

# New York State School Report Card Comprehensive Information Report

BEDS Code: 67-12-01-06-0002

Grade Range : 9-12

Name: Perry High School

Principal: Daniel White

## 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	0	0	0
Ninth	98	117	104
Tenth	100	84	106
Eleventh	82	83	70
Twelfth	103	94	88
Ungraded Secondary	5	7	0
Total K-12 Enrollment	388	385	368

## 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	6	1.5%	7	1.8%	8	2.2%
Black (Not Hispanic)	5	1.3%	6	1.6%	4	1.1%
Hispanic	1	0.3%	2	0.5%	2	0.5%
White (Not Hispanic)	376	96.9%	370	96.1%	354	96.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	22	18	22
Social Studies Grade 8	19	17	0
English Grade 10	24	18	20
Mathematics Grade 10	19	22	17
Science Grade 10	24	19	18
Social Studies Grade 10	18	14	18

(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%	0	0.0%
Eligible for Free Lunch	44	11.3%	42	10.9%	37	10.1%

### 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%		94.6%		94.8%
Student Suspensions	58	9.5%	12	3.1%	10	2.6%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.1%	5.7%	4.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	94%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	82	48	59%	76	42	55%	82	58	71%
Students with Disabilities	9	0	0%	6	0	0%	4	0	0%
All Students	91	48	53%	82	42	51%	86	58	67%

\*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	33	30	0	10	11	2
Percent	38%	35%	0%	12%	13%	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)
4	0	1	5

\*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			7		2	
	Entered GED Program*			0		3	
	Total Noncompleters			7		5	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		1	
	Total Noncompleters			3		1	
All Students	Dropped Out	7	1.8%	9	2.3%	2	0.5%
	Entered GED Program*	5	1.3%	1	0.3%	4	1.1%
	Total Noncompleters	12	3.1%	10	2.6%	6	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		316	279
	Number of Students with Disabilities		37	41
	Number of All Students		353	320
	Percent of Enrollment		92%	87%

## 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%	1	#

### 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%	0	0%	5	80%
Science	0	0%	1	#	3	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	1	#	0	0%	4	#
U.S. Hist & Gov't	5	80%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	5	60%	7	57%
Science	9	33%	6	33%	5	80%
Reading	4	#	3	#	3	#
Writing	8	75%	3	#	1	#
Global Studies	7	14%	2	#	8	50%
U.S. Hist & Gov't	6	83%	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	101	90	78	9	4	6
Number Scoring 55–100	99	80	66	8	#	4
Number Scoring 65–100	80	73	51	4	#	4
Number Scoring 85–100	33	37	12	0	#	0
Percentage of Tested Scoring 55–100	98%	89%	85%	89%	#	67%
Percentage of Tested Scoring 65–100	79%	81%	65%	44%	#	67%
Percentage of Tested Scoring 85–100	33%	41%	15%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	18	72	0	0	7
Number Scoring 55–100	0	16	52	0	0	2
Number Scoring 65–100	0	15	42	0	0	2
Number Scoring 85–100	0	10	2	0	0	0
Percentage of Tested Scoring 55–100	0%	89%	72%	0%	0%	29%
Percentage of Tested Scoring 65–100	0%	83%	58%	0%	0%	29%
Percentage of Tested Scoring 85–100	0%	56%	3%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	13	0	0	0
Number Scoring 65–100	0	0	12	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	31%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	102	79	99	7	5	11
Number Scoring 55–100	102	79	91	7	5	7
Number Scoring 65–100	89	71	82	5	1	4
Number Scoring 85–100	20	15	28	1	1	0
Percentage of Tested Scoring 55–100	100%	100%	92%	100%	100%	64%
Percentage of Tested Scoring 65–100	87%	90%	83%	71%	20%	36%
Percentage of Tested Scoring 85–100	20%	19%	28%	14%	20%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	86	83	78	7	2	7
Number Scoring 55–100	82	80	78	4	#	7
Number Scoring 65–100	76	75	73	4	#	6
Number Scoring 85–100	35	27	22	1	#	1
Percentage of Tested Scoring 55–100	95%	96%	100%	57%	#	100%
Percentage of Tested Scoring 65–100	88%	90%	94%	57%	#	86%
Percentage of Tested Scoring 85–100	41%	33%	28%	14%	#	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	81	77	58	5	6	6
Number Scoring 55–100	81	77	57	5	6	5
Number Scoring 65–100	80	75	54	5	5	3
Number Scoring 85–100	18	26	7	1	2	0
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	83%
Percentage of Tested Scoring 65–100	99%	97%	93%	100%	83%	50%
Percentage of Tested Scoring 85–100	22%	34%	12%	20%	33%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	49	47	25	2	1	0
Number Scoring 55–100	49	47	25	#	#	0
Number Scoring 65–100	47	47	23	#	#	0
Number Scoring 85–100	15	21	14	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	100%	92%	#	#	0%
Percentage of Tested Scoring 85–100	31%	45%	56%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		44	39		0	1
Number Scoring 55–100		44	38		0	#
Number Scoring 65–100		33	27		0	#
Number Scoring 85–100		2	8		0	#
Percentage of Tested Scoring 55–100		100%	97%		0%	#
Percentage of Tested Scoring 65–100		75%	69%		0%	#
Percentage of Tested Scoring 85–100		5%	21%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	26	28	36	1	0	0
Number Scoring 55–100	26	28	36	#	0	0
Number Scoring 65–100	26	28	36	#	0	0
Number Scoring 85–100	25	24	29	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	96%	86%	81%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	67	63	13	2	5	0
Number Scoring 55–100	63	45	12	#	1	0
Number Scoring 65–100	53	36	12	#	1	0
Number Scoring 85–100	27	7	0	#	0	0
Percentage of Tested Scoring 55–100	94%	71%	92%	#	20%	0%
Percentage of Tested Scoring 65–100	79%	57%	92%	#	20%	0%
Percentage of Tested Scoring 85–100	40%	11%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	38	49	60	0	1	2
Number Scoring 55–100	35	45	53	0	#	#
Number Scoring 65–100	32	44	49	0	#	#
Number Scoring 85–100	21	25	5	0	#	#
Percentage of Tested Scoring 55–100	92%	92%	88%	0%	#	#
Percentage of Tested Scoring 65–100	84%	90%	82%	0%	#	#
Percentage of Tested Scoring 85–100	55%	51%	8%	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	49	98%	36	81%	23	100%
Students with Disabilities	14	100%	6	83%	1	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	83	83	83	5	5	5	88	88	88
Number Scoring 55–64	2	6	4	0	0	0	2	6	4
Number Scoring 65–84	58	46	38	2	3	2	60	49	40
Number Scoring 85–100	20	28	37	1	0	1	21	28	38
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)