

LYME 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.

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	137	124.8	3
	Math	138	146.7	
	Combined	275	135.8	
Black or African American	ELA	4	–	–
	Math	4	–	
	Combined	8	–	
Hispanic or Latino	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Multiracial	ELA	6	100	–
	Math	6	133.3	
	Combined	12	–	
White	ELA	124	129	3
	Math	125	151.6	
	Combined	249	140.4	
Students with Disabilities	ELA	26	73.1	3
	Math	27	92.6	
	Combined	53	83	
Economically Disadvantaged	ELA	80	117.5	4
	Math	81	138.9	
	Combined	161	128.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	148	115.5	3
	Math	148	136.8	
	Combined	296	126.2	
Black or African American	ELA	5	60	—
	Math	5	80	
	Combined	10	—	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Multiracial	ELA	7	85.7	—
	Math	7	114.3	
	Combined	14	—	
White	ELA	133	120.3	3
	Math	133	142.5	
	Combined	266	131.4	
Students with Disabilities	ELA	40	52.5	3
	Math	40	80	
	Combined	80	66.3	
Economically Disadvantaged	ELA	93	101.1	4
	Math	93	121	
	Combined	186	111	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	211	60	28.4%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	8	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	7	—	—	—
White	190	55	28.9%	2
English Language Learner	—	—	—	—
Students with Disabilities	53	17	32.1%	2
Economically Disadvantaged	130	40	30.8%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	166	88%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	5	—
Hispanic or Latino	—	4	—
Multiracial	—	7	—
White	X	150	88.7%
English Language Learner	—	0	—
Students with Disabilities	—	38	—
Economically Disadvantaged	X	107	82.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	166	88.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	5	—
Hispanic or Latino	—	4	—
Multiracial	—	7	—
White	X	150	89.3%
English Language Learner	—	0	—
Students with Disabilities	—	38	—
Economically Disadvantaged	X	107	83.2%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	28	158.9	130.6	2
	Math	11	72.7		
	Science	20	175		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
White	ELA	26	167.3	136.5	2
	Math	10	80		
	Science	20	175		
Students with Disabilities	ELA	6	100	—	—
	Math	5	60		
	Science	4	—		
Economically Disadvantaged	ELA	16	131.3	105.5	2
	Math	6	50		
	Science	12	150		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	28	158.9	101.6	2
	Math	28	28.6		
	Science	28	125		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	26	167.3	107.9	3
	Math	26	30.8		
	Science	26	134.6		
Students with Disabilities	ELA	6	100	—	—
	Math	6	50		
	Science	6	100		
Economically Disadvantaged	ELA	16	131.3	84.4	2
	Math	16	18.8		
	Science	16	112.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	27	26	96.3%	95.8%	4
	5-year	26	25	96.2%		
	6-year	20	19	95%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	25	24	96%	97.1%	4
	5-year	21	20	95.2%		
	6-year	18	18	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	11	—	—		
	6-year	2	—	—		
Economically Disadvantaged	4-year	6	—	—	—	—
	5-year	13	—	—		
	6-year	8	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	105	34	32.4%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	3	—	—	—
White	96	31	32.3%	2
English Language Learner	—	—	—	—
Students with Disabilities	21	—	—	—
Economically Disadvantaged	53	23	43.4%	2

SECONDARY ELA 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	—	1	—
Multiracial	—	1	—
White	—	25	—
English Language Learner	—	0	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	16	—

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	—	1	—
Multiracial	—	1	—
White	—	25	—
English Language Learner	—	0	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	16	—

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