

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-08-09-03-0003
 Name: Pleasantville High School
 Principal: George Cancro

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	144	132	138
Tenth	123	137	133
Eleventh	110	125	139
Twelfth	111	106	123
Ungraded Secondary	0	0	0
Total K-12 Enrollment	488	500	533

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	20	4.1%	35	7.0%	17	3.2%
Black (Not Hispanic)	8	1.6%	14	2.8%	16	3.0%
Hispanic	24	4.9%	25	5.0%	31	5.8%
White (Not Hispanic)	436	89.3%	426	85.2%	469	88.0%

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	22	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	21	20
Mathematics Grade 10	18	18	21
Science Grade 10	8	12	29
Social Studies Grade 10	19	20	16

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.2%	5	1.0%	9	1.7%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.8%		97.0%		96.0%
Student Suspensions	24	5.2%	32	6.6%	41	8.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	None	None
Student Stability	96%	99%	99%

Staff Counts

Staff	2003-04
Total Teachers	41
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	91	80	88%	89	83	93%	104	94	90%
Students with Disabilities	15	2	13%	12	5	42%	15	7	47%
All Students	106	82	77%	101	88	87%	119	101	85%

*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	105	8	1	0	2	3
Percent	88%	7%	1%	0%	2%	3%

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)
15	7	1	16

*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	3		4		0	0.0%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	3		6		0	0.0%
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	3	0.6%	4	0.8%	0	0.0%
	Entered GED Program*	0	0.0%	2	0.4%	0	0.0%
	Total Noncompleters	3	0.6%	6	1.2%	0	0.0%

*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	106	115	118
	Number of Students with Disabilities	18	22	15
	Number of All Students	124	137	133
	Percent of Enrollment	25%	27%	25%

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	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%

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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
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	0	0%	6	100%	0	0%
Science	0	0%	1	#	1	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	104	120	129	11	16	11
Number Scoring 55-100	103	118	129	11	14	11
Number Scoring 65-100	100	117	128	10	13	11
Number Scoring 85-100	61	100	107	1	5	4
Percentage of Tested Scoring 55-100	99%	98%	100%	100%	88%	100%
Percentage of Tested Scoring 65-100	96%	97%	99%	91%	81%	100%
Percentage of Tested Scoring 85-100	59%	83%	83%	9%	31%	36%
Mathematics A						
Number Tested	130	123	132	16	15	18
Number Scoring 55-100	122	118	132	10	13	18
Number Scoring 65-100	110	113	130	4	10	16
Number Scoring 85-100	77	57	76	2	2	4
Percentage of Tested Scoring 55-100	94%	96%	100%	62%	87%	100%
Percentage of Tested Scoring 65-100	85%	92%	98%	25%	67%	89%
Percentage of Tested Scoring 85-100	59%	46%	58%	12%	13%	22%
Mathematics B						
Number Tested	0	88	78	0	2	1
Number Scoring 55-100	0	88	78	0	#	#
Number Scoring 65-100	0	82	73	0	#	#
Number Scoring 85-100	0	28	28	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	93%	94%	0%	#	#
Percentage of Tested Scoring 85-100	0%	32%	36%	0%	#	#
Global History and Geography						
Number Tested	118	136	121	16	14	15
Number Scoring 55-100	117	135	119	15	13	15
Number Scoring 65-100	114	134	115	13	12	14
Number Scoring 85-100	39	82	72	2	3	6
Percentage of Tested Scoring 55-100	99%	99%	98%	94%	93%	100%
Percentage of Tested Scoring 65-100	97%	99%	95%	81%	86%	93%
Percentage of Tested Scoring 85-100	33%	60%	60%	12%	21%	40%
U.S. History and Government						
Number Tested	102	117	133	10	15	12
Number Scoring 55-100	102	115	131	10	14	11
Number Scoring 65-100	98	115	130	9	14	11
Number Scoring 85-100	39	82	93	1	6	3
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	93%	92%
Percentage of Tested Scoring 65-100	96%	98%	98%	90%	93%	92%
Percentage of Tested Scoring 85-100	38%	70%	70%	10%	40%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	138	99	145	9	4	16
Number Scoring 55-100	136	98	145	9	#	16
Number Scoring 65-100	136	98	144	9	#	16
Number Scoring 85-100	83	61	64	4	#	3
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	99%	99%	99%	100%	#	100%
Percentage of Tested Scoring 85-100	60%	62%	44%	44%	#	19%
Physical Setting/Earth Science						
Number Tested	78	83	67	14	12	17
Number Scoring 55-100	78	83	66	14	12	16
Number Scoring 65-100	73	81	62	11	11	14
Number Scoring 85-100	39	35	29	3	2	4
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	94%	98%	93%	79%	92%	82%
Percentage of Tested Scoring 85-100	50%	42%	43%	21%	17%	24%
Physical Setting/Chemistry						
Number Tested	79	101	88	2	4	3
Number Scoring 55-100	79	101	88	#	#	#
Number Scoring 65-100	79	101	85	#	#	#
Number Scoring 85-100	33	35	31	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 85-100	42%	35%	35%	#	#	#
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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
Comprehensive French						
Number Tested	29	23	22	1	0	0
Number Scoring 55-100	29	23	22	#	0	0
Number Scoring 65-100	29	23	22	#	0	0
Number Scoring 85-100	19	20	17	#	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	66%	87%	77%	#	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	82	85	80	3	6	3
Number Scoring 55-100	82	85	80	#	6	#
Number Scoring 65-100	82	85	79	#	6	#
Number Scoring 85-100	59	58	44	#	2	#
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	72%	68%	55%	#	33%	#
Comprehensive Latin						
Number Tested	0	15	0	0	1	0
Number Scoring 55-100	0	15	0	0	#	0
Number Scoring 65-100	0	14	0	0	#	0
Number Scoring 85-100	0	6	0	0	#	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	93%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	40%	0%	0%	#	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	81	2	2	3	0	0
Number Scoring 55-100	80	#	#	#	0	0
Number Scoring 65-100	70	#	#	#	0	0
Number Scoring 85-100	21	#	#	#	0	0
Percentage of Tested Scoring 55-100	99%	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	86%	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	26%	#	#	#	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%	1	#	0	0%
Students with Disabilities	0	0%	4	#	2	#

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
Nov 2003	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 2004	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

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

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	97	97	97	16	16	16	113	113	113
Number Scoring 55–64	0	0	0	2	0	2	2	0	2
Number Scoring 65–84	60	21	30	11	9	10	71	30	40
Number Scoring 85–100	36	75	66	2	6	4	38	81	70
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			1			#
Proficient (37-39)			4			#
Reading and Writing (Grade 9-12)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			3			#

*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)