The New York State Report Card

2011–12

School **PERU SENIOR HIGH SCHOOL**
School ID **09-11-01-06-0005**
District **PERU CENTRAL SCHOOL DISTRICT**
Principal **CHRISTOPHER MAZZELLA**
Telephone **(518) 643-6400**
Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:
Office of Information and Reporting Services
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School **PERU SENIOR HIGH SCHOOL**
School ID **09-11-01-06-0005**

District **PERU CENTRAL SCHOOL DISTRICT**

Enrollment

	2009–10	2010–11	2011–12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	187	170	179
Grade 10	150	177	142
Grade 11	156	150	170
Grade 12	160	156	144
Ungraded Secondary	15	0	11
Total K–12	668	653	646

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size

	2009–10	2010–11	2011–12
Common Branch			
Grade 8			
English		20	
Mathematics			18
Science		22	
Social Studies		22	
Grade 10			
English	20	21	17
Mathematics	19	20	13
Science	20	23	19
Social Studies	19	21	17

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1–6.

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Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	120	18%	123	19%	148	23%
Reduced Price Lunch	51	8%	41	6%	46	7%
Limited English Proficient	1	0%	1	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	18	3%	16	2%	20	3%
Hispanic or Latino	5	1%	4	1%	3	0%
Asian or Native Hawaiian/Other Pacific Islander	8	1%	8	1%	10	2%
White	637	95%	625	96%	613	95%
Multiracial	0	0%	0	0%	0	0%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		93%		94%
Student Suspensions	76	11%	49	7%	49	8%

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

School **PERU SENIOR HIGH SCHOOL**
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District **PERU CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	61	63	59
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	7%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	35%	34%
Total Number of Core Classes	190	208	199
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	279	285	275
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

*Not available at the district or statewide level.
**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008–09	2009–10	2010–11
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	0%	14%
Turnover Rate of All Teachers	3%	7%	11%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	5	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K–6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.
In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PERU SENIOR HIGH SCHOOL**
School ID **09-11-01-06-0005**

District **PERU CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at http://www.p12.nysed.gov/irs/sirs/.

2 Student Performance

School **PERU SENIOR HIGH SCHOOL**
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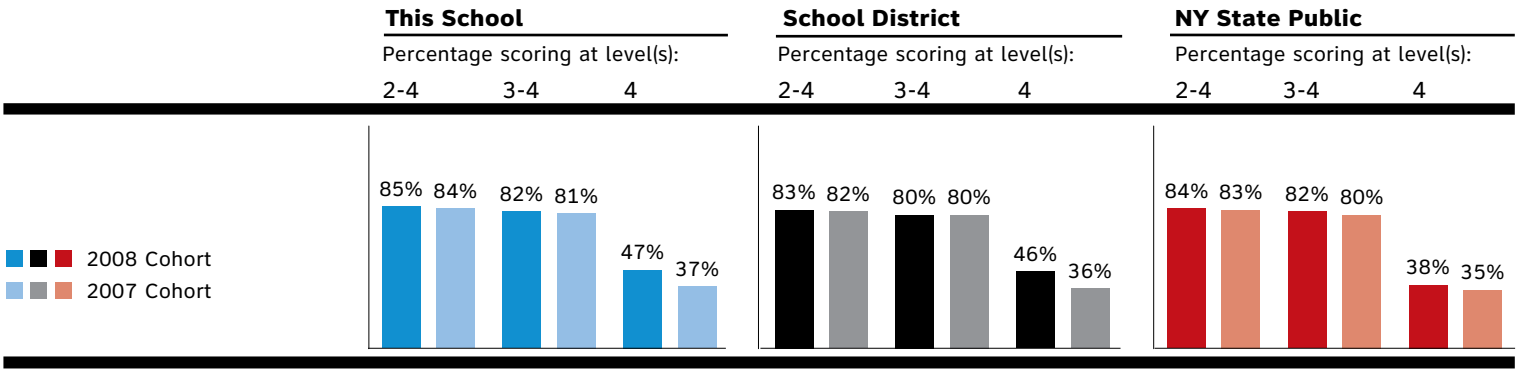
District **PERU CENTRAL SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group

	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**173**	**85%**	**82%**	**47%**	**170**	**84%**	**81%**	**37%**
Female	80	88%	85%	59%	80	88%	86%	48%
Male	93	83%	78%	38%	90	80%	77%	28%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	165	85%	81%	48%	167	–	–	–
Multiracial								
Small Group Totals	8	88%	88%	25%	170	84%	81%	37%
General-Education Students	142	90%	89%	56%	147	91%	90%	43%
Students with Disabilities	31	61%	45%	6%	23	35%	22%	0%
English Proficient	173	85%	82%	47%	170	84%	81%	37%
Limited English Proficient								
Economically Disadvantaged	57	72%	65%	25%	51	78%	75%	14%
Not Disadvantaged	116	91%	90%	59%	119	86%	84%	47%
Migrant								
Not Migrant	173	85%	82%	47%	170	84%	81%	37%

NOTES

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2 Student Performance

School **PERU SENIOR HIGH SCHOOL**
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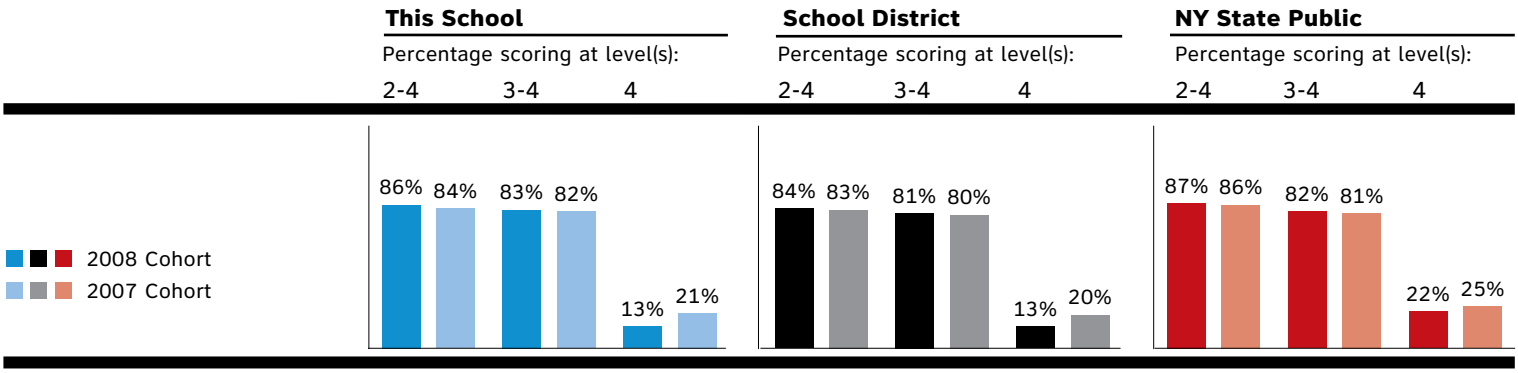
District **PERU CENTRAL SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**173**	**86%**	**83%**	**13%**	**170**	**84%**	**82%**	**21%**
Female	80	88%	85%	18%	80	90%	89%	20%
Male	93	84%	81%	10%	90	79%	76%	21%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	165	85%	82%	13%	167	–	–	–
Multiracial								
Small Group Totals	8	88%	88%	25%	170	84%	82%	21%
General-Education Students	142	92%	90%	16%	147	92%	91%	24%
Students with Disabilities	31	58%	48%	0%	23	35%	22%	0%
English Proficient	173	86%	83%	13%	170	84%	82%	21%
Limited English Proficient								
Economically Disadvantaged	57	75%	70%	4%	51	80%	76%	8%
Not Disadvantaged	116	91%	89%	18%	119	86%	84%	26%
Migrant								
Not Migrant	173	86%	83%	13%	170	84%	82%	21%

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District **PERU CENTRAL SCHOOL DISTRICT**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	173	7%	44%	29%	142	4%	49%	35%	31	19%	23%	0%
U.S. History and Government	173	7%	42%	30%	142	4%	46%	36%	31	19%	23%	3%
Science	173	2%	51%	29%	142	1%	54%	35%	31	6%	42%	3%

New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

School **PERU SENIOR HIGH SCHOOL**
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District **PERU CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	160	99%	94%	52%	138	100%	99%	60%	22	91%	68%	0%
	2010–11	157	99%	96%	56%	138	99%	98%	62%	19	100%	79%	11%
	2009–10	167	97%	92%	38%	147	100%	99%	43%	20	75%	45%	0%
Integrated Algebra	2011–12	189	89%	78%	11%	153	93%	84%	13%	36	72%	50%	0%
	2010–11	177	92%	70%	5%	136	97%	79%	7%	41	73%	41%	0%
	2009–10	164	96%	95%	7%	150	98%	97%	7%	14	79%	71%	0%
Geometry	2011–12	136	90%	73%	17%	129	90%	74%	18%	7	86%	57%	0%
	2010–11	137	92%	78%	18%	134	–	–	–	3	–	–	–
	2009–10	90	96%	89%	14%	88	–	–	–	2	–	–	–
Algebra 2/Trigonometry	2011–12	73	93%	81%	30%	73	93%	81%	30%	0			
	2010–11	85	85%	68%	22%	84	–	–	–	1	–	–	–
	2009–10	79	90%	78%	30%	78	–	–	–	1	–	–	–
Global History and Geography	2011–12	186	78%	68%	34%	160	84%	73%	39%	26	42%	38%	0%
	2010–11	206	83%	64%	24%	171	91%	74%	29%	35	43%	14%	0%
	2009–10	205	85%	68%	25%	170	91%	76%	31%	35	54%	29%	0%
U.S. History and Government	2011–12	164	90%	81%	45%	143	96%	88%	50%	21	52%	33%	5%
	2010–11	152	91%	81%	36%	131	95%	89%	40%	21	67%	33%	5%
	2009–10	167	92%	87%	49%	147	96%	93%	53%	20	60%	45%	15%
Living Environment	2011–12	168	98%	89%	39%	140	99%	94%	46%	28	93%	61%	0%
	2010–11	166	96%	91%	36%	149	99%	97%	40%	17	65%	35%	6%
	2009–10	147	96%	91%	32%	129	98%	96%	36%	18	78%	56%	6%
Physical Setting/Earth Science	2011–12	140	92%	82%	39%	127	94%	84%	43%	13	69%	62%	0%
	2010–11	136	88%	82%	35%	119	92%	86%	40%	17	65%	59%	0%
	2009–10	161	96%	84%	35%	146	97%	87%	37%	15	87%	60%	13%
Physical Setting/Chemistry	2011–12	77	99%	79%	16%	76	–	–	–	1	–	–	–
	2010–11	75	93%	65%	11%	72	–	–	–	3	–	–	–
	2009–10	76	97%	71%	14%	76	97%	71%	14%	0			
Physical Setting/Physics	2011–12	30	87%	77%	23%	29	–	–	–	1	–	–	–
	2010–11	36	92%	78%	22%	36	92%	78%	22%	0			
	2009–10	27	93%	81%	22%	25	–	–	–	2	–	–	–

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District **PERU CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011–12	3	–	0		3	–
	2010–11	7	29%	0		7	29%
	2009–10	4	–	0		4	–
Science	2011–12	2	–	0		2	–
	2010–11	0		0		0	
	2009–10	4	–	0		4	–
Reading	2011–12	2	–	0		2	–
	2010–11	2	–	0		2	–
	2009–10	9	33%	0		9	33%
Writing	2011–12	2	–	0		2	–
	2010–11	1	–	0		1	–
	2009–10	6	50%	0		6	50%
Global Studies	2011–12	13	46%	1	–	12	–
	2010–11	15	20%	0		15	20%
	2009–10	19	21%	2	–	17	–
U.S. History and Government	2011–12	7	29%	0		7	29%
	2010–11	6	83%	0		6	83%
	2009–10	7	0%	1	–	6	–

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	1	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				

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3 Student Outcomes

School **PERU SENIOR HIGH SCHOOL**
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District **PERU CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	137		121		16	
	2010–11	146		133		13	
	2009–10	157		137		20	
Receiving a Regents Diploma	2011–12	125	91%	118	98%	7	44%
	2010–11	119	82%	116	87%	3	23%
	2009–10	118	75%	111	81%	7	35%
Receiving a Regents Diploma with Advanced Designation	2011–12	46	34%	45	37%	1	6%
	2010–11	54	37%	54	41%	0	0%
	2009–10	55	35%	54	39%	1	5%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	7	N/A	0		7	N/A
	2010–11	5	N/A	0		5	N/A
	2009–10	4	N/A	0		4	N/A

NOTE
Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	26	4%	15	3%	11	10%
	2010–11	22	3%	12	2%	10	9%
	2009–10	13	2%	6	1%	7	7%
Entered Approved High School Equivalency Preparation Program	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	2	0%	2	0%	0	0%
Total Non-completers	2011–12	26	4%	15	3%	11	10%
	2010–11	22	3%	12	2%	10	9%
	2009–10	15	2%	8	1%	7	7%

Post-secondary Plans of 2011–12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	49	34%	45	37%	4	17%
To 2-year College	54	38%	50	41%	4	17%
To Other Post-secondary	2	1%	0	0%	2	9%
To the Military	6	4%	6	5%	0	0%
To Employment	33	23%	20	17%	13	57%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	0	0%	0	0%	0	0%