

ALEXANDRIA 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.

TARGET DISTRICT

MADE PROGRESS

NO

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	Targeted 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	—	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	3	3	—	3
English Language Learner	—	—	—	—
Students with Disabilities	1	1	—	2
Economically Disadvantaged	2	2	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	171	123.1	3
	Math	171	140.6	
	Combined	342	131.9	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	8	100	—
	Math	8	125	
	Combined	16	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	160	123.8	3
	Math	160	141.6	
	Combined	320	132.7	
Students with Disabilities	ELA	21	14.3	1
	Math	20	25	
	Combined	41	19.5	
Economically Disadvantaged	ELA	85	82.9	2
	Math	82	103	
	Combined	167	92.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	176	119.6	3
	Math	176	136.6	
	Combined	352	128.1	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	9	88.9	—
	Math	9	111.1	
	Combined	18	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	163	121.5	3
	Math	163	139	
	Combined	326	130.2	
Students with Disabilities	ELA	22	13.6	1
	Math	22	22.7	
	Combined	44	18.2	
Economically Disadvantaged	ELA	88	80.1	2
	Math	88	96	
	Combined	176	88.1	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	260	48	18.5%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	11	—	—	—
Multiracial	3	—	—	—
White	242	44	18.2%	3
English Language Learner	—	—	—	—
Students with Disabilities	42	12	28.6%	2
Economically Disadvantaged	136	33	24.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	189	92.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	10	—
Multiracial	—	2	—
White	X	175	93.1%
English Language Learner	—	0	—
Students with Disabilities	—	26	—
Economically Disadvantaged	X	94	91.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	189	92.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	10	—
Multiracial	—	2	—
White	X	175	93.1%
English Language Learner	—	0	—
Students with Disabilities	—	26	—
Economically Disadvantaged	X	94	88.3%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	39	176.9	139.1	2
	Math	21	69		
	Science	32	187.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
White	ELA	35	172.9	139.4	2
	Math	19	71.1		
	Science	29	191.4		
Students with Disabilities	ELA	9	94.4	—	—
	Math	4	—		
	Science	4	—		
Economically Disadvantaged	ELA	21	150	112.7	2
	Math	11	40.9		
	Science	14	164.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	40	172.5	128.3	4
	Math	30	48.3		
	Science	33	181.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	36	168.1	128	4
	Math	27	50		
	Science	30	185		
Students with Disabilities	ELA	9	94.4	—	—
	Math	4	—		
	Science	4	—		
Economically Disadvantaged	ELA	21	150	108.6	4
	Math	12	37.5		
	Science	15	153.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	30	28	93.3%	92.6%	3
	5-year	50	46	92%		
	6-year	40	37	92.5%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	28	—	—	92%	3
	5-year	48	44	91.7%		
	6-year	39	36	92.3%		

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	5	—	—	—	—
	5-year	10	—	—		
	6-year	8	—	—		
Economically Disadvantaged	4-year	7	—	—	88.9%	3
	5-year	28	27	96.4%		
	6-year	16	13	81.3%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	163	59	36.2%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	4	—	—	—
Multiracial	5	—	—	—
White	149	54	36.2%	2
English Language Learner	—	—	—	—
Students with Disabilities	42	20	47.6%	2
Economically Disadvantaged	87	40	46%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	36	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	2	—
White	—	33	—
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	18	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	27	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	2	—
White	—	25	—
English Language Learner	—	0	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	10	—

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