

# **LETCHWORTH CSD - NEW YORK STATE REPORT CARD [2023 - 24]**

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.

## **2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA**

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For information about how 2024-25 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2024-25 Accountability Statuses Based on 2023-24 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	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	3	3	–	4
Hispanic or Latino	3	4	–	–
White	3	3	–	4
Students with Disabilities	2	3	–	3
Economically Disadvantaged	2	3	–	4

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	382	128.5	3
	Math	371	146.1	
	Combined	753	137.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	16	159.4	3
	Math	15	150	
	Combined	31	154.8	
White	ELA	362	127.5	3
	Math	352	145.6	
	Combined	714	136.4	
English Language Learner	ELA	1	—	—
	Math	3	—	
	Combined	4	—	
Students with Disabilities	ELA	48	62.5	2
	Math	45	64.4	
	Combined	93	63.4	
Economically Disadvantaged	ELA	176	96.6	2
	Math	168	121.1	
	Combined	344	108.6	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	382	128.5	3
	Math	371	146.1	
	Combined	753	137.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	16	159.4	4
	Math	15	150	
	Combined	31	154.8	
White	ELA	362	127.5	3
	Math	352	145.6	
	Combined	714	136.4	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	48	62.5	3
	Math	48	60.4	
	Combined	96	61.5	
Economically Disadvantaged	ELA	176	96.6	3
	Math	172	118.3	
	Combined	348	107.3	

## ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
English Language Learner	1	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	1	–	–	–	–

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	510	57	11.2%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	15	–	–	–
White	490	54	11%	4
English Language Learner	4	–	–	–
Students with Disabilities	60	13	21.7%	3
Economically Disadvantaged	247	41	16.6%	4

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	396	98%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	2	—
Hispanic or Latino	—	16	—
White	✓	375	97.9%
English Language Learner	—	2	—
Students with Disabilities	✓	47	95.7%
Economically Disadvantaged	✓	186	97.3%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	397	95%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	2	—
Hispanic or Latino	—	16	—
White	✓	376	95%
English Language Learner	—	2	—
Students with Disabilities	✗	47	89.4%
Economically Disadvantaged	✗	186	93%

## 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	3	3	4	–	4
White	3	3	3	–	4
Students with Disabilities	4	4	–	–	4
Economically Disadvantaged	3	3	4	–	4

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	65	190.8	157.9	3
	Math	64	112.5		
	Science	66	176.5		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	63	192.9	159.2	3
	Math	62	114.5		
	Science	64	175.8		
Students with Disabilities	ELA	9	144.4	115.4	4
	Math	10	90		
	Science	10	110		
Economically Disadvantaged	ELA	19	184.2	143.4	3
	Math	19	94.7		
	Science	19	155.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	67	185.1	153.2	3
	Math	67	107.5		
	Science	67	173.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	65	186.9	154.3	3
	Math	65	109.2		
	Science	65	173.1		
Students with Disabilities	ELA	11	118.2	100	4
	Math	11	81.8		
	Science	11	100		
Economically Disadvantaged	ELA	20	175	136.3	3
	Math	20	90		
	Science	20	147.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	65	61	93.8%	95.2%	4
	5-year	66	63	95.5%		
	6-year	52	50	96.2%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	3	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	63	59	93.7%	94.9%	3
	5-year	60	57	95%		
	6-year	50	48	96%		
Students with Disabilities	4-year	9	—	—	—	—
	5-year	5	—	—		
	6-year	3	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Economically Disadvantaged	4-year	28	25	89.3%	91.9%	4
	5-year	24	22	91.7%		
	6-year	19	18	94.7%		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	263	32	12.2%	4
American Indian or Alaska Native	2	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	1	—	—	—
White	252	27	10.7%	4
English Language Learner	1	—	—	—
Students with Disabilities	35	5	14.3%	4
Economically Disadvantaged	103	21	20.4%	4

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	67	98.5%
American Indian or Alaska Native	—	1	—
Black or African American	—	2	—
White	✓	64	98.4%
Students with Disabilities	—	11	—
Economically Disadvantaged	—	21	—

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	66	95.5%
American Indian or Alaska Native	—	1	—
Black or African American	—	2	—
White	✓	63	95.2%
Students with Disabilities	—	10	—
Economically Disadvantaged	—	21	—