

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-18-01-04-0001
 Name: Pulaski Junior-Senior High School
 Principal: Joseph Mc Grath

Grade Range : 7-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	87	99	97
Eighth	85	82	103
Ninth	106	83	96
Tenth	87	97	84
Eleventh	88	82	100
Twelfth	98	82	74
Ungraded Secondary	0	4	11
Total K-12 Enrollment	551	529	565

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.4%	1	0.2%	3	0.5%
Black (Not Hispanic)	1	0.2%	2	0.4%	3	0.5%
Hispanic	5	0.9%	0	0.0%	1	0.2%
White (Not Hispanic)	543	98.5%	526	99.4%	558	98.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	21	22
Mathematics Grade 8	23	22	20
Science Grade 8	22	21	21
Social Studies Grade 8	21	21	21
English Grade 10	21	23	23
Mathematics Grade 10	20	22	22
Science Grade 10	1	0	0
Social Studies Grade 10	23	24	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	100	18.1%	91	17.2%	121	21.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.1%		94.9%
Student Suspensions	13	2.3%	27	4.9%	15	2.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.8%	6.0%	6.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	96%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	78	43	55%	76	49	64%	61	35	57%
Students with Disabilities	9	1	11%	5	1	20%	2	0	0%
All Students	87	44	51%	81	50	62%	63	35	56%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	24	3	7	5	1
Percent	37%	38%	5%	11%	8%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
2	0	1	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			15		9	
	Entered GED Program*			0		1	
	Total Noncompleters			15		10	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			0		0	
	Total Noncompleters			1		3	
All Students	Dropped Out	12	3.2%	16	4.6%	12	3.3%
	Entered GED Program*	3	0.8%	0	0.0%	1	0.3%
	Total Noncompleters	15	4.0%	16	4.6%	13	3.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	185
	Number of Students with Disabilities		0	15
	Number of All Students		0	200
	Percent of Enrollment		0%	98%
9-12	Number of General-Education Students		0	344
	Number of Students with Disabilities		0	10
	Number of All Students		0	354
	Percent of Enrollment		0%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	17%	27	96%	31	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	47%	50	42%	60	87%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	0%	0	0%	1	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	3	#
Science	5	60%	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	2	#	2	#
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	100%	10	80%
Science	5	20%	4	#	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	3	#	4	#	3	#
U.S. Hist & Gov't	2	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	83	75	85	6	1	12
Number Scoring 55–100	82	74	78	6	#	9
Number Scoring 65–100	74	71	71	4	#	8
Number Scoring 85–100	30	32	42	0	#	2
Percentage of Tested Scoring 55–100	99%	99%	92%	100%	#	75%
Percentage of Tested Scoring 65–100	89%	95%	84%	67%	#	67%
Percentage of Tested Scoring 85–100	36%	43%	49%	0%	#	17%
Mathematics A						
Number Tested	13	54	12	0	7	1
Number Scoring 55–100	13	38	10	0	2	#
Number Scoring 65–100	7	29	4	0	1	#
Number Scoring 85–100	2	8	0	0	0	#
Percentage of Tested Scoring 55–100	100%	70%	83%	0%	29%	#
Percentage of Tested Scoring 65–100	54%	54%	33%	0%	14%	#
Percentage of Tested Scoring 85–100	15%	15%	0%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	82	99	71	3	11	9
Number Scoring 55–100	79	93	56	#	9	6
Number Scoring 65–100	68	78	44	#	7	4
Number Scoring 85–100	18	26	15	#	0	0
Percentage of Tested Scoring 55–100	96%	94%	79%	#	82%	67%
Percentage of Tested Scoring 65–100	83%	79%	62%	#	64%	44%
Percentage of Tested Scoring 85–100	22%	26%	21%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	78	78	88	5	4	11
Number Scoring 55–100	71	74	80	3	#	8
Number Scoring 65–100	59	63	76	1	#	8
Number Scoring 85–100	34	15	27	1	#	1
Percentage of Tested Scoring 55–100	91%	95%	91%	60%	#	73%
Percentage of Tested Scoring 65–100	76%	81%	86%	20%	#	73%
Percentage of Tested Scoring 85–100	44%	19%	31%	20%	#	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	99	102	87	9	12	11
Number Scoring 55–100	84	100	78	6	11	6
Number Scoring 65–100	77	97	70	4	10	6
Number Scoring 85–100	13	31	25	1	1	0
Percentage of Tested Scoring 55–100	85%	98%	90%	67%	92%	55%
Percentage of Tested Scoring 65–100	78%	95%	80%	44%	83%	55%
Percentage of Tested Scoring 85–100	13%	30%	29%	11%	8%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	73	64	75	6	7	9
Number Scoring 55–100	57	57	64	2	6	5
Number Scoring 65–100	56	51	53	2	5	2
Number Scoring 85–100	16	20	26	0	1	1
Percentage of Tested Scoring 55–100	78%	89%	85%	33%	86%	56%
Percentage of Tested Scoring 65–100	77%	80%	71%	33%	71%	22%
Percentage of Tested Scoring 85–100	22%	31%	35%	0%	14%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		42	44		0	1
Number Scoring 55–100		38	43		0	#
Number Scoring 65–100		24	39		0	#
Number Scoring 85–100		6	7		0	#
Percentage of Tested Scoring 55–100		90%	98%		0%	#
Percentage of Tested Scoring 65–100		57%	89%		0%	#
Percentage of Tested Scoring 85–100		14%	16%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	3	15	8	0	0	0
Number Scoring 55–100	#	15	8	0	0	0
Number Scoring 65–100	#	15	8	0	0	0
Number Scoring 85–100	#	7	5	0	0	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	47%	62%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	61	38	31	0	0	1
Number Scoring 55–100	61	37	30	0	0	#
Number Scoring 65–100	59	36	29	0	0	#
Number Scoring 85–100	26	17	17	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	95%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	43%	45%	55%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	59	41	5	1	1	0
Number Scoring 55–100	42	32	5	#	#	0
Number Scoring 65–100	38	30	2	#	#	0
Number Scoring 85–100	14	12	1	#	#	0
Percentage of Tested Scoring 55–100	71%	78%	100%	#	#	0%
Percentage of Tested Scoring 65–100	64%	73%	40%	#	#	0%
Percentage of Tested Scoring 85–100	24%	29%	20%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	62	48	48	0	0	0
Number Scoring 55–100	54	33	43	0	0	0
Number Scoring 65–100	52	25	41	0	0	0
Number Scoring 85–100	33	15	17	0	0	0
Percentage of Tested Scoring 55–100	87%	69%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	52%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	31%	35%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	100%	22	100%	32	75%
Students with Disabilities	1	#	4	#	7	57%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	92	0%	29%	47%	24%
	Students with Disabilities	12	25%	75%	0%	0%
	All Students	104	3%	35%	41%	21%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	72	72	72	2	2	2	74	74	74
Number Scoring 55–64	#	#	#	#	#	#	7	9	2
Number Scoring 65–84	#	#	#	#	#	#	48	45	49
Number Scoring 85–100	#	#	#	#	#	#	16	13	19
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)