

New York State District Report Card Comprehensive Information Report

BEDS Code: 50-03-08-03-0000
 Name: Pearl River Union Free School District
 Superintendent: Frank V. Auriemma

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	171	185	171
First	190	186	198
Second	164	202	190
Third	194	174	211
Fourth	192	195	174
Fifth	204	198	204
Sixth	196	207	209
Ungraded Elementary	18	14	20
Seventh	203	198	208
Eighth	197	204	199
Ninth	201	203	201
Tenth	176	198	203
Eleventh	158	173	195
Twelfth	145	153	166
Ungraded Secondary	0	3	0
Total K-12 Enrollment	2409	2493	2549

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	126	5.2%	125	5.0%	137	5.4%
Black (Not Hispanic)	13	0.5%	13	0.5%	17	0.7%
Hispanic	87	3.6%	90	3.6%	112	4.4%
White (Not Hispanic)	2183	90.6%	2265	90.9%	2283	89.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	20
Common Branch	21	21	22
English Grade 8	22	22	22
Mathematics Grade 8	25	26	21
Science Grade 8	20	22	25
Social Studies Grade 8	22	27	23
English Grade 10	24	24	25
Mathematics Grade 10	22	21	20
Science Grade 10	21	20	18
Social Studies Grade 10	24	25	22

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	28	1.2%	28	1.1%	37	1.5%
Eligible for Free Lunch	45	2.0%	36	1.6%	39	1.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.6%		95.4%		95.6%
Student Suspensions	43	1.8%	33	1.4%	56	2.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.1%	1.2%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	191
Total Other Professional Staff	30
Total Paraprofessionals	56
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	133	134	141
	Regents Diplomas	125	128	138
	% Regents Diplomas	94%	96%	98%
	Regents Diplomas with Advanced Designation**			97
	% Regents Diplomas with Advanced Designation			69%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	20	19
	Regents Diplomas	10	10	13
	% Regents Diplomas	56%	50%	68%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	2	1	1
All Students	Total Graduates*	151	154	160
	Regents Diplomas	135	138	151
	% Regents Diplomas	89%	90%	94%
	Regents Diplomas with Advanced Designation**			99
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	2	1	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	112	21	1	1	0	0	1	5
	Percent	79%	15%	1%	1%	0%	0%	1%	4%
Students with Disabilities	Number	11	5	0	0	0	0	0	3
	Percent	58%	26%	0%	0%	0%	0%	0%	16%
All Students	Number	123	26	1	1	0	0	1	8
	Percent	77%	16%	1%	1%	0%	0%	1%	5%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		2	0.3%	5	0.8%
	Entered GED Program*	5		2	0.3%	3	0.5%
	Total Noncompleters	11		4	0.6%	8	1.2%
Students with Disabilities	Dropped Out	0		2	1.6%	2	1.5%
	Entered GED Program*	0		0	0.0%	1	0.8%
	Total Noncompleters	0		2	1.6%	3	2.3%
All Students	Dropped Out	6	0.9%	4	0.5%	7	0.9%
	Entered GED Program*	5	0.7%	2	0.3%	4	0.5%
	Total Noncompleters	11	1.6%	6	0.8%	11	1.4%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	31	132	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	31	132	0
	Percent of Enrollment	5%	18%	0%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	95%	24	96%	27	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	20	100%	12	100%	19	100%
Spanish	170	99%	151	99%	148	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	12	92%	14	86%	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	92%	22	100%	22	91%
Science	10	80%	5	60%	0	0%
Reading	9	78%	8	63%	2	#
Writing	6	100%	4	#	1	#
Global Studies	4	#	5	80%	3	#
U.S. Hist & Gov't	1	#	1	#	4	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	152	168	192	17	18	30
Number Scoring 55-100	152	164	190	17	17	29
Number Scoring 65-100	150	158	185	17	13	28
Number Scoring 85-100	88	99	114	2	0	4
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	94%	97%
Percentage of Tested Scoring 65-100	99%	94%	96%	100%	72%	93%
Percentage of Tested Scoring 85-100	58%	59%	59%	12%	0%	13%
Mathematics A						
Number Tested	169	217	196	12	25	22
Number Scoring 55-100	167	214	193	10	22	19
Number Scoring 65-100	162	213	191	9	22	17
Number Scoring 85-100	90	112	127	2	7	8
Percentage of Tested Scoring 55-100	99%	99%	98%	83%	88%	86%
Percentage of Tested Scoring 65-100	96%	98%	97%	75%	88%	77%
Percentage of Tested Scoring 85-100	53%	52%	65%	17%	28%	36%
Mathematics B						
Number Tested	35	123	155	0	2	9
Number Scoring 55-100	35	118	133	0	#	7
Number Scoring 65-100	35	112	109	0	#	6
Number Scoring 85-100	16	47	48	0	#	0
Percentage of Tested Scoring 55-100	100%	96%	86%	0%	#	78%
Percentage of Tested Scoring 65-100	100%	91%	70%	0%	#	67%
Percentage of Tested Scoring 85-100	46%	38%	31%	0%	#	0%
Global History and Geography						
Number Tested	176	200	205	16	33	24
Number Scoring 55-100	171	195	195	16	29	20
Number Scoring 65-100	166	186	191	12	26	20
Number Scoring 85-100	95	113	114	2	6	2
Percentage of Tested Scoring 55-100	97%	97%	95%	100%	88%	83%
Percentage of Tested Scoring 65-100	94%	93%	93%	75%	79%	83%
Percentage of Tested Scoring 85-100	54%	56%	56%	12%	18%	8%
U.S. History and Government						
Number Tested	159	162	193	17	17	31
Number Scoring 55-100	157	160	191	15	16	30
Number Scoring 65-100	156	158	186	15	15	28
Number Scoring 85-100	106	126	144	3	8	14
Percentage of Tested Scoring 55-100	99%	99%	99%	88%	94%	97%
Percentage of Tested Scoring 65-100	98%	98%	96%	88%	88%	90%
Percentage of Tested Scoring 85-100	67%	78%	75%	18%	47%	45%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	200	234	204	16	28	20
Number Scoring 55-100	199	227	201	16	27	20
Number Scoring 65-100	194	220	198	14	24	17
Number Scoring 85-100	105	116	105	1	5	3
Percentage of Tested Scoring 55-100	99%	97%	99%	100%	96%	100%
Percentage of Tested Scoring 65-100	97%	94%	97%	88%	86%	85%
Percentage of Tested Scoring 85-100	53%	50%	51%	6%	18%	15%
Physical Setting/Earth Science						
Number Tested	199	220	203	26	30	22
Number Scoring 55-100	197	213	190	26	25	20
Number Scoring 65-100	191	201	177	22	18	16
Number Scoring 85-100	116	105	102	8	3	4
Percentage of Tested Scoring 55-100	99%	97%	94%	100%	83%	91%
Percentage of Tested Scoring 65-100	96%	91%	87%	85%	60%	73%
Percentage of Tested Scoring 85-100	58%	48%	50%	31%	10%	18%
Physical Setting/Chemistry						
Number Tested	133	118	148	3	3	10
Number Scoring 55-100	133	118	147	#	#	10
Number Scoring 65-100	124	105	128	#	#	8
Number Scoring 85-100	36	35	42	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	93%	89%	86%	#	#	80%
Percentage of Tested Scoring 85-100	27%	30%	28%	#	#	10%
Physical Setting/Physics						
Number Tested		3	57		0	1
Number Scoring 55-100		#	53		0	#
Number Scoring 65-100		#	40		0	#
Number Scoring 85-100		#	11		0	#
Percentage of Tested Scoring 55-100		#	93%		0%	#
Percentage of Tested Scoring 65-100		#	70%		0%	#
Percentage of Tested Scoring 85-100		#	19%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	11	14	14	0	0	0
Number Scoring 55-100	11	14	14	0	0	0
Number Scoring 65-100	11	14	14	0	0	0
Number Scoring 85-100	9	11	10	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	82%	79%	71%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	1	0	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%
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	112	88	121	5	3	5
Number Scoring 55-100	112	88	121	5	#	5
Number Scoring 65-100	111	88	120	5	#	5
Number Scoring 85-100	69	67	90	4	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	99%	100%	99%	100%	#	100%
Percentage of Tested Scoring 85-100	62%	76%	74%	80%	#	20%
Comprehensive Latin						
Number Tested	13	19	18	0	0	0
Number Scoring 55-100	13	19	18	0	0	0
Number Scoring 65-100	12	19	18	0	0	0
Number Scoring 85-100	6	11	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	58%	50%	0%	0%	0%

(Form - H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	180	2%	3%	48%	47%
	Students with Disabilities	22	14%	18%	64%	5%
	All Students	202	3%	4%	50%	43%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	176	1%	5%	64%	31%
	Students with Disabilities	21	0%	29%	67%	5%
	All Students	197	1%	7%	64%	28%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	3	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

2001 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	142	142	142	24	24	24	166	166	166
Number Scoring 55–64	2	1	2	3	1	0	5	2	2
Number Scoring 65–84	50	23	49	13	10	14	63	33	63
Number Scoring 85–100	86	115	91	2	8	4	88	123	95
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		10	13		0	0
Beginning		0	0		0	0
Intermediate		2	5		0	0
Advanced		6	6		0	0
Proficient		2	2		0	0
Reading and Writing (Grade K-1)						
Number Tested		10	13		0	0
Beginning		2	0		0	0
Intermediate		2	7		0	0
Advanced		5	4		0	0
Proficient		1	2		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	5		0	0
Beginning		0	0		0	0
Intermediate		0	2		0	0
Advanced		0	3		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	5		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	3		0	0
Proficient		0	2		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		5	5		0	0
Beginning		1	1		0	0
Intermediate		0	1		0	0
Advanced		2	3		0	0
Proficient		2	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		5	5		0	0
Beginning		0	1		0	0
Intermediate		2	1		0	0
Advanced		2	3		0	0
Proficient		1	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		12	10		0	0
Beginning		3	2		0	0
Intermediate		5	6		0	0
Advanced		1	1		0	0
Proficient		3	1		0	0
Reading and Writing (Grade 9-12)						
Number Tested		12	10		0	0
Beginning		2	1		0	0
Intermediate		6	8		0	0
Advanced		4	1		0	0
Proficient		0	0		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)