

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 13-12-01-04-0002  
 Name: Pawling High School  
 Principal: Frank Tolan

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	71	119	120
Tenth	114	78	111
Eleventh	87	110	70
Twelfth	79	76	108
Ungraded Secondary	0	0	0
Total K-12 Enrollment	351	383	409

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.9%	2	0.5%	1	0.2%
Black (Not Hispanic)	6	1.7%	8	2.1%	7	1.7%
Hispanic	8	2.3%	7	1.8%	20	4.9%
White (Not Hispanic)	334	95.2%	366	95.6%	381	93.2%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	19	19
Mathematics Grade 10	16	13	18
Science Grade 10	0	0	25
Social Studies Grade 10	23	17	0

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	8	2.3%	4	1.0%	3	0.7%
<b>Eligible for Free Lunch</b>	17	4.8%	20	5.2%	19	4.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.5%		94.5%		92.7%
<b>Student Suspensions</b>	8	2.2%	15	4.3%	21	5.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.4%	3.1%	1.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	97%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	32
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	64	45	70%	66	50	76%	89	67	75%
Students with Disabilities	4	0	0%	3	0	0%	14	1	7%
All Students	68	45	66%	69	50	72%	103	68	66%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	37	0	2	10	5
Percent	48%	36%	0%	2%	10%	5%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
14	1	0	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	5		8		5	1.5%
	Entered GED Program*	2		7		12	3.6%
	Total Noncompleters	7		15		17	5.1%
<b>Students with Disabilities</b>	Dropped Out	1		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		0	0.0%
<b>All Students</b>	Dropped Out	6	1.7%	9	2.4%	5	1.2%
	Entered GED Program*	2	0.6%	7	1.8%	12	3.0%
	Total Noncompleters	8	2.3%	16	4.2%	17	4.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	0	325	326
	Number of Students with Disabilities	25	58	83
	Number of All Students	25	383	409
	Percent of Enrollment	7%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	0	0%
Science	1	#	5	80%	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	77%	13	100%	16	94%
Science	15	80%	8	63%	7	86%
Reading	6	83%	0	0%	3	#
Writing	7	100%	0	0%	0	0%
Global Studies	2	#	3	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	78	89	66	7	12	9
Number Scoring 55-100	72	83	65	2	10	8
Number Scoring 65-100	70	75	65	2	5	8
Number Scoring 85-100	37	36	31	0	0	1
Percentage of Tested Scoring 55-100	92%	93%	98%	29%	83%	89%
Percentage of Tested Scoring 65-100	90%	84%	98%	29%	42%	89%
Percentage of Tested Scoring 85-100	47%	40%	47%	0%	0%	11%
<b>Mathematics A</b>						
Number Tested	71	102	105	5	6	18
Number Scoring 55-100	45	83	99	3	1	13
Number Scoring 65-100	35	70	93	2	1	7
Number Scoring 85-100	11	13	18	1	0	0
Percentage of Tested Scoring 55-100	63%	81%	94%	60%	17%	72%
Percentage of Tested Scoring 65-100	49%	69%	89%	40%	17%	39%
Percentage of Tested Scoring 85-100	15%	13%	17%	20%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	13	28	0	1	0
Number Scoring 55-100	0	11	28	0	#	0
Number Scoring 65-100	0	10	27	0	#	0
Number Scoring 85-100	0	3	8	0	#	0
Percentage of Tested Scoring 55-100	0%	85%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	77%	96%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	23%	29%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	114	64	107	11	8	19
Number Scoring 55-100	112	60	105	11	7	17
Number Scoring 65-100	103	56	99	9	4	15
Number Scoring 85-100	31	29	49	1	2	1
Percentage of Tested Scoring 55-100	98%	94%	98%	100%	88%	89%
Percentage of Tested Scoring 65-100	90%	88%	93%	82%	50%	79%
Percentage of Tested Scoring 85-100	27%	45%	46%	9%	25%	5%
<b>U.S. History and Government</b>						
Number Tested	87	111	59	8	12	8
Number Scoring 55-100	82	109	59	6	10	8
Number Scoring 65-100	68	107	57	2	10	7
Number Scoring 85-100	28	58	28	0	1	3
Percentage of Tested Scoring 55-100	94%	98%	100%	75%	83%	100%
Percentage of Tested Scoring 65-100	78%	96%	97%	25%	83%	88%
Percentage of Tested Scoring 85-100	32%	52%	47%	0%	8%	38%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	82	79	98	5	11	14
Number Scoring 55–100	82	77	96	5	10	13
Number Scoring 65–100	82	74	91	5	7	11
Number Scoring 85–100	34	31	17	2	1	0
Percentage of Tested Scoring 55–100	100%	97%	98%	100%	91%	93%
Percentage of Tested Scoring 65–100	100%	94%	93%	100%	64%	79%
Percentage of Tested Scoring 85–100	41%	39%	17%	40%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	54	77	75	5	5	15
Number Scoring 55–100	50	75	73	4	5	13
Number Scoring 65–100	40	66	66	2	3	10
Number Scoring 85–100	8	23	16	0	0	0
Percentage of Tested Scoring 55–100	93%	97%	97%	80%	100%	87%
Percentage of Tested Scoring 65–100	74%	86%	88%	40%	60%	67%
Percentage of Tested Scoring 85–100	15%	30%	21%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	42	44	38	0	1	0
Number Scoring 55–100	39	43	36	0	#	0
Number Scoring 65–100	35	38	35	0	#	0
Number Scoring 85–100	8	18	10	0	#	0
Percentage of Tested Scoring 55–100	93%	98%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	86%	92%	0%	#	0%
Percentage of Tested Scoring 85–100	19%	41%	26%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			1			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of Tested Scoring 55–100			#			0%
Percentage of Tested Scoring 65–100			#			0%
Percentage of Tested Scoring 85–100			#			0%

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	13	9	22	0	0	0
Number Scoring 55–100	13	9	22	0	0	0
Number Scoring 65–100	13	9	22	0	0	0
Number Scoring 85–100	8	7	17	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	62%	78%	77%	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	52	31	53	0	1	0
Number Scoring 55–100	51	31	53	0	#	0
Number Scoring 65–100	51	30	52	0	#	0
Number Scoring 85–100	33	24	28	0	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	97%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	77%	53%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	62	34	1	0	0	0
Number Scoring 55-100	54	24	#	0	0	0
Number Scoring 65-100	51	21	#	0	0	0
Number Scoring 85-100	25	5	#	0	0	0
Percentage of Tested Scoring 55-100	87%	71%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	82%	62%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	15%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	13	100%	1	#
Students with Disabilities	5	100%	6	83%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA)

## 2003–04

	Count of Students					
Test	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

## 2000 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	89	89	89	10	10	10	99	99	99
Number Scoring 55–64	0	0	2	1	0	2	1	0	4
Number Scoring 65–84	54	32	43	7	8	5	61	40	48
Number Scoring 85–100	33	52	44	0	1	1	33	53	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)