

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-03-05-02-0004

Grade Range : 6-12

Name: Pierson High School

Principal: George Nichols

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	90	66	71
Ungraded Elementary	0	0	0
Seventh	77	92	65
Eighth	59	70	91
Ninth	54	63	83
Tenth	74	51	64
Eleventh	47	68	54
Twelfth	37	48	68
Ungraded Secondary	0	0	0
Total K-12 Enrollment	438	458	496

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	16	3.7%	7	1.5%	13	2.6%
Black (Not Hispanic)	14	3.2%	13	2.8%	19	3.8%
Hispanic	19	4.3%	42	9.2%	53	10.7%
White (Not Hispanic)	389	88.8%	396	86.5%	411	82.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	16	20
Mathematics Grade 8	4	4	22
Science Grade 8	12	17	24
Social Studies Grade 8	15	17	25
English Grade 10	21	17	18
Mathematics Grade 10	13	20	7
Science Grade 10	18	15	26
Social Studies Grade 10	16	17	20

(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	10	2.3%	20	4.4%	22	4.4%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		95.0%		95.0%		95.0%
Student Suspensions	21	5.5%	15	3.4%	20	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	11-20%	11-20%	None
Student Stability	97%	94%	97%

Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	32	23	72%	36	28	78%	48	37	77%
Students with Disabilities	4	0	0%	9	2	22%	13	2	15%
All Students	36	23	64%	45	30	67%	61	39	64%

*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	36	21	1	0	0	3
Percent	59%	34%	2%	0%	0%	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	2	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			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.7%
	Entered GED Program*	2	0.9%	1	0.4%	0	0.0%
	Total Noncompleters	2	0.9%	1	0.4%	2	0.7%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	16	100%	15	100%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	100%	49	100%	78	86%

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	1	#	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%	0	0%	0	0%
Science	1	#	2	#	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	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	0	0%	2	#
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	7	43%
U.S. Hist & Gov't	0	0%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	47	71	50	9	18	12
Number Scoring 55–100	46	71	46	8	18	10
Number Scoring 65–100	43	65	46	6	15	10
Number Scoring 85–100	17	34	36	1	4	6
Percentage of Tested Scoring 55–100	98%	100%	92%	89%	100%	83%
Percentage of Tested Scoring 65–100	91%	92%	92%	67%	83%	83%
Percentage of Tested Scoring 85–100	36%	48%	72%	11%	22%	50%
Mathematics A						
Number Tested	2	35	70	2	5	9
Number Scoring 55–100	#	31	65	#	3	6
Number Scoring 65–100	#	30	60	#	3	6
Number Scoring 85–100	#	16	9	#	1	1
Percentage of Tested Scoring 55–100	#	89%	93%	#	60%	67%
Percentage of Tested Scoring 65–100	#	86%	86%	#	60%	67%
Percentage of Tested Scoring 85–100	#	46%	13%	#	20%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	27	0	0	4
Number Scoring 55–100	0	0	20	0	0	#
Number Scoring 65–100	0	0	17	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
Global History and Geography						
Number Tested	71	49	63	18	11	16
Number Scoring 55–100	70	47	60	18	11	14
Number Scoring 65–100	68	41	52	16	9	10
Number Scoring 85–100	24	12	24	1	2	2
Percentage of Tested Scoring 55–100	99%	96%	95%	100%	100%	88%
Percentage of Tested Scoring 65–100	96%	84%	83%	89%	82%	62%
Percentage of Tested Scoring 85–100	34%	24%	38%	6%	18%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	43	70	53	8	19	13
Number Scoring 55–100	43	67	51	8	16	13
Number Scoring 65–100	39	62	47	8	13	12
Number Scoring 85–100	18	19	20	2	0	3
Percentage of Tested Scoring 55–100	100%	96%	96%	100%	84%	100%
Percentage of Tested Scoring 65–100	91%	89%	89%	100%	68%	92%
Percentage of Tested Scoring 85–100	42%	27%	38%	25%	0%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	56	55	84	14	14	15
Number Scoring 55–100	56	52	83	14	11	14
Number Scoring 65–100	54	51	78	12	11	12
Number Scoring 85–100	14	10	23	0	1	1
Percentage of Tested Scoring 55–100	100%	95%	99%	100%	79%	93%
Percentage of Tested Scoring 65–100	96%	93%	93%	86%	79%	80%
Percentage of Tested Scoring 85–100	25%	18%	27%	0%	7%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	50	36	55	7	8	12
Number Scoring 55–100	50	35	53	7	8	10
Number Scoring 65–100	48	33	52	6	8	9
Number Scoring 85–100	19	19	27	0	3	1
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	100%	83%
Percentage of Tested Scoring 65–100	96%	92%	95%	86%	100%	75%
Percentage of Tested Scoring 85–100	38%	53%	49%	0%	38%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		53	53		2	6
Number Scoring 55–100		50	49		#	6
Number Scoring 65–100		29	31		#	5
Number Scoring 85–100		3	5		#	0
Percentage of Tested Scoring 55–100		94%	92%		#	100%
Percentage of Tested Scoring 65–100		55%	58%		#	83%
Percentage of Tested Scoring 85–100		6%	9%		#	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	8	8	13	0	0	0
Number Scoring 55–100	8	8	13	0	0	0
Number Scoring 65–100	8	6	13	0	0	0
Number Scoring 85–100	5	3	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	38%	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	26	33	37	1	3	6
Number Scoring 55–100	26	33	35	#	#	6
Number Scoring 65–100	26	33	33	#	#	5
Number Scoring 85–100	20	21	15	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	89%	#	#	83%
Percentage of Tested Scoring 85–100	77%	64%	41%	#	#	17%
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	71	10	2	3	1	0
Number Scoring 55–100	66	9	#	#	#	0
Number Scoring 65–100	64	8	#	#	#	0
Number Scoring 85–100	38	2	#	#	#	0
Percentage of Tested Scoring 55–100	93%	90%	#	#	#	0%
Percentage of Tested Scoring 65–100	90%	80%	#	#	#	0%
Percentage of Tested Scoring 85–100	54%	20%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	24	50	10	1	4	0
Number Scoring 55–100	23	47	6	#	#	0
Number Scoring 65–100	23	45	5	#	#	0
Number Scoring 85–100	11	23	0	#	#	0
Percentage of Tested Scoring 55–100	96%	94%	60%	#	#	0%
Percentage of Tested Scoring 65–100	96%	90%	50%	#	#	0%
Percentage of Tested Scoring 85–100	46%	46%	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	0	0%	2	#	1	#
Students with Disabilities	2	#	5	100%	4	#

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	78	3%	15%	64%	18%
	Students with Disabilities	15	0%	73%	27%	0%
	All Students	93	2%	25%	58%	15%

(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	52	52	52	17	17	17	69	69	69
Number Scoring 55–64	2	2	2	2	4	9	4	6	11
Number Scoring 65–84	28	29	27	12	11	6	40	40	33
Number Scoring 85–100	22	17	22	1	0	0	23	17	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)