

## MANDALAY 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

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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: Potential TSI School
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	215	41	19.1%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	1	—	—
Hispanic or Latino	16	—	—
Multiracial	6	—	—
White	190	33	17.4%
Students with Disabilities	34	7	20.6%
Economically Disadvantaged	13	—	—

## 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%
English Language Learners	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	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

**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%
English Language Learners	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%
English Language Learners	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.

**NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

## 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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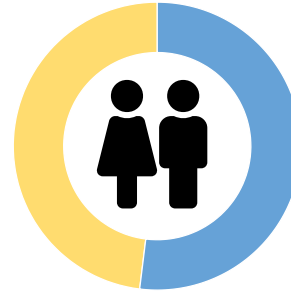
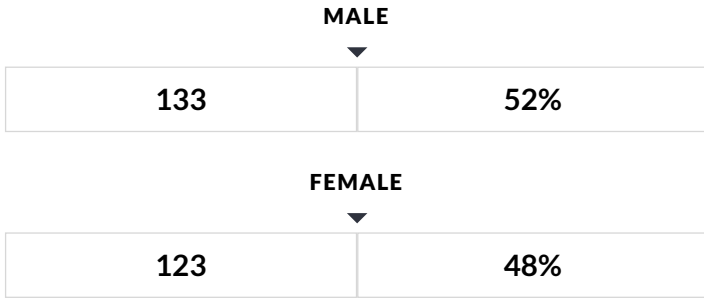
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school 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.

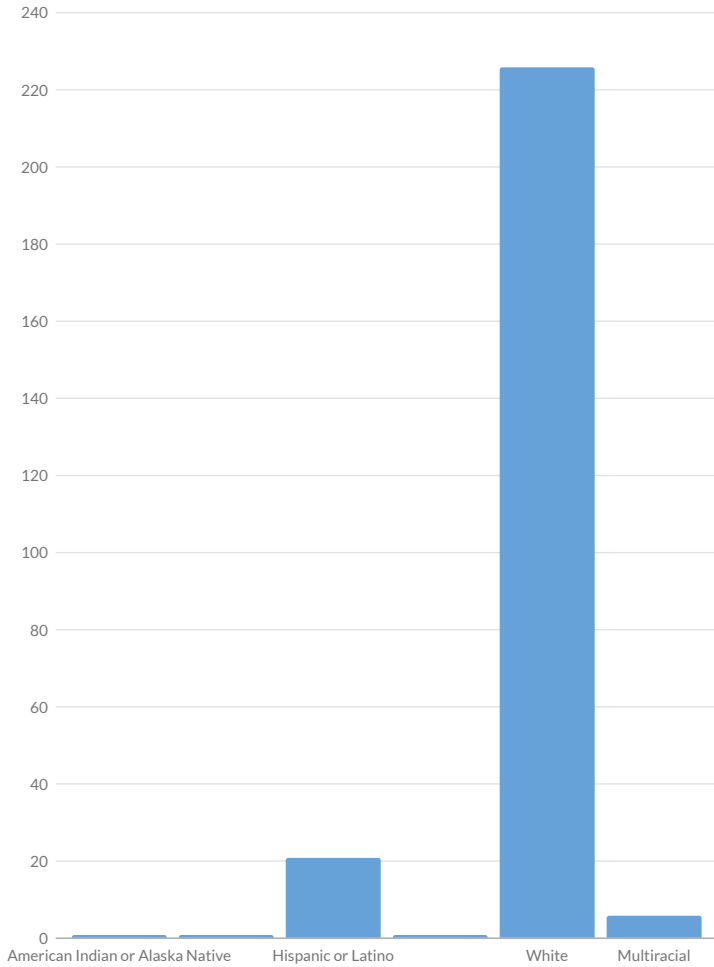
### MANDALAY SCHOOL ENROLLMENT (2020 - 21)

**K-12 Enrollment: 256**

#### ENROLLMENT BY GENDER



#### ENROLLMENT BY ETHNICITY



#### AMERICAN INDIAN OR ALASKA NATIVE



#### BLACK OR AFRICAN AMERICAN



#### HISPANIC OR LATINO



#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



#### WHITE



#### MULTIRACIAL

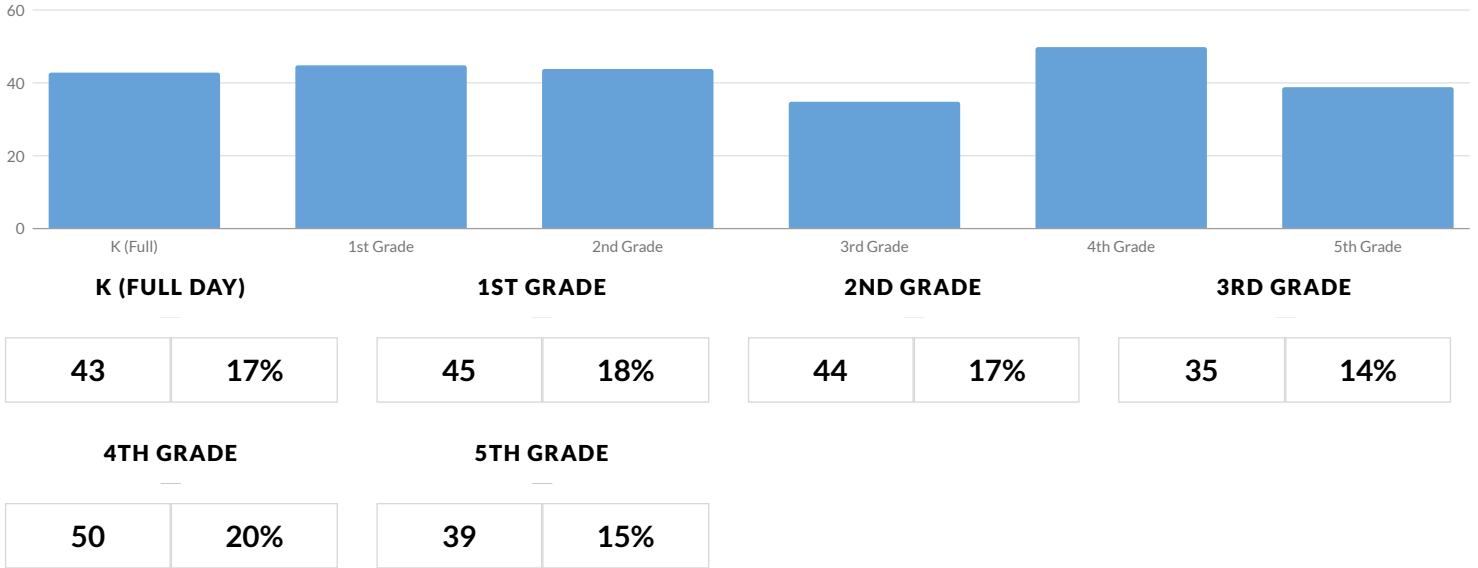




**OTHER GROUPS**

<b>ENGLISH LANGUAGE LEARNERS</b>		<b>STUDENTS WITH DISABILITIES</b>		<b>ECONOMICALLY DISADVANTAGED</b>	
—	—	25	10%	15	6%
<b>MIGRANT</b>		<b>HOMELESS</b>		<b>FOSTER CARE</b>	
—	—	—	—	—	—
		<b>PARENT IN ARMED FORCES</b>			
		—		—	

**ENROLLMENT BY GRADE**



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## MANDALAY 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	36	100%	21	58%	15	42%
Female	19	53%	9	47%	10	53%
Male	17	47%	12	71%	5	29%
General Education Students	32	89%	19	59%	13	41%
Students with Disabilities	4	11%	2	50%	2	50%
Hispanic or Latino	3	8%	1	33%	2	67%
White	33	92%	20	61%	13	39%
Economically Disadvantaged	3	8%	2	67%	1	33%
Not Economically Disadvantaged	33	92%	19	58%	14	42%
Non-English Language Learner	36	100%	21	58%	15	42%
Not in Foster Care	36	100%	21	58%	15	42%
Not Homeless	36	100%	21	58%	15	42%
Not Migrant	36	100%	21	58%	15	42%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	36	100%	21	58%	15	42%

## 2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	50	100%	25	50%	25	50%
Female	26	52%	13	50%	13	50%
Male	24	48%	12	50%	12	50%
General Education Students	43	86%	23	53%	20	47%
Students with Disabilities	7	14%	2	29%	5	71%
American Indian or Alaska Native	1	2%	1	100%	0	0%
Hispanic or Latino	3	6%	0	0%	3	100%
White	46	92%	24	52%	22	48%
Economically Disadvantaged	5	10%	2	40%	3	60%
Not Economically Disadvantaged	45	90%	23	51%	22	49%
Non-English Language Learner	50	100%	25	50%	25	50%
Not in Foster Care	50	100%	25	50%	25	50%
Not Homeless	50	100%	25	50%	25	50%
Not Migrant	50	100%	25	50%	25	50%
Parent Not in Armed Forces	50	100%	25	50%	25	50%

## 2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	39	100%	11	28%	28	72%
Female	21	54%	7	33%	14	67%
Male	18	46%	4	22%	14	78%
General Education Students	32	82%	10	31%	22	69%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	7	18%	1	14%	6	86%
Hispanic or Latino	1	3%	0	0%	1	100%
White	36	92%	9	25%	27	75%
Multiracial	2	5%	2	100%	0	0%
Economically Disadvantaged	1	3%	0	0%	1	100%
Not Economically Disadvantaged	38	97%	11	29%	27	71%
Non-English Language Learner	39	100%	11	28%	28	72%
Not in Foster Care	39	100%	11	28%	28	72%
Not Homeless	39	100%	11	28%	28	72%
Not Migrant	39	100%	11	28%	28	72%
Parent Not in Armed Forces	39	100%	11	28%	28	72%

## 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	21	1	5%	6	29%	8	38%	6	29%	14	67%
Female	9	1	11%	1	11%	3	33%	4	44%	7	78%
Male	12	0	0%	5	42%	5	42%	2	17%	7	58%
General Education Students	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	20	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	19	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	21	1	5%	6	29%	8	38%	6	29%	14	67%
Not in Foster Care	21	1	5%	6	29%	8	38%	6	29%	14	67%
Not Homeless	21	1	5%	6	29%	8	38%	6	29%	14	67%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	21	1	5%	6	29%	8	38%	6	29%	14	67%
Parent Not in Armed Forces	21	1	5%	6	29%	8	38%	6	29%	14	67%

## 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	25	1	4%	3	12%	8	32%	13	52%	21	84%
Female	13	0	0%	2	15%	3	23%	8	62%	11	85%
Male	12	1	8%	1	8%	5	42%	5	42%	10	83%
General Education Students	23	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	24	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	23	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	25	1	4%	3	12%	8	32%	13	52%	21	84%
Not in Foster Care	25	1	4%	3	12%	8	32%	13	52%	21	84%
Not Homeless	25	1	4%	3	12%	8	32%	13	52%	21	84%
Not Migrant	25	1	4%	3	12%	8	32%	13	52%	21	84%
Parent Not in Armed Forces	25	1	4%	3	12%	8	32%	13	52%	21	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	11	1	9%	3	27%	2	18%	5	45%	7	64%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
General Education Students	10	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	9	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	11	1	9%	3	27%	2	18%	5	45%	7	64%
Non-English Language Learner	11	1	9%	3	27%	2	18%	5	45%	7	64%
Not in Foster Care	11	1	9%	3	27%	2	18%	5	45%	7	64%
Not Homeless	11	1	9%	3	27%	2	18%	5	45%	7	64%
Not Migrant	11	1	9%	3	27%	2	18%	5	45%	7	64%
Parent Not in Armed Forces	11	1	9%	3	27%	2	18%	5	45%	7	64%

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## MANDALAY SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

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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	36	100%	22	61%	14	39%
Female	19	53%	9	47%	10	53%
Male	17	47%	13	76%	4	24%
General Education Students	32	89%	20	63%	12	38%
Students with Disabilities	4	11%	2	50%	2	50%
Hispanic or Latino	3	8%	1	33%	2	67%
White	33	92%	21	64%	12	36%
Economically Disadvantaged	3	8%	2	67%	1	33%
Not Economically Disadvantaged	33	92%	20	61%	13	39%
Non-English Language Learner	36	100%	22	61%	14	39%
Not in Foster Care	36	100%	22	61%	14	39%
Not Homeless	36	100%	22	61%	14	39%
Not Migrant	36	100%	22	61%	14	39%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	36	100%	22	61%	14	39%

## 2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	50	100%	24	48%	26	52%
Female	26	52%	12	46%	14	54%
Male	24	48%	12	50%	12	50%
General Education Students	43	86%	22	51%	21	49%
Students with Disabilities	7	14%	2	29%	5	71%
American Indian or Alaska Native	1	2%	1	100%	0	0%
Hispanic or Latino	3	6%	0	0%	3	100%
White	46	92%	23	50%	23	50%
Economically Disadvantaged	5	10%	2	40%	3	60%
Not Economically Disadvantaged	45	90%	22	49%	23	51%
Non-English Language Learner	50	100%	24	48%	26	52%
Not in Foster Care	50	100%	24	48%	26	52%
Not Homeless	50	100%	24	48%	26	52%
Not Migrant	50	100%	24	48%	26	52%
Parent Not in Armed Forces	50	100%	24	48%	26	52%

## 2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	39	100%	12	31%	27	69%
Female	21	54%	7	33%	14	67%
Male	18	46%	5	28%	13	72%
General Education Students	32	82%	11	34%	21	66%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	7	18%	1	14%	6	86%
Hispanic or Latino	1	3%	0	0%	1	100%
White	36	92%	10	28%	26	72%
Multiracial	2	5%	2	100%	0	0%
Economically Disadvantaged	1	3%	0	0%	1	100%
Not Economically Disadvantaged	38	97%	12	32%	26	68%
Non-English Language Learner	39	100%	12	31%	27	69%
Not in Foster Care	39	100%	12	31%	27	69%
Not Homeless	39	100%	12	31%	27	69%
Not Migrant	39	100%	12	31%	27	69%
Parent Not in Armed Forces	39	100%	12	31%	27	69%

## 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	22	0	0%	5	23%	8	36%	9	41%	17	77%
Female	9	0	0%	1	11%	5	56%	3	33%	8	89%
Male	13	0	0%	4	31%	3	23%	6	46%	9	69%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	21	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	20	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	22	0	0%	5	23%	8	36%	9	41%	17	77%
Not in Foster Care	22	0	0%	5	23%	8	36%	9	41%	17	77%
Not Homeless	22	0	0%	5	23%	8	36%	9	41%	17	77%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	22	0	0%	5	23%	8	36%	9	41%	17	77%
Parent Not in Armed Forces	22	0	0%	5	23%	8	36%	9	41%	17	77%

## 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	24	1	4%	5	21%	4	17%	14	58%	18	75%
Female	12	1	8%	3	25%	1	8%	7	58%	8	67%
Male	12	0	0%	2	17%	3	25%	7	58%	10	83%
General Education Students	22	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	23	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	22	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	24	1	4%	5	21%	4	17%	14	58%	18	75%
Not in Foster Care	24	1	4%	5	21%	4	17%	14	58%	18	75%
Not Homeless	24	1	4%	5	21%	4	17%	14	58%	18	75%
Not Migrant	24	1	4%	5	21%	4	17%	14	58%	18	75%
Parent Not in Armed Forces	24	1	4%	5	21%	4	17%	14	58%	18	75%

## 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	12	2	17%	1	8%	2	17%	7	58%	9	75%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
General Education Students	11	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	10	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	12	2	17%	1	8%	2	17%	7	58%	9	75%
Non-English Language Learner	12	2	17%	1	8%	2	17%	7	58%	9	75%
Not in Foster Care	12	2	17%	1	8%	2	17%	7	58%	9	75%
Not Homeless	12	2	17%	1	8%	2	17%	7	58%	9	75%
Not Migrant	12	2	17%	1	8%	2	17%	7	58%	9	75%
Parent Not in Armed Forces	12	2	17%	1	8%	2	17%	7	58%	9	75%

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