

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-03-05-02-0004
 Name: Pierson High School
 Principal: George Nichols

Grade Range : 6-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	71	80	69
Ungraded Elementary	0	0	0
Seventh	65	69	75
Eighth	91	74	64
Ninth	83	97	68
Tenth	64	89	83
Eleventh	54	71	83
Twelfth	68	57	60
Ungraded Secondary	0	0	0
Total K-12 Enrollment	496	537	502

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	13	2.6%	12	2.2%	10	2.0%
Black (Not Hispanic)	19	3.8%	20	3.7%	19	3.8%
Hispanic	53	10.7%	59	11.0%	41	8.2%
White (Not Hispanic)	411	82.9%	446	83.1%	432	86.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	14	13
Mathematics Grade 8	22	17	18
Science Grade 8	24	18	13
Social Studies Grade 8	25	18	16
English Grade 10	18	24	23
Mathematics Grade 10	7	18	22
Science Grade 10	26	21	20
Social Studies Grade 10	20	18	9

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	22	4.4%	30	5.6%	21	4.2%
Eligible for Free Lunch	0	0.0%	0	0.0%	17	3.4%

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		95.0%		95.0%		95.0%
Student Suspensions	20	4.4%	50	10.1%	16	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	None	1-10%
Student Stability	97%	96%	98%

Staff Counts

Staff	2004-05
Total Teachers	55
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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*	48	36	42
	Regents Diplomas	37	29	41
	% Regents Diplomas	77%	81%	98%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	13	12
	Regents Diplomas	2	7	5
	% Regents Diplomas	15%	54%	42%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	2
All Students	Total Graduates*	61	49	54
	Regents Diplomas	39	36	46
	% Regents Diplomas	64%	73%	85%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates	0	0	2

* 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	31	4	0	0	4	0	0	3
	Percent	74%	10%	0%	0%	10%	0%	0%	7%
Students with Disabilities	Number	3	5	0	0	2	0	1	1
	Percent	25%	42%	0%	0%	17%	0%	8%	8%
All Students	Number	34	9	0	0	6	0	1	4
	Percent	63%	17%	0%	0%	11%	0%	2%	7%

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	2		3	1.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		3	1.3%	0	0.0%
Students with Disabilities	Dropped Out	0		1	1.5%	1	1.6%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	1.5%	1	1.6%
All Students	Dropped Out	2	0.7%	4	1.3%	1	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.7%	4	1.3%	1	0.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	100%	9	89%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	78	86%	37	84%	35	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	14	50%	9	89%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	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	2	#	6	100%	3	#
Science	0	0%	2	#	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	7	43%	2	#	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(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	50	61	70	12	17	13
Number Scoring 55-100	46	59	69	10	15	12
Number Scoring 65-100	46	53	67	10	11	11
Number Scoring 85-100	36	35	38	6	2	3
Percentage of Tested Scoring 55-100	92%	97%	99%	83%	88%	92%
Percentage of Tested Scoring 65-100	92%	87%	96%	83%	65%	85%
Percentage of Tested Scoring 85-100	72%	57%	54%	50%	12%	23%
Mathematics A						
Number Tested	70	84	80	9	14	19
Number Scoring 55-100	65	83	79	6	13	19
Number Scoring 65-100	60	79	73	6	12	18
Number Scoring 85-100	9	31	16	1	4	3
Percentage of Tested Scoring 55-100	93%	99%	99%	67%	93%	100%
Percentage of Tested Scoring 65-100	86%	94%	91%	67%	86%	95%
Percentage of Tested Scoring 85-100	13%	37%	20%	11%	29%	16%
Mathematics B						
Number Tested	27	0	49	4	0	1
Number Scoring 55-100	20	0	41	#	0	#
Number Scoring 65-100	17	0	37	#	0	#
Number Scoring 85-100	5	0	13	#	0	#
Percentage of Tested Scoring 55-100	74%	0%	84%	#	0%	#
Percentage of Tested Scoring 65-100	63%	0%	76%	#	0%	#
Percentage of Tested Scoring 85-100	19%	0%	27%	#	0%	#
Global History and Geography						
Number Tested	63	74	85	16	15	15
Number Scoring 55-100	60	70	81	14	15	12
Number Scoring 65-100	52	66	71	10	13	8
Number Scoring 85-100	24	31	39	2	2	2
Percentage of Tested Scoring 55-100	95%	95%	95%	88%	100%	80%
Percentage of Tested Scoring 65-100	83%	89%	84%	62%	87%	53%
Percentage of Tested Scoring 85-100	38%	42%	46%	12%	13%	13%
U.S. History and Government						
Number Tested	53	60	74	13	14	15
Number Scoring 55-100	51	57	72	13	11	14
Number Scoring 65-100	47	53	70	12	9	13
Number Scoring 85-100	20	31	49	3	2	5
Percentage of Tested Scoring 55-100	96%	95%	97%	100%	79%	93%
Percentage of Tested Scoring 65-100	89%	88%	95%	92%	64%	87%
Percentage of Tested Scoring 85-100	38%	52%	66%	23%	14%	33%

(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	84	94	69	15	16	15
Number Scoring 55-100	83	89	66	14	14	14
Number Scoring 65-100	78	85	64	12	12	12
Number Scoring 85-100	23	21	25	1	0	2
Percentage of Tested Scoring 55-100	99%	95%	96%	93%	88%	93%
Percentage of Tested Scoring 65-100	93%	90%	93%	80%	75%	80%
Percentage of Tested Scoring 85-100	27%	22%	36%	7%	0%	13%
Physical Setting/Earth Science						
Number Tested	55	81	77	12	10	13
Number Scoring 55-100	53	81	75	10	10	12
Number Scoring 65-100	52	80	70	9	10	10
Number Scoring 85-100	27	54	40	1	4	1
Percentage of Tested Scoring 55-100	96%	100%	97%	83%	100%	92%
Percentage of Tested Scoring 65-100	95%	99%	91%	75%	100%	77%
Percentage of Tested Scoring 85-100	49%	67%	52%	8%	40%	8%
Physical Setting/Chemistry						
Number Tested	53	0	64	6	0	3
Number Scoring 55-100	49	0	64	6	0	#
Number Scoring 65-100	31	0	62	5	0	#
Number Scoring 85-100	5	0	19	0	0	#
Percentage of Tested Scoring 55-100	92%	0%	100%	100%	0%	#
Percentage of Tested Scoring 65-100	58%	0%	97%	83%	0%	#
Percentage of Tested Scoring 85-100	9%	0%	30%	0%	0%	#
Physical Setting/Physics						
Number Tested		5	16		2	1
Number Scoring 55-100		5	15		#	#
Number Scoring 65-100		4	11		#	#
Number Scoring 85-100		1	2		#	#
Percentage of Tested Scoring 55-100		100%	94%		#	#
Percentage of Tested Scoring 65-100		80%	69%		#	#
Percentage of Tested Scoring 85-100		20%	12%		#	#

* 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	13	5	13	0	0	0
Number Scoring 55-100	13	5	13	0	0	0
Number Scoring 65-100	13	5	13	0	0	0
Number Scoring 85-100	8	3	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	62%	60%	77%	0%	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	37	53	50	6	3	3
Number Scoring 55-100	35	53	50	6	#	#
Number Scoring 65-100	33	50	50	5	#	#
Number Scoring 85-100	15	21	33	1	#	#
Percentage of Tested Scoring 55-100	95%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	89%	94%	100%	83%	#	#
Percentage of Tested Scoring 85-100	41%	40%	66%	17%	#	#
Comprehensive Latin						
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	49	0%	8%	47%	45%
	Students with Disabilities	12	0%	25%	75%	0%
	All Students	61	0%	11%	52%	36%

(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	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

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	45	45	45	15	15	15	60	60	60
Number Scoring 55–64	1	1	1	3	2	1	4	3	2
Number Scoring 65–84	22	14	15	7	7	10	29	21	25
Number Scoring 85–100	21	28	28	3	3	2	24	31	30
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		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	3		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		9	3		0	0
Beginning		0	#		0	0
Intermediate		3	#		0	0
Advanced		4	#		0	0
Proficient		2	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		9	3		0	0
Beginning		0	#		0	0
Intermediate		5	#		0	0
Advanced		1	#		0	0
Proficient		3	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		11	12		2	2
Beginning		1	1		#	#
Intermediate		4	4		#	#
Advanced		3	4		#	#
Proficient		3	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		12	12		3	2
Beginning		0	0		#	#
Intermediate		6	8		#	#
Advanced		6	1		#	#
Proficient		0	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)