

New York State School Report Card Comprehensive Information Report

BEDS Code: 18-13-02-04-0002

Grade Range : 7-12

Name: Pembroke Junior-Senior High School

Principal: Keith Palmer

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	130	97	109
Eighth	130	134	100
Ninth	119	122	138
Tenth	124	107	124
Eleventh	98	126	103
Twelfth	120	93	121
Ungraded Secondary	0	0	6
Total K-12 Enrollment	721	679	701

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	0.3%	3	0.4%	8	1.1%
Black (Not Hispanic)	1	0.1%	3	0.4%	5	0.7%
Hispanic	2	0.3%	0	0.0%	0	0.0%
White (Not Hispanic)	716	99.3%	673	99.1%	688	98.1%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	13
Mathematics Grade 8	20	19	19
Science Grade 8	21	19	15
Social Studies Grade 8	23	22	20
English Grade 10	21	21	25
Mathematics Grade 10	0	22	15
Science Grade 10	23	18	19
Social Studies Grade 10	22	19	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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%	1	0.1%
Eligible for Free Lunch	89	12.3%	89	13.1%	97	13.8%

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		92.6%		93.8%		93.9%
Student Suspensions	60	8.4%	65	9.0%	59	8.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.5%	7.8%	8.6%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	93%	97%	96%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	99	64	65%	79	46	58%	105	63	60%
Students with Disabilities	10	3	30%	7	0	0%	11	0	0%
All Students	109	67	61%	86	46	53%	116	63	54%

*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	49	46	0	6	15	0
Percent	42%	40%	0%	5%	13%	0%

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)
11	0	4	15

*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			0		4	
	Entered GED Program*			0		1	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	2	0.4%	0	0.0%	7	1.4%
	Entered GED Program*	13	2.8%	0	0.0%	1	0.2%
	Total Noncompleters	15	3.3%	0	0.0%	8	1.6%

*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	180
	Number of Students with Disabilities		0	29
	Number of All Students		0	209
	Percent of Enrollment		0%	99%
9-12	Number of General-Education Students		0	400
	Number of Students with Disabilities		0	72
	Number of All Students		0	472
	Percent of Enrollment		0%	96%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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	0	0%	9	100%	7	100%
Science	0	0%	1	#	4	#
Reading	0	0%	1	#	4	#
Writing	0	0%	1	#	5	100%
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	2	#	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	50%	23	78%	21	76%
Science	12	42%	14	21%	22	68%
Reading	6	67%	6	33%	21	90%
Writing	5	80%	4	#	25	96%
Global Studies	7	14%	20	65%	21	48%
U.S. Hist & Gov't	3	#	6	50%	21	62%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	91	129	107	7	11	11
Number Scoring 55–100	87	119	95	6	7	5
Number Scoring 65–100	75	106	84	5	6	2
Number Scoring 85–100	16	34	24	0	1	0
Percentage of Tested Scoring 55–100	96%	92%	89%	86%	64%	45%
Percentage of Tested Scoring 65–100	82%	82%	79%	71%	55%	18%
Percentage of Tested Scoring 85–100	18%	26%	22%	0%	9%	0%
Mathematics A						
Number Tested	49	43	159	14	8	17
Number Scoring 55–100	16	8	137	4	1	5
Number Scoring 65–100	9	0	127	2	0	5
Number Scoring 85–100	0	0	40	0	0	0
Percentage of Tested Scoring 55–100	33%	19%	86%	29%	12%	29%
Percentage of Tested Scoring 65–100	18%	0%	80%	14%	0%	29%
Percentage of Tested Scoring 85–100	0%	0%	25%	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	124	117	134	16	19	13
Number Scoring 55–100	113	112	121	10	17	8
Number Scoring 65–100	110	94	116	9	14	6
Number Scoring 85–100	46	15	38	1	1	0
Percentage of Tested Scoring 55–100	91%	96%	90%	62%	89%	62%
Percentage of Tested Scoring 65–100	89%	80%	87%	56%	74%	46%
Percentage of Tested Scoring 85–100	37%	13%	28%	6%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	95	122	113	9	10	22
Number Scoring 55–100	85	115	105	7	7	15
Number Scoring 65–100	68	106	99	4	5	12
Number Scoring 85–100	24	29	41	1	1	2
Percentage of Tested Scoring 55–100	89%	94%	93%	78%	70%	68%
Percentage of Tested Scoring 65–100	72%	87%	88%	44%	50%	55%
Percentage of Tested Scoring 85–100	25%	24%	36%	11%	10%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	130	88	112	10	10	8
Number Scoring 55–100	127	84	100	9	10	6
Number Scoring 65–100	126	84	97	9	10	5
Number Scoring 85–100	34	37	34	0	2	0
Percentage of Tested Scoring 55–100	98%	95%	89%	90%	100%	75%
Percentage of Tested Scoring 65–100	97%	95%	87%	90%	100%	62%
Percentage of Tested Scoring 85–100	26%	42%	30%	0%	20%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	81	135	139	5	14	11
Number Scoring 55–100	65	133	134	4	13	8
Number Scoring 65–100	51	112	128	2	7	4
Number Scoring 85–100	20	49	59	1	1	2
Percentage of Tested Scoring 55–100	80%	99%	96%	80%	93%	73%
Percentage of Tested Scoring 65–100	63%	83%	92%	40%	50%	36%
Percentage of Tested Scoring 85–100	25%	36%	42%	20%	7%	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		56	63		0	2
Number Scoring 55–100		51	57		0	#
Number Scoring 65–100		38	52		0	#
Number Scoring 85–100		5	18		0	#
Percentage of Tested Scoring 55–100		91%	90%		0%	#
Percentage of Tested Scoring 65–100		68%	83%		0%	#
Percentage of Tested Scoring 85–100		9%	29%		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	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 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	28	28	21	0	0	0
Number Scoring 55–100	27	28	21	0	0	0
Number Scoring 65–100	27	28	21	0	0	0
Number Scoring 85–100	21	18	18	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	64%	86%	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	11	28	16	1	0	0
Number Scoring 55–100	10	27	16	#	0	0
Number Scoring 65–100	10	27	16	#	0	0
Number Scoring 85–100	8	20	6	#	0	0
Percentage of Tested Scoring 55–100	91%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	73%	71%	38%	#	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	95	72	0	2	3	0
Number Scoring 55–100	84	65	0	#	#	0
Number Scoring 65–100	72	56	0	#	#	0
Number Scoring 85–100	24	16	0	#	#	0
Percentage of Tested Scoring 55–100	88%	90%	0%	#	#	0%
Percentage of Tested Scoring 65–100	76%	78%	0%	#	#	0%
Percentage of Tested Scoring 85–100	25%	22%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	66	89	53	2	0	2
Number Scoring 55–100	51	79	50	#	0	#
Number Scoring 65–100	41	70	49	#	0	#
Number Scoring 85–100	13	24	25	#	0	#
Percentage of Tested Scoring 55–100	77%	89%	94%	#	0%	#
Percentage of Tested Scoring 65–100	62%	79%	92%	#	0%	#
Percentage of Tested Scoring 85–100	20%	27%	47%	#	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	0	0%	53	2%	41	90%
Students with Disabilities	15	87%	17	0%	9	22%

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	84	1%	20%	67%	12%
	Students with Disabilities	14	29%	57%	14%	0%
	All Students	98	5%	26%	59%	10%

(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	103	103	103	15	15	15	118	118	118
Number Scoring 55–64	2	2	4	2	2	1	4	4	5
Number Scoring 65–84	58	71	60	9	5	9	67	76	69
Number Scoring 85–100	43	28	38	1	1	0	44	29	38
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)