

ALTMAR-PARISH-WILLIAMSTOWN JR/SR HS - 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	–	3
Economically Disadvantaged	3	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	89	111.2	2
	Math	74	112.8	
	Combined	163	112	
American Indian or Alaska Native	ELA	1	—	—
	Math	—	—	
	Combined	1	—	
Hispanic or Latino	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Multiracial	ELA	5	150	—
	Math	4	—	
	Combined	9	—	
White	ELA	82	111.6	2
	Math	69	110.9	
	Combined	151	111.3	
Students with Disabilities	ELA	19	44.7	2
	Math	16	56.3	
	Combined	35	50	
Economically Disadvantaged	ELA	56	108.9	3
	Math	45	121.1	
	Combined	101	114.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	122	81.1	2
	Math	122	68.4	
	Combined	244	74.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Multiracial	ELA	9	83.3	—
	Math	9	77.8	
	Combined	18	—	
White	ELA	110	83.2	2
	Math	110	69.5	
	Combined	220	76.4	
Students with Disabilities	ELA	26	32.7	2
	Math	26	34.6	
	Combined	52	33.7	
Economically Disadvantaged	ELA	78	78.2	2
	Math	78	69.9	
	Combined	156	74	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	146	39	26.7%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	3	—	—	—
Multiracial	11	—	—	—
White	130	35	26.9%	2
English Language Learner	—	—	—	—
Students with Disabilities	32	9	28.1%	3
Economically Disadvantaged	96	31	32.3%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	134	68.7%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	2	–
Multiracial	–	10	–
White	X	120	70%
English Language Learner	–	0	–
Students with Disabilities	–	28	–
Economically Disadvantaged	X	87	66.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	134	56.7%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	2	–
Multiracial	–	10	–
White	X	120	59.2%
English Language Learner	–	0	–
Students with Disabilities	–	28	–
Economically Disadvantaged	X	87	52.9%

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	2	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	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	1	2	2	–	2
Economically Disadvantaged	2	2	2	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	75	111.3	80.1	2
	Math	32	45.3		
	Science	24	85.4		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	—	—		
Multiracial	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	72	109.7	79.2	2
	Math	30	45		
	Science	23	84.8		
Students with Disabilities	ELA	20	30	45.1	1
	Math	12	29.2		
	Science	6	91.7		
Economically Disadvantaged	ELA	36	119.4	97.2	2
	Math	14	46.4		
	Science	10	140		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	82	101.8	56.1	2
	Math	58	25		
	Science	60	34.2		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	2	—		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	77	102.6	56.6	2
	Math	53	25.5		
	Science	57	34.2		
Students with Disabilities	ELA	22	27.3	26.6	2
	Math	15	23.3		
	Science	18	30.6		
Economically Disadvantaged	ELA	41	104.9	59.6	2
	Math	30	21.7		
	Science	29	48.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	95	84	88.4%	85.9%	2
	5-year	92	77	83.7%		
	6-year	90	77	85.6%		
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	86	75	87.2%	85.1%	2
	5-year	84	70	83.3%		
	6-year	85	72	84.7%		

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	22	16	72.7%	72%	2
	5-year	19	12	63.2%		
	6-year	20	16	80%		
Economically Disadvantaged	4-year	52	44	84.6%	81.2%	2
	5-year	50	37	74%		
	6-year	53	45	84.9%		

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	86	90.7%
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	80	92.5%
English Language Learner	—	0	—
Students with Disabilities	—	22	—
Economically Disadvantaged	X	42	88.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	64	57.8%
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	58	60.3%
English Language Learner	—	0	—
Students with Disabilities	—	15	—
Economically Disadvantaged	—	32	—

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