

DERUYTER 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

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	127	100	2
	Math	126	134.5	
	Combined	253	117.2	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	120	101.3	2
	Math	119	135.7	
	Combined	239	118.4	
Students with Disabilities	ELA	25	36	2
	Math	25	64	
	Combined	50	50	
Economically Disadvantaged	ELA	64	85.2	2
	Math	64	119.5	
	Combined	128	102.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	127	100	2
	Math	126	134.5	
	Combined	253	117.2	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	120	101.3	3
	Math	119	135.7	
	Combined	239	118.4	
Students with Disabilities	ELA	25	36	2
	Math	25	64	
	Combined	50	50	
Economically Disadvantaged	ELA	64	85.2	3
	Math	64	119.5	
	Combined	128	102.3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	182	28	15.4%	3
Hispanic or Latino	5	—	—	—
Multiracial	5	—	—	—
White	172	25	14.5%	3
Students with Disabilities	38	7	18.4%	3
Economically Disadvantaged	93	27	29%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	132	98.5%
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	✓	124	98.4%
Students with Disabilities	—	26	—
Economically Disadvantaged	✓	68	97.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	132	97.7%
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	✓	124	97.6%
Students with Disabilities	—	26	—
Economically Disadvantaged	✓	68	97.1%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	22	136.4	123.4	2
	Math	21	71.4		
	Science	22	181.8		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	21	138.1	124.5	2
	Math	20	70		
	Science	21	185.7		
Students with Disabilities	ELA	5	60	—	—
	Math	5	40		
	Science	5	140		
Economically Disadvantaged	ELA	14	89.3	94.7	2
	Math	13	53.8		
	Science	14	164.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	22	136.4	123.4	2
	Math	21	71.4		
	Science	22	181.8		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	21	138.1	124.5	2
	Math	20	70		
	Science	21	185.7		
Students with Disabilities	ELA	5	60	—	—
	Math	5	40		
	Science	5	140		
Economically Disadvantaged	ELA	14	89.3	94.7	2
	Math	13	53.8		
	Science	14	164.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	30	29	96.7%	95.3%	4
	5-year	23	—	—		
	6-year	33	31	93.9%		
Black or African American	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	24	—	—	93.3%	3
	5-year	23	—	—		
	6-year	30	28	93.3%		
Students with Disabilities	4-year	4	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
Economically Disadvantaged	4-year	19	18	94.7%	95.1%	4
	5-year	8	—	—		
	6-year	22	21	95.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	—	—	—	—
Hispanic or Latino	1	—	—	—	—
English Language Learner	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	104	29	27.9%	2
Black or African American	2	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	3	—	—	—
White	93	24	25.8%	2
English Language Learner	3	—	—	—
Students with Disabilities	19	—	—	—
Economically Disadvantaged	51	24	47.1%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	21	—
Hispanic or Latino	—	1	—
White	—	20	—
Students with Disabilities	—	4	—
Economically Disadvantaged	—	13	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	20	—
Hispanic or Latino	—	1	—
White	—	19	—
Students with Disabilities	—	4	—
Economically Disadvantaged	—	12	—

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