

POWELLS LANE 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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	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	2
Black or African American	2	2	—	2
Hispanic or Latino	2	2	2	2
White	3	4	—	2
English Language Learner	3	3	2	3
Students with Disabilities	2	3	—	4
Economically Disadvantaged	3	3	2	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	254	112	2
	Math	258	132.4	
	Combined	512	122.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	3	—	
	Combined	7	—	
Black or African American	ELA	52	118.3	2
	Math	53	108.5	
	Combined	105	113.3	
Hispanic or Latino	ELA	177	104.5	2
	Math	181	134	
	Combined	358	119.4	
White	ELA	21	152.4	3
	Math	21	173.8	
	Combined	42	163.1	
English Language Learner	ELA	99	79.8	3
	Math	102	116.7	
	Combined	201	98.5	
Students with Disabilities	ELA	41	53.7	2
	Math	41	76.8	
	Combined	82	65.2	
Economically Disadvantaged	ELA	190	109.2	3
	Math	191	127.2	
	Combined	381	118.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	267	106.6	2
	Math	269	127	
	Combined	536	116.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Black or African American	ELA	55	111.8	2
	Math	56	102.7	
	Combined	111	107.2	
Hispanic or Latino	ELA	187	98.9	2
	Math	188	129	
	Combined	375	114	
White	ELA	21	152.4	4
	Math	21	173.8	
	Combined	42	163.1	
English Language Learner	ELA	102	77.5	3
	Math	104	114.4	
	Combined	206	96.1	
Students with Disabilities	ELA	41	53.7	3
	Math	41	76.8	
	Combined	82	65.2	
Economically Disadvantaged	ELA	197	105.3	3
	Math	198	122.7	
	Combined	395	114.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	120	45%	41%	0.9	2
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	115	45%	43%	1.0	2
White	2	—	—	—	—
English Language Learner	120	45%	41%	0.9	2
Students with Disabilities	14	—	—	—	—
Economically Disadvantaged	92	44%	36%	0.8	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	485	125	25.8%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—
Black or African American	109	26	23.9%	2
Hispanic or Latino	331	82	24.8%	2
White	38	13	34.2%	2
English Language Learner	189	43	22.8%	3
Students with Disabilities	58	10	17.2%	4
Economically Disadvantaged	332	87	26.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	284	89.4%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	X	59	88.1%
Hispanic or Latino	X	199	88.9%
White	—	22	—
English Language Learner	X	83	89.2%
Students with Disabilities	✓	40	97.5%
Economically Disadvantaged	X	208	91.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	294	91.2%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	X	62	90.3%
Hispanic or Latino	X	206	91.3%
White	—	22	—
English Language Learner	X	93	92.5%
Students with Disabilities	✓	40	97.5%
Economically Disadvantaged	X	210	91.4%

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