

SKANEATELES MIDDLE 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	4	4	—	4
White	4	4	—	4
Students with Disabilities	4	4	—	—
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	231	179.9	4
	Math	238	206.7	
	Combined	469	193.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	10	170	—
	Math	10	215	
	Combined	20	—	
Multiracial	ELA	8	156.3	—
	Math	8	187.5	
	Combined	16	—	
White	ELA	212	181.6	4
	Math	219	207.1	
	Combined	431	194.5	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	11	181.8	4
	Math	11	190.9	
	Combined	22	186.4	
Economically Disadvantaged	ELA	34	155.9	4
	Math	30	183.3	
	Combined	64	168.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	261	159.2	4
	Math	261	188.5	
	Combined	522	173.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	10	170	—
	Math	10	215	
	Combined	20	—	
Multiracial	ELA	8	156.3	—
	Math	8	187.5	
	Combined	16	—	
White	ELA	243	158.4	4
	Math	243	186.6	
	Combined	486	172.5	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	18	111.1	4
	Math	18	116.7	
	Combined	36	113.9	
Economically Disadvantaged	ELA	39	135.9	4
	Math	39	141	
	Combined	78	138.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	2	—	—	—	—
English Language Learner	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	280	25	8.9%	4
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Hispanic or Latino	11	—	—	—
Multiracial	9	—	—	—
White	259	22	8.5%	4
English Language Learner	7	—	—	—
Students with Disabilities	20	—	—	—
Economically Disadvantaged	45	9	20%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	277	84.1%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	8	—
White	X	257	82.9%
English Language Learner	—	4	—
Students with Disabilities	—	19	—
Economically Disadvantaged	X	42	83.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	278	86.7%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	9	—
White	X	257	85.6%
English Language Learner	—	4	—
Students with Disabilities	—	19	—
Economically Disadvantaged	X	43	74.4%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1	—	—	—
White	1	—	—	—
Students with Disabilities	1	—	—	—
Economically Disadvantaged	1	—	—	—

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

THIS DOCUMENT WAS CREATED ON: APRIL 28, 2025, 10:51 AM EST