

# **WORCESTER SCHOOL - 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	2	2	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	117	104.7	2
	Math	115	118.3	
	Combined	232	111.4	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	83.3	—
	Math	6	133.3	
	Combined	12	—	
White	ELA	110	105.9	2
	Math	108	117.6	
	Combined	218	111.7	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	22	52.3	2
	Math	20	47.5	
	Combined	42	50	
Economically Disadvantaged	ELA	58	93.1	2
	Math	56	100	
	Combined	114	96.5	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	130	94.2	2
	Math	130	104.6	
	Combined	260	99.4	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	83.3	—
	Math	6	133.3	
	Combined	12	—	
White	ELA	124	94	2
	Math	124	102.4	
	Combined	248	98.2	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	25	46	2
	Math	25	38	
	Combined	50	42	
Economically Disadvantaged	ELA	67	80.6	2
	Math	67	83.6	
	Combined	134	82.1	

## ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	3	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	185	61	33%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	9	—	—	—
Multiracial	—	—	—	—
White	175	59	33.7%	2
English Language Learner	4	—	—	—
Students with Disabilities	33	8	24.2%	3
Economically Disadvantaged	93	37	39.8%	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	138	85.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	7	—
Multiracial	—	0	—
White	X	130	84.6%
English Language Learner	—	2	—
Students with Disabilities	—	26	—
Economically Disadvantaged	X	72	81.9%



## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	138	84.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	7	—
Multiracial	—	0	—
White	X	130	83.1%
English Language Learner	—	2	—
Students with Disabilities	—	26	—
Economically Disadvantaged	X	72	79.2%

## 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

## SECONDARY INDICATOR LEVELS

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

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	23	163	184.6	4
	Math	5	200		
	Science	8	193.8		
White	ELA	23	163	184.6	4
	Math	5	200		
	Science	8	193.8		
Students with Disabilities	ELA	5	40	—	—
	Math	—	—		
	Science	1	—		
Economically Disadvantaged	ELA	12	145.8	—	—
	Math	2	—		
	Science	3	—		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	24	156.3	99.1	3
	Math	17	58.8		
	Science	21	73.8		
White	ELA	24	156.3	99.1	3
	Math	17	58.8		
	Science	21	73.8		
Students with Disabilities	ELA	5	40	—	—
	Math	2	—		
	Science	4	—		
Economically Disadvantaged	ELA	12	145.8	—	—
	Math	7	71.4		
	Science	9	77.8		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	27	24	88.9%	93.1%	3
	5-year	21	19	90.5%		
	6-year	21	21	100%		
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	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	25	22	88%	92.5%	2
	5-year	19	17	89.5%		
	6-year	21	21	100%		

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	2	—	—	—	—
	5-year	3	—	—		
	6-year	5	—	—		
Economically Disadvantaged	4-year	13	—	—	—	—
	5-year	11	—	—		
	6-year	0	—	—		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	109	51	46.8%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	—	—	—	—
White	103	47	45.6%	2
English Language Learner	1	—	—	—
Students with Disabilities	19	—	—	—
Economically Disadvantaged	57	34	59.6%	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	23	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	23	—
English Language Learner	—	0	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	11	—

## SECONDARY MATHEMATICS 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	—	0	—
Multiracial	—	0	—
White	—	17	—
English Language Learner	—	0	—
Students with Disabilities	—	2	—
Economically Disadvantaged	—	7	—

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 3:40 PM EST



## WORCESTER SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

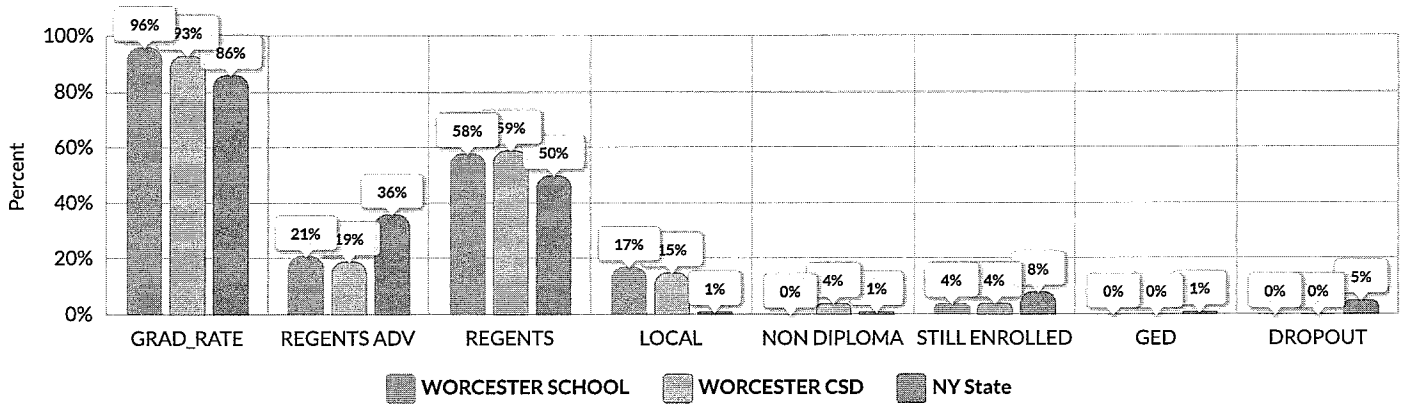
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. 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	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%
Female	14	13	93%	4	29%	8	57%	1	7%	0	0%	1	7%	0	0%	0	0%
Male	10	10	100%	1	10%	6	60%	3	30%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	19	18	95%	5	26%	12	63%	1	5%	0	0%	1	5%	0	0%	0	0%
Students with Disabilities	5	5	100%	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	12	11	92%	2	17%	7	58%	2	17%	0	0%	1	8%	0	0%	0	0%
Not Economically Disadvantaged	12	12	100%	3	25%	7	58%	2	17%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%

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	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	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%
Parent Not in Armed Forces	24	23	96%	5	21%	14	58%	4	17%	0	0%	1	4%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 3:41 PM EST



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%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 16, 2024, 3:42 PM EST