

PULASKI 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	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	3	—	2
English Language Learner	—	—	—	—
Students with Disabilities	2	3	—	2
Economically Disadvantaged	2	2	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	356	102.4	2
	Math	345	133.6	
	Combined	701	117.8	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	7	57.1	—
	Math	6	66.7	
	Combined	13	—	
Multiracial	ELA	11	63.6	—
	Math	11	127.3	
	Combined	22	—	
White	ELA	335	103.7	2
	Math	325	134.2	
	Combined	660	118.7	
Students with Disabilities	ELA	65	45.4	2
	Math	61	69.7	
	Combined	126	57.1	
Economically Disadvantaged	ELA	200	83.8	2
	Math	188	109.3	
	Combined	388	96.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	368	99	2
	Math	368	125.3	
	Combined	736	112.2	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	7	57.1	—
	Math	7	57.1	
	Combined	14	—	
Multiracial	ELA	11	63.6	—
	Math	11	127.3	
	Combined	22	—	
White	ELA	347	100.1	3
	Math	347	125.6	
	Combined	694	112.9	
Students with Disabilities	ELA	67	44	3
	Math	67	63.4	
	Combined	134	53.7	
Economically Disadvantaged	ELA	208	80.5	2
	Math	208	98.8	
	Combined	416	89.7	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	543	163	30%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	9	—	—	—
Multiracial	15	—	—	—
White	511	157	30.7%	2
English Language Learner	—	—	—	—
Students with Disabilities	95	35	36.8%	2
Economically Disadvantaged	331	125	37.8%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	404	91.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	0	—
Hispanic or Latino	—	7	—
Multiracial	—	12	—
White	✗	381	91.3%
English Language Learner	—	0	—
Students with Disabilities	✗	71	93%
Economically Disadvantaged	✗	233	90.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	403	88.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	0	—
Hispanic or Latino	—	7	—
Multiracial	—	12	—
White	✗	380	88.2%
English Language Learner	—	0	—
Students with Disabilities	✗	71	85.9%
Economically Disadvantaged	✗	232	84.9%

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	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	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	2
Economically Disadvantaged	3	2	2	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	66	176.5	129.9	2
	Math	30	81.7		
	Science	14	132.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	—	—		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Multiracial	ELA	2	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	61	173	126.8	2
	Math	28	80.4		
	Science	13	126.9		
Students with Disabilities	ELA	10	110	—	—
	Math	2	—		
	Science	3	—		
Economically Disadvantaged	ELA	22	145.5	123.3	3
	Math	4	—		
	Science	4	—		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	67	173.9	89.5	2
	Math	57	43		
	Science	57	32.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	62	170.2	88	2
	Math	52	43.3		
	Science	52	31.7		
Students with Disabilities	ELA	11	100	—	—
	Math	6	0		
	Science	7	14.3		
Economically Disadvantaged	ELA	23	139.1	68.3	2
	Math	17	23.5		
	Science	17	29.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	79	66	83.5%	89%	2
	5-year	81	73	90.1%		
	6-year	91	85	93.4%		
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	0	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	77	65	84.4%	90.2%	2
	5-year	77	70	90.9%		
	6-year	87	83	95.4%		

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	10	—	—	—	—
	5-year	12	—	—		
	6-year	15	—	—		
Economically Disadvantaged	4-year	36	26	72.2%	85.7%	2
	5-year	39	34	87.2%		
	6-year	46	45	97.8%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	321	95	29.6%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	4	—	—	—
White	305	91	29.8%	2
English Language Learner	—	—	—	—
Students with Disabilities	48	17	35.4%	2
Economically Disadvantaged	141	60	42.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	72	91.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	2	—
White	✗	67	91%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	26	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	62	54.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	2	—
White	✗	57	56.1%
English Language Learner	—	0	—
Students with Disabilities	—	6	—
Economically Disadvantaged	—	20	—

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