

WORCESTER SCHOOL - 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

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
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	—	3
White	2	2	—	3
Students with Disabilities	2	2	—	4
Economically Disadvantaged	2	2	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	105	111	2
	Math	100	128.5	
	Combined	205	119.5	
Black or African American	ELA	2	—	—
	Math	1	—	
	Combined	3	—	
Hispanic or Latino	ELA	6	50	—
	Math	6	133.3	
	Combined	12	—	
White	ELA	97	116	2
	Math	93	129.6	
	Combined	190	122.6	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	13	46.2	2
	Math	12	75	
	Combined	25	60	
Economically Disadvantaged	ELA	55	93.6	2
	Math	51	118.6	
	Combined	106	105.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	126	92.5	2
	Math	126	102	
	Combined	252	97.2	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	7	42.9	—
	Math	7	114.3	
	Combined	14	—	
White	ELA	118	95.3	2
	Math	118	102.1	
	Combined	236	98.7	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	21	28.6	2
	Math	21	42.9	
	Combined	42	35.7	
Economically Disadvantaged	ELA	68	75.7	2
	Math	68	89	
	Combined	136	82.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	—	—	—	—
Hispanic or Latino	3	—	—	—	—
English Language Learner	3	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	194	38	19.6%	3
Black or African American	2	—	—	—
Hispanic or Latino	12	—	—	—
White	180	34	18.9%	3
English Language Learner	6	—	—	—
Students with Disabilities	36	6	16.7%	4
Economically Disadvantaged	106	28	26.4%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	134	79.1%
Black or African American	—	2	—
Hispanic or Latino	—	8	—
White	X	124	78.2%
English Language Learner	—	3	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	73	76.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	134	75.4%
Black or African American	—	2	—
Hispanic or Latino	—	8	—
White	X	124	75%
English Language Learner	—	3	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	73	71.2%

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	4	4	2	—	4
White	4	4	2	—	4
Economically Disadvantaged	3	3	—	—	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	25	182	172.2	4
	Math	25	138		
	Science	23	208.7		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	23	182.6	177.3	4
	Math	23	145.7		
	Science	21	216.7		
Students with Disabilities	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
Economically Disadvantaged	ELA	12	141.7	131	3
	Math	12	87.5		
	Science	10	180		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	25	182	170	4
	Math	25	138		
	Science	24	200		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	23	182.6	174.8	4
	Math	23	145.7		
	Science	22	206.8		
Students with Disabilities	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
Economically Disadvantaged	ELA	12	141.7	126.9	3
	Math	12	87.5		
	Science	11	163.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	24	23	95.8%	91.7%	2
	5-year	27	24	88.9%		
	6-year	21	19	90.5%		
Black or African American	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	24	23	95.8%	91.1%	2
	5-year	25	22	88%		
	6-year	19	17	89.5%		
Students with Disabilities	4-year	5	—	—	—	—
	5-year	2	—	—		
	6-year	3	—	—		
Economically Disadvantaged	4-year	12	—	—	—	—
	5-year	13	—	—		
	6-year	11	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	105	19	18.1%	4
Black or African American	2	—	—	—
Hispanic or Latino	3	—	—	—
White	100	17	17%	4
Students with Disabilities	20	—	—	—
Economically Disadvantaged	48	15	31.3%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	24	—
Hispanic or Latino	—	2	—
White	—	22	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	11	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	23	—
Hispanic or Latino	—	2	—
White	—	21	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	10	—

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WORCESTER SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2024

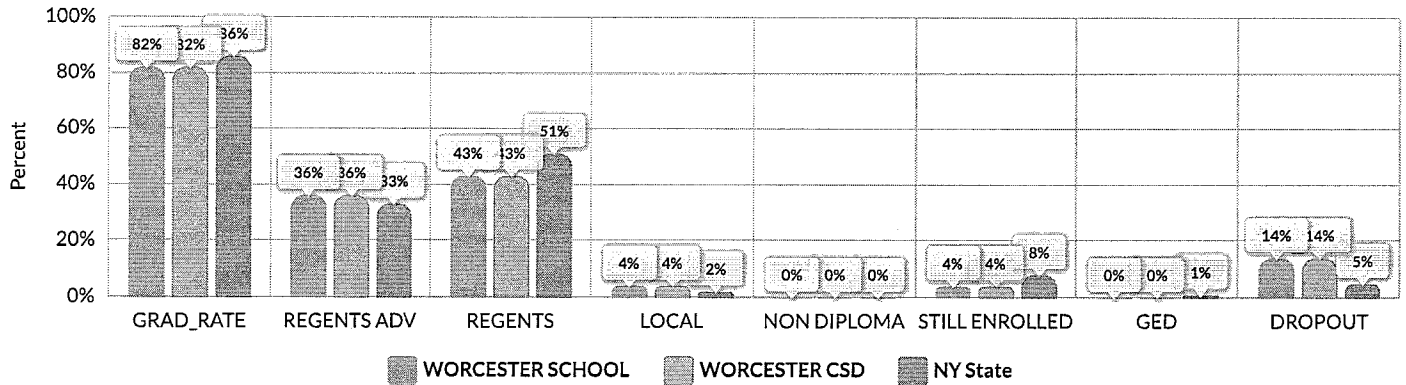
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%
Female	18	15	83%	6	33%	9	50%	0	0%	0	0%	1	6%	0	0%	2	11%
Male	10	8	80%	4	40%	3	30%	1	10%	0	0%	0	0%	0	0%	2	20%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	14	10	71%	2	14%	7	50%	1	7%	0	0%	1	7%	0	0%	3	21%
Not Economically Disadvantaged	14	13	93%	8	57%	5	36%	0	0%	0	0%	0	0%	0	0%	1	7%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	28	23	82%	10	36%	12	43%	1	4%	0	0%	1	4%	0	0%	4	14%

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WORCESTER SCHOOL GRADUATION PATHWAYS DATA 2024

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

[illegible]

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

WORCESTER SCHOOL - STUDENT AND EDUCATOR REPORT [2023 - 24]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; instructional modality and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2023-24)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
144	46%	5	2%

AVERAGE CLASS SIZE (2023-24)

Class Description	Average Class Size
Language Arts (grade 3)	17
Language Arts (grade 4)	24
Language Arts (grade 5)	21
Language Arts (grade 6)	25
Language Arts (grade 7)	13
Language Arts (grade 8)	22
Mathematics (grade 3)	17
Mathematics (grade 4)	24
Mathematics (grade 5)	21
Mathematics (grade 6)	25
Mathematics (grade 7)	11
Mathematics (grade 8)	24
Science (grade 5)	21
Science (grade 8)	24
ELA III (Common Core)	17
Algebra I	20
Algebra I (Common Core)	8
Geometry (Common Core)	10
Algebra II (Common Core)	17
Earth Science	11
Biology	12
Chemistry	10
Physics	16
World History and Geography (New Framework)	12

STUDENT ATTENDANCE RATE (2023-24)

94%

PRIMARY INSTRUCTIONAL MODALITY (2023-24)

Remote	In-person	Both
0%	100%	0%

STUDENT SUSPENSION RATE (2023-24)

5%

EDUCATOR DATA

STAFF COUNTS (2023-24)

School Counselors	Teachers	Social Workers	Principals
2	34	0*	2

*This school/district did not report data.