

# **WILLSBORO 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**

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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	3	–	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	2	3	–	4
English Language Learner	–	–	–	–
Students with Disabilities	2	3	–	3
Economically Disadvantaged	3	4	–	4

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	105	113.8	2
	Math	109	139.4	
	Combined	214	126.9	
Hispanic or Latino	ELA	–	–	–
	Math	1	–	
	Combined	1	–	
Multiracial	ELA	7	135.7	–
	Math	7	192.9	
	Combined	14	–	
White	ELA	98	112.2	2
	Math	101	135.1	
	Combined	199	123.9	
Students with Disabilities	ELA	33	53	2
	Math	33	81.8	
	Combined	66	67.4	
Economically Disadvantaged	ELA	61	105.7	3
	Math	62	133.1	
	Combined	123	119.5	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	105	113.8	3
	Math	109	139.4	
	Combined	214	126.9	
Hispanic or Latino	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Multiracial	ELA	7	135.7	–
	Math	7	192.9	
	Combined	14	–	
White	ELA	98	112.2	3
	Math	101	135.1	
	Combined	199	123.9	
Students with Disabilities	ELA	33	53	3
	Math	33	81.8	
	Combined	66	67.4	
Economically Disadvantaged	ELA	61	105.7	4
	Math	62	133.1	
	Combined	123	119.5	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	148	18	12.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	9	—	—	—
White	134	15	11.2%	4
English Language Learner	—	—	—	—
Students with Disabilities	41	9	22%	3
Economically Disadvantaged	85	13	15.3%	4

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	111	95.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	7	—
White	✓	103	96.1%
English Language Learner	—	0	—
Students with Disabilities	—	35	—
Economically Disadvantaged	✓	63	98.4%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	114	98.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	7	—
White	✓	106	98.1%
English Language Learner	—	0	—
Students with Disabilities	—	35	—
Economically Disadvantaged	✓	64	98.4%

## 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



## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	2	–	4
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	2	2	2	–	4
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	3

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	17	117.6	139	2
	Math	7	164.3		
	Science	12	133.3		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Multiracial	ELA	2	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	14	110.7	135	2
	Math	7	164.3		
	Science	11	127.3		
Students with Disabilities	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Economically Disadvantaged	ELA	7	78.6	—	—
	Math	3	—		
	Science	3	—		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	18	111.1	97.1	2
	Math	13	88.5		
	Science	18	88.9		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
White	ELA	15	103.3	101.3	2
	Math	11	104.5		
	Science	15	93.3		
Students with Disabilities	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Economically Disadvantaged	ELA	8	68.8	—	—
	Math	7	42.9		
	Science	8	50		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	15	12	80%	83%	2
	5-year	18	16	88.9%		
	6-year	20	16	80%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	15	12	80%	82%	2
	5-year	17	15	88.2%		
	6-year	18	14	77.8%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	3	—	—	—	—
	5-year	5	—	—		
	6-year	6	—	—		
Economically Disadvantaged	4-year	4	—	—	—	—
	5-year	11	—	—		
	6-year	12	—	—		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	77	13	16.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	1	—	—	—
Multiracial	6	—	—	—
White	70	10	14.3%	4
English Language Learner	—	—	—	—
Students with Disabilities	15	—	—	—
Economically Disadvantaged	45	13	28.9%	3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	17	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	2	—
White	—	14	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	7	—

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	12	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	1	—
White	—	10	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	6	—

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