

ALTMAR-PARISH-WILLIAMSTOWN ELEMEN - 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
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	2	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	2	2	–	2
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	2
Economically Disadvantaged	1	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	272	77.4	2
	Math	271	99.6	
	Combined	543	88.5	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	5	110	—
	Math	5	120	
	Combined	10	—	
White	ELA	259	77.2	2
	Math	258	99.2	
	Combined	517	88.2	
Students with Disabilities	ELA	66	34.8	2
	Math	65	47.7	
	Combined	131	41.2	
Economically Disadvantaged	ELA	180	57.8	1
	Math	179	86.3	
	Combined	359	72	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	272	77.4	2
	Math	271	99.6	
	Combined	543	88.5	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	6	91.7	—
	Math	6	100	
	Combined	12	—	
White	ELA	259	77.2	2
	Math	258	99.2	
	Combined	517	88.2	
Students with Disabilities	ELA	67	34.3	2
	Math	66	47	
	Combined	133	40.6	
Economically Disadvantaged	ELA	180	57.8	2
	Math	179	86.3	
	Combined	359	72	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	475	149	31.4%	2
American Indian or Alaska Native	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	10	–	–	–
Multiracial	13	–	–	–
White	446	134	30%	2
English Language Learner	–	–	–	–
Students with Disabilities	117	43	36.8%	2
Economically Disadvantaged	322	122	37.9%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	288	96.9%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	6	—
White	✓	274	97.1%
English Language Learner	—	0	—
Students with Disabilities	✓	62	95.2%
Economically Disadvantaged	✓	191	97.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	287	96.9%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	6	—
White	✓	273	97.1%
English Language Learner	—	0	—
Students with Disabilities	✓	61	95.1%
Economically Disadvantaged	✓	190	97.4%

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

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 8:28 AM EST