
Students with Disabilities	3	5%	2	67%	1	33%
Asian or Native Hawaiian/Other Pacific Islander	10	18%	7	70%	3	30%
Black or African American	3	5%	3	100%	0	0%
Hispanic or Latino	1	2%	1	100%	0	0%
White	35	63%	29	83%	6	17%
Multiracial	7	13%	6	86%	1	14%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	15	27%	10	67%	5	33%
Not Economically Disadvantaged	41	73%	36	88%	5	12%
English Language Learner	5	9%	3	60%	2	40%
Non-English Language Learner	51	91%	43	84%	8	16%
In Foster Care	1	2%	0	0%	1	100%
Not in Foster Care	55	98%	46	84%	9	16%
Not Homeless	56	100%	46	82%	10	18%
Not Migrant	56	100%	46	82%	10	18%
Parent Not in Armed Forces	56	100%	46	82%	10	18%

## 2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	68	100%	56	82%	12	18%
Female	33	49%	31	94%	2	6%
Male	35	51%	25	71%	10	29%
General Education Students	62	91%	54	87%	8	13%
Students with Disabilities	6	9%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	15	22%	10	67%	5	33%
Black or African American	3	4%	2	67%	1	33%
Hispanic or Latino	4	6%	4	100%	0	0%
White	41	60%	35	85%	6	15%
Multiracial	5	7%	5	100%	0	0%
Economically Disadvantaged	21	31%	14	67%	7	33%
Not Economically Disadvantaged	47	69%	42	89%	5	11%
English Language Learner	5	7%	2	40%	3	60%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	63	93%	54	86%	9	14%
Not in Foster Care	68	100%	56	82%	12	18%
Not Homeless	68	100%	56	82%	12	18%
Not Migrant	68	100%	56	82%	12	18%
Parent Not in Armed Forces	68	100%	56	82%	12	18%

## 2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	47	100%	42	89%	5	11%
Female	21	45%	18	86%	3	14%
Male	26	55%	24	92%	2	8%
General Education Students	41	87%	36	88%	5	12%
Students with Disabilities	6	13%	6	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	19%	5	56%	4	44%
Black or African American	2	4%	1	50%	1	50%
Hispanic or Latino	1	2%	1	100%	0	0%
White	33	70%	33	100%	0	0%
Multiracial	2	4%	2	100%	0	0%
Economically Disadvantaged	9	19%	8	89%	1	11%
Not Economically Disadvantaged	38	81%	34	89%	4	11%
English Language Learner	1	2%	1	100%	0	0%
Non-English Language Learner	46	98%	41	89%	5	11%
Not in Foster Care	47	100%	42	89%	5	11%
Not Homeless	47	100%	42	89%	5	11%
Not Migrant	47	100%	42	89%	5	11%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	47	100%	42	89%	5	11%

## 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	0	0%	8	17%	22	48%	16	35%	38	83%
Female	21	0	0%	3	14%	7	33%	11	52%	18	86%
Male	25	0	0%	5	20%	15	60%	5	20%	20	80%
General Education Students	44	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	29	0	0%	8	28%	14	48%	7	24%	21	72%
Multiracial	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	10	0	0%	4	40%	5	50%	1	10%	6	60%
Not Economically Disadvantaged	36	0	0%	4	11%	17	47%	15	42%	32	89%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	43	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	46	0	0%	8	17%	22	48%	16	35%	38	83%
Not Homeless	46	0	0%	8	17%	22	48%	16	35%	38	83%
Not Migrant	46	0	0%	8	17%	22	48%	16	35%	38	83%

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	0	0%	8	17%	22	48%	16	35%	38	83%

## 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	56	4	7%	5	9%	13	23%	34	61%	47	84%
Female	31	2	6%	4	13%	6	19%	19	61%	25	81%
Male	25	2	8%	1	4%	7	28%	15	60%	22	88%
General Education Students	54	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	1	10%	1	10%	7	70%	8	80%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	35	2	6%	2	6%	11	31%	20	57%	31	89%
Multiracial	5	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	14	2	14%	1	7%	5	36%	6	43%	11	79%
Not Economically Disadvantaged	42	2	5%	4	10%	8	19%	28	67%	36	86%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	54	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	56	4	7%	5	9%	13	23%	34	61%	47	84%
Not Homeless	56	4	7%	5	9%	13	23%	34	61%	47	84%
Not Migrant	56	4	7%	5	9%	13	23%	34	61%	47	84%
Parent Not in Armed Forces	56	4	7%	5	9%	13	23%	34	61%	47	84%

# 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	42	3	7%	12	29%	6	14%	21	50%	27	64%
Female	18	1	6%	6	33%	2	11%	9	50%	11	61%
Male	24	2	8%	6	25%	4	17%	12	50%	16	67%
General Education Students	36	0	0%	11	31%	5	14%	20	56%	25	69%
Students with Disabilities	6	3	50%	1	17%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	33	3	9%	10	30%	3	9%	17	52%	20	61%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	8	1	13%	2	25%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	34	2	6%	10	29%	4	12%	18	53%	22	65%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	41	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	42	3	7%	12	29%	6	14%	21	50%	27	64%
Not Homeless	42	3	7%	12	29%	6	14%	21	50%	27	64%
Not Migrant	42	3	7%	12	29%	6	14%	21	50%	27	64%
Parent Not in Armed Forces	42	3	7%	12	29%	6	14%	21	50%	27	64%



© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2022, 10:02 AM EST

## VESTAL HILLS 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	56	100%	48	86%	8	14%
Female	27	48%	22	81%	5	19%
Male	29	52%	26	90%	3	10%
General Education Students	53	95%	46	87%	7	13%
Students with Disabilities	3	5%	2	67%	1	33%
Asian or Native Hawaiian/Other Pacific Islander	10	18%	8	80%	2	20%
Black or African American	3	5%	3	100%	0	0%
Hispanic or Latino	1	2%	1	100%	0	0%
White	35	63%	30	86%	5	14%
Multiracial	7	13%	6	86%	1	14%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	15	27%	10	67%	5	33%
Not Economically Disadvantaged	41	73%	38	93%	3	7%
English Language Learner	5	9%	4	80%	1	20%
Non-English Language Learner	51	91%	44	86%	7	14%
In Foster Care	1	2%	0	0%	1	100%
Not in Foster Care	55	98%	48	87%	7	13%
Not Homeless	56	100%	48	86%	8	14%
Not Migrant	56	100%	48	86%	8	14%
Parent Not in Armed Forces	56	100%	48	86%	8	14%

## 2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	68	100%	57	84%	11	16%
Female	33	49%	31	94%	2	6%
Male	35	51%	26	74%	9	26%
General Education Students	62	91%	55	89%	7	11%
Students with Disabilities	6	9%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	15	22%	11	73%	4	27%
Black or African American	3	4%	2	67%	1	33%
Hispanic or Latino	4	6%	4	100%	0	0%
White	41	60%	35	85%	6	15%
Multiracial	5	7%	5	100%	0	0%
Economically Disadvantaged	21	31%	15	71%	6	29%
Not Economically Disadvantaged	47	69%	42	89%	5	11%
English Language Learner	5	7%	3	60%	2	40%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	63	93%	54	86%	9	14%
Not in Foster Care	68	100%	57	84%	11	16%
Not Homeless	68	100%	57	84%	11	16%
Not Migrant	68	100%	57	84%	11	16%
Parent Not in Armed Forces	68	100%	57	84%	11	16%

## 2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	47	100%	42	89%	5	11%
Female	21	45%	18	86%	3	14%
Male	26	55%	24	92%	2	8%
General Education Students	41	87%	36	88%	5	12%
Students with Disabilities	6	13%	6	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	19%	5	56%	4	44%
Black or African American	2	4%	1	50%	1	50%
Hispanic or Latino	1	2%	1	100%	0	0%
White	33	70%	33	100%	0	0%
Multiracial	2	4%	2	100%	0	0%
Economically Disadvantaged	9	19%	8	89%	1	11%
Not Economically Disadvantaged	38	81%	34	89%	4	11%
English Language Learner	1	2%	1	100%	0	0%
Non-English Language Learner	46	98%	41	89%	5	11%
Not in Foster Care	47	100%	42	89%	5	11%
Not Homeless	47	100%	42	89%	5	11%
Not Migrant	47	100%	42	89%	5	11%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	47	100%	42	89%	5	11%

## 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	48	3	6%	6	13%	17	35%	22	46%	39	81%
Female	22	2	9%	4	18%	7	32%	9	41%	16	73%
Male	26	1	4%	2	8%	10	38%	13	50%	23	88%
General Education Students	46	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	30	2	7%	6	20%	11	37%	11	37%	22	73%
Multiracial	6	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	10	2	20%	3	30%	2	20%	3	30%	5	50%
Not Economically Disadvantaged	38	1	3%	3	8%	15	39%	19	50%	34	89%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	48	3	6%	6	13%	17	35%	22	46%	39	81%
Not Homeless	48	3	6%	6	13%	17	35%	22	46%	39	81%
Not Migrant	48	3	6%	6	13%	17	35%	22	46%	39	81%

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	48	3	6%	6	13%	17	35%	22	46%	39	81%

## 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	57	6	11%	11	19%	17	30%	23	40%	40	70%
Female	31	3	10%	7	23%	10	32%	11	35%	21	68%
Male	26	3	12%	4	15%	7	27%	12	46%	19	73%
General Education Students	55	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	2	18%	1	9%	5	45%	3	27%	8	73%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	35	3	9%	9	26%	8	23%	15	43%	23	66%
Multiracial	5	1	20%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	15	3	20%	3	20%	5	33%	4	27%	9	60%
Not Economically Disadvantaged	42	3	7%	8	19%	12	29%	19	45%	31	74%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	6	11%	11	19%	17	30%	23	40%	40	70%
Not Homeless	57	6	11%	11	19%	17	30%	23	40%	40	70%
Not Migrant	57	6	11%	11	19%	17	30%	23	40%	40	70%
Parent Not in Armed Forces	57	6	11%	11	19%	17	30%	23	40%	40	70%

# 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	42	7	17%	7	17%	11	26%	17	40%	28	67%
Female	18	3	17%	5	28%	4	22%	6	33%	10	56%
Male	24	4	17%	2	8%	7	29%	11	46%	18	75%
General Education Students	36	2	6%	7	19%	11	31%	16	44%	27	75%
Students with Disabilities	6	5	83%	0	0%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	33	7	21%	6	18%	9	27%	11	33%	20	61%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	3	38%	0	0%	0	0%	5	63%	5	63%
Not Economically Disadvantaged	34	4	12%	7	21%	11	32%	12	35%	23	68%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	41	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	42	7	17%	7	17%	11	26%	17	40%	28	67%
Not Homeless	42	7	17%	7	17%	11	26%	17	40%	28	67%
Not Migrant	42	7	17%	7	17%	11	26%	17	40%	28	67%
Parent Not in Armed Forces	42	7	17%	7	17%	11	26%	17	40%	28	67%





# **VESTAL HILLS 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
Hispanic or Latino	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	321	33	10.3%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	62	5	8.1%
Black or African American	18	—	—
Hispanic or Latino	14	—	—
Multiracial	18	—	—
White	207	21	10.1%
English Language Learners	32	1	3.1%
Students with Disabilities	35	2	5.7%
Economically Disadvantaged	91	19	20.9%

### **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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2022, 10:03 AM EST