

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-03-08-03-0008

Grade Range : 8-12

Name: Pearl River High School

Principal: Susan Grosz

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	0	0	0
Eighth	181	201	197
Ninth	167	172	201
Tenth	159	163	176
Eleventh	176	152	158
Twelfth	161	170	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	844	858	877

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	60	7.1%	46	5.4%	60	6.8%
Black (Not Hispanic)	8	0.9%	8	0.9%	8	0.9%
Hispanic	43	5.1%	43	5.0%	39	4.4%
White (Not Hispanic)	733	86.8%	761	88.7%	770	87.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	26	22	22
Mathematics Grade 8	25	22	25
Science Grade 8	26	22	20
Social Studies Grade 8	26	25	22
English Grade 10	22	23	24
Mathematics Grade 10	22	22	22
Science Grade 10	23	22	21
Social Studies Grade 10	22	23	24

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	5	0.6%	3	0.4%	10	1.1%
Eligible for Free Lunch	17	2.0%	4	0.5%	22	2.5%

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		95.8%		95.4%		96.0%
Student Suspensions	31	3.9%	87	10.3%	42	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	1.4%	2.2%
Public Assistance	1-10%	None	1-10%
Student Stability	99%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	75
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	147	134	91%	155	149	96%	132	124	94%
Students with Disabilities	13	4	31%	17	8	47%	13	9	69%
All Students	160	138	86%	172	157	91%	145	133	92%

*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	103	33	0	0	2	7
Percent	71%	23%	0%	0%	1%	5%

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)
13	9	0	13

*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			1		6	
	Entered GED Program*			2		5	
	Total Noncompleters			3		11	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	0.6%	1	0.2%	6	0.9%
	Entered GED Program*	3	0.5%	2	0.3%	5	0.7%
	Total Noncompleters	7	1.1%	3	0.5%	11	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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	31
	Number of Students with Disabilities		0	0
	Number of All Students		0	31
	Percent of Enrollment		0%	5%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	100%	19	89%	21	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	19	95%	22	100%	20	100%
Spanish	128	91%	141	71%	170	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	40%	15	33%	12	92%

(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	#	0	0%	1	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	100%	15	100%	24	92%
Science	1	#	12	75%	10	80%
Reading	0	0%	9	67%	9	78%
Writing	0	0%	1	#	6	100%
Global Studies	1	#	3	#	4	#
U.S. Hist & Gov't	0	0%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	176	143	151	25	16	17
Number Scoring 55–100	175	141	151	24	15	17
Number Scoring 65–100	173	136	149	23	10	17
Number Scoring 85–100	91	79	88	2	1	2
Percentage of Tested Scoring 55–100	99%	99%	100%	96%	94%	100%
Percentage of Tested Scoring 65–100	98%	95%	99%	92%	62%	100%
Percentage of Tested Scoring 85–100	52%	55%	58%	8%	6%	12%
Mathematics A						
Number Tested	181	154	169	11	9	12
Number Scoring 55–100	180	152	167	10	8	10
Number Scoring 65–100	174	147	162	9	7	9
Number Scoring 85–100	84	100	90	3	2	2
Percentage of Tested Scoring 55–100	99%	99%	99%	91%	89%	83%
Percentage of Tested Scoring 65–100	96%	95%	96%	82%	78%	75%
Percentage of Tested Scoring 85–100	46%	65%	53%	27%	22%	17%
Mathematics B (first administered June 2001)						
Number Tested	0	0	35	0	0	0
Number Scoring 55–100	0	0	35	0	0	0
Number Scoring 65–100	0	0	35	0	0	0
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	46%	0%	0%	0%
Global History and Geography						
Number Tested	151	147	176	18	16	16
Number Scoring 55–100	149	145	171	17	15	16
Number Scoring 65–100	146	141	166	15	14	12
Number Scoring 85–100	82	61	95	2	1	2
Percentage of Tested Scoring 55–100	99%	99%	97%	94%	94%	100%
Percentage of Tested Scoring 65–100	97%	96%	94%	83%	88%	75%
Percentage of Tested Scoring 85–100	54%	41%	54%	11%	6%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	175	147	158	19	16	17
Number Scoring 55–100	175	145	156	19	14	15
Number Scoring 65–100	170	142	155	17	14	15
Number Scoring 85–100	83	81	106	3	2	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	88%	88%
Percentage of Tested Scoring 65–100	97%	97%	98%	89%	88%	88%
Percentage of Tested Scoring 85–100	47%	55%	67%	16%	12%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	140	156	200	11	15	16
Number Scoring 55–100	140	155	199	11	14	16
Number Scoring 65–100	140	154	194	11	13	14
Number Scoring 85–100	50	79	105	1	3	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	93%	100%
Percentage of Tested Scoring 65–100	100%	99%	97%	100%	87%	88%
Percentage of Tested Scoring 85–100	36%	51%	53%	9%	20%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	188	196	199	16	13	26
Number Scoring 55–100	187	196	197	16	13	26
Number Scoring 65–100	187	193	191	16	13	22
Number Scoring 85–100	140	120	116	5	3	8
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	96%	100%	100%	85%
Percentage of Tested Scoring 85–100	74%	61%	58%	31%	23%	31%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		127	133		4	3
Number Scoring 55–100		127	133		#	#
Number Scoring 65–100		125	124		#	#
Number Scoring 85–100		51	36		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		98%	93%		#	#
Percentage of Tested Scoring 85–100		40%	27%		#	#
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	26	13	11	0	0	0
Number Scoring 55–100	26	13	11	0	0	0
Number Scoring 65–100	26	13	11	0	0	0
Number Scoring 85–100	24	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	92%	77%	82%	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	76	86	112	3	3	5
Number Scoring 55–100	76	86	112	#	#	5
Number Scoring 65–100	76	86	111	#	#	5
Number Scoring 85–100	54	48	69	#	#	4
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 85–100	71%	56%	62%	#	#	80%
Comprehensive Latin						
Number Tested	21	20	13	0	0	0
Number Scoring 55–100	21	20	13	0	0	0
Number Scoring 65–100	20	20	12	0	0	0
Number Scoring 85–100	16	11	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	76%	55%	46%	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	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%
Sequential Mathematics, Course III						
Number Tested	119	119	91	8	2	2
Number Scoring 55–100	113	112	84	3	#	#
Number Scoring 65–100	103	104	77	0	#	#
Number Scoring 85–100	51	70	35	0	#	#
Percentage of Tested Scoring 55–100	95%	94%	92%	38%	#	#
Percentage of Tested Scoring 65–100	87%	87%	85%	0%	#	#
Percentage of Tested Scoring 85–100	43%	59%	38%	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	24	100%	0	0%	8	100%
Students with Disabilities	3	#	0	0%	6	100%

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	176	1%	3%	69%	27%
	Students with Disabilities	16	0%	44%	56%	0%
	All Students	192	1%	6%	68%	25%

(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	131	131	131	14	14	14	145	145	145
Number Scoring 55–64	0	0	1	0	0	0	0	0	1
Number Scoring 65–84	47	49	36	11	10	11	58	59	47
Number Scoring 85–100	81	79	91	3	2	3	84	81	94
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)