

ALTMAR-PARISH-WILLIAMSTOWN CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022- 23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	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	1	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	2	2	–	–
White	2	2	–	2
English Language Learner	–	–	–	–
Students with Disabilities	1	2	–	2
Economically Disadvantaged	2	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	369	83.9	1
	Math	352	100.4	
	Combined	721	92	
American Indian or Alaska Native	ELA	4	—	—
	Math	3	—	
	Combined	7	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	5	40	—
	Math	4	—	
	Combined	9	—	
Multiracial	ELA	11	118.2	2
	Math	10	130	
	Combined	21	123.8	
White	ELA	347	84	2
	Math	333	99.8	
	Combined	680	91.8	
Students with Disabilities	ELA	91	34.6	1
	Math	86	46.5	
	Combined	177	40.4	
Economically Disadvantaged	ELA	241	68.5	2
	Math	228	91.7	
	Combined	469	79.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	396	78.2	2
	Math	395	89.5	
	Combined	791	83.8	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	6	33.3	—
	Math	6	66.7	
	Combined	12	—	
Multiracial	ELA	15	86.7	2
	Math	15	86.7	
	Combined	30	86.7	
White	ELA	370	78.8	2
	Math	369	90.1	
	Combined	739	84.4	
Students with Disabilities	ELA	98	32.1	2
	Math	97	41.2	
	Combined	195	36.7	
Economically Disadvantaged	ELA	258	64	2
	Math	257	81.3	
	Combined	515	72.6	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	621	188	30.3%	2
American Indian or Alaska Native	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	13	–	–	–
Multiracial	24	–	–	–
White	576	169	29.3%	2
English Language Learner	–	–	–	–
Students with Disabilities	149	52	34.9%	2
Economically Disadvantaged	418	153	36.6%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	432	88.2%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	3	—
Hispanic or Latino	—	6	—
Multiracial	—	18	—
White	X	401	89%
English Language Learner	—	0	—
Students with Disabilities	X	98	88.8%
Economically Disadvantaged	X	283	88%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	431	84.2%
American Indian or Alaska Native	–	4	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	3	–
Hispanic or Latino	–	6	–
Multiracial	–	18	–
White	X	400	85.8%
English Language Learner	–	0	–
Students with Disabilities	X	97	84.5%
Economically Disadvantaged	X	282	83.3%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	1	1	2	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	1	1	2	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	1	1	2	–	2
Economically Disadvantaged	2	2	2	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	77	111	81.7	1
	Math	36	47.2		
	Science	28	89.3		
Hispanic or Latino	ELA	2	–	–	–
	Math	2	–		
	Science	–	–		
Multiracial	ELA	1	–	–	–
	Math	–	–		
	Science	1	–		
White	ELA	74	109.5	81	1
	Math	34	47.1		
	Science	27	88.9		
Students with Disabilities	ELA	20	30	41	1
	Math	13	26.9		
	Science	7	78.6		
Economically Disadvantaged	ELA	38	118.4	96.2	2
	Math	18	50		
	Science	14	132.1		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	86	99.4	57.2	1
	Math	62	27.4		
	Science	65	38.5		
Hispanic or Latino	ELA	4	–	–	–
	Math	4	–		
	Science	2	–		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	81	100	57.7	1
	Math	57	28.1		
	Science	62	38.7		
Students with Disabilities	ELA	22	27.3	25.7	1
	Math	16	21.9		
	Science	19	28.9		
Economically Disadvantaged	ELA	45	100	61	2
	Math	34	26.5		
	Science	34	54.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	98	84	85.7%	84.2%	2
	5-year	95	78	82.1%		
	6-year	92	78	84.8%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Multiracial	4-year	7	—	—	—	—
	5-year	5	—	—		
	6-year	2	—	—		
White	4-year	89	75	84.3%	83.3%	2
	5-year	87	71	81.6%		
	6-year	87	73	83.9%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	23	16	69.6%	68.7%	2
	5-year	22	13	59.1%		
	6-year	22	17	77.3%		
Economically Disadvantaged	4-year	55	44	80%	78.3%	2
	5-year	52	37	71.2%		
	6-year	55	46	83.6%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	331	132	39.9%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	7	—	—	—
Multiracial	11	—	—	—
White	308	123	39.9%	2
English Language Learner	1	—	—	—
Students with Disabilities	78	38	48.7%	2
Economically Disadvantaged	186	94	50.5%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	92	89.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	4	—
Multiracial	—	2	—
White	X	86	90.7%
English Language Learner	—	0	—
Students with Disabilities	—	24	—
Economically Disadvantaged	X	47	85.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	70	60%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	4	—
Multiracial	—	2	—
White	X	64	62.5%
English Language Learner	—	0	—
Students with Disabilities	—	18	—
Economically Disadvantaged	—	37	—

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