

# New York State School Report Card Comprehensive Information Report

BEDS Code: 50-03-08-03-0008  
 Name: Pearl River High School  
 Principal: William Furdon

Grade Range : 8-12

## 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	201	197	204
Ninth	172	201	203
Tenth	163	176	198
Eleventh	152	158	173
Twelfth	170	145	153
Ungraded Secondary	0	0	3
Total K-12 Enrollment	858	877	934

## 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	46	5.4%	60	6.8%	77	8.2%
Black (Not Hispanic)	8	0.9%	8	0.9%	3	0.3%
Hispanic	43	5.0%	39	4.4%	46	4.9%
White (Not Hispanic)	761	88.7%	770	87.8%	808	86.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	22
Mathematics Grade 8	22	25	26
Science Grade 8	22	20	22
Social Studies Grade 8	25	22	27
English Grade 10	23	24	24
Mathematics Grade 10	22	22	21
Science Grade 10	22	21	20
Social Studies Grade 10	23	24	25

(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>
52	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 lower 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>	3	0.4%	10	1.1%	14	1.5%
<b>Eligible for Free Lunch</b>	4	0.5%	22	2.5%	8	0.9%

**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>		95.4%		96.0%		95.6%
<b>Student Suspensions</b>	87	10.3%	42	4.9%	33	3.8%

**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%	2.2%	1.1%
<b>Public Assistance</b>	None	1-10%	1-10%
<b>Student Stability</b>	100%	100%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	76
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	155	149	96%	132	124	94%	133	128	96%
Students with Disabilities	17	8	47%	13	9	69%	17	10	59%
All Students	172	157	91%	145	133	92%	150	138	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 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	109	28	0	0	2	11
Percent	73%	19%	0%	0%	1%	7%

## 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)
17	10	1	18

\*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.
General-Education Students	Dropped Out	1		6		2	0.3%
	Entered GED Program*	2		5		2	0.3%
	Total Noncompleters	3		11		4	0.6%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	1	0.2%	6	0.9%	2	0.3%
	Entered GED Program*	2	0.3%	5	0.7%	2	0.3%
	Total Noncompleters	3	0.5%	11	1.6%	4	0.6%

\*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	31	132
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	31	132
	Percent of Enrollment	0%	5%	18%

## 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; completer 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	19	89%	21	95%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	22	100%	20	100%	12	100%
Spanish	141	71%	170	99%	151	99%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	15	33%	12	92%	14	86%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	24	92%	22	100%
Science	12	75%	10	80%	5	60%
Reading	9	67%	9	78%	7	57%
Writing	1	#	6	100%	4	#
Global Studies	3	#	4	#	5	80%
U.S. Hist & Gov't	3	#	1	#	1	#

(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	143	151	168	16	17	18
Number Scoring 55-100	141	151	164	15	17	17
Number Scoring 65-100	136	149	158	10	17	13
Number Scoring 85-100	79	88	99	1	2	0
Percentage of Tested Scoring 55-100	99%	100%	98%	94%	100%	94%
Percentage of Tested Scoring 65-100	95%	99%	94%	62%	100%	72%
Percentage of Tested Scoring 85-100	55%	58%	59%	6%	12%	0%
<b>Mathematics A</b>						
Number Tested	154	169	217	9	12	25
Number Scoring 55-100	152	167	214	8	10	22
Number Scoring 65-100	147	162	213	7	9	22
Number Scoring 85-100	100	90	112	2	2	7
Percentage of Tested Scoring 55-100	99%	99%	99%	89%	83%	88%
Percentage of Tested Scoring 65-100	95%	96%	98%	78%	75%	88%
Percentage of Tested Scoring 85-100	65%	53%	52%	22%	17%	28%
<b>Mathematics B</b>						
Number Tested	0	35	123	0	0	2
Number Scoring 55-100	0	35	118	0	0	#
Number Scoring 65-100	0	35	112	0	0	#
Number Scoring 85-100	0	16	47	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	91%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	46%	38%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	147	176	200	16	16	33
Number Scoring 55-100	145	171	195	15	16	29
Number Scoring 65-100	141	166	186	14	12	26
Number Scoring 85-100	61	95	113	1	2	6
Percentage of Tested Scoring 55-100	99%	97%	97%	94%	100%	88%
Percentage of Tested Scoring 65-100	96%	94%	93%	88%	75%	79%
Percentage of Tested Scoring 85-100	41%	54%	56%	6%	12%	18%
<b>U.S. History and Government</b>						
Number Tested	147	158	162	16	17	17
Number Scoring 55-100	145	156	160	14	15	16
Number Scoring 65-100	142	155	158	14	15	15
Number Scoring 85-100	81	106	126	2	3	8
Percentage of Tested Scoring 55-100	99%	99%	99%	88%	88%	94%
Percentage of Tested Scoring 65-100	97%	98%	98%	88%	88%	88%
Percentage of Tested Scoring 85-100	55%	67%	78%	12%	18%	47%

(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	156	200	234	15	16	28
Number Scoring 55-100	155	199	227	14	16	27
Number Scoring 65-100	154	194	220	13	14	24
Number Scoring 85-100	79	105	116	3	1	5
Percentage of Tested Scoring 55-100	99%	99%	97%	93%	100%	96%
Percentage of Tested Scoring 65-100	99%	97%	94%	87%	88%	86%
Percentage of Tested Scoring 85-100	51%	53%	50%	20%	6%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	196	199	220	13	26	30
Number Scoring 55-100	196	197	213	13	26	25
Number Scoring 65-100	193	191	201	13	22	18
Number Scoring 85-100	120	116	105	3	8	3
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	100%	83%
Percentage of Tested Scoring 65-100	98%	96%	91%	100%	85%	60%
Percentage of Tested Scoring 85-100	61%	58%	48%	23%	31%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	127	133	118	4	3	3
Number Scoring 55-100	127	133	118	#	#	#
Number Scoring 65-100	125	124	105	#	#	#
Number Scoring 85-100	51	36	35	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	93%	89%	#	#	#
Percentage of Tested Scoring 85-100	40%	27%	30%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			3			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	11	14	0	0	0
Number Scoring 55-100	13	11	14	0	0	0
Number Scoring 65-100	13	11	14	0	0	0
Number Scoring 85-100	10	9	11	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	77%	82%	79%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	86	112	88	3	5	3
Number Scoring 55-100	86	112	88	#	5	#
Number Scoring 65-100	86	111	88	#	5	#
Number Scoring 85-100	48	69	67	#	4	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 85-100	56%	62%	76%	#	80%	#
<b>Comprehensive Latin</b>						
Number Tested	20	13	19	0	0	0
Number Scoring 55-100	20	13	19	0	0	0
Number Scoring 65-100	20	12	19	0	0	0
Number Scoring 85-100	11	6	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	46%	58%	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	119	91	9	2	2	0
Number Scoring 55-100	112	84	8	#	#	0
Number Scoring 65-100	104	77	8	#	#	0
Number Scoring 85-100	70	35	0	#	#	0
Percentage of Tested Scoring 55-100	94%	92%	89%	#	#	0%
Percentage of Tested Scoring 65-100	87%	85%	89%	#	#	0%
Percentage of Tested Scoring 85-100	59%	38%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	8	100%	0	0%
Students with Disabilities	0	0%	6	100%	0	0%

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	178	1%	8%	65%	27%
	Students with Disabilities	25	0%	20%	76%	4%
	All Students	203	0%	9%	66%	24%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	0	0	0
Social Studies	0	1	0	0	0	0
Mathematics	1	0	#	#	#	#
Science	0	1	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	135	135	135	15	15	15	150	150	150
Number Scoring 55–64	0	0	0	1	0	0	1	0	0
Number Scoring 65–84	68	33	34	13	11	10	81	44	44
Number Scoring 85–100	67	102	101	1	4	5	68	106	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</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 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-18)			3			0
Intermediate (19-31)			5			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-14)			2			0
Intermediate (15-24)			6			0
Advanced (25-32)			4			0
Proficient (33-35)			0			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)