

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-25-01-04-0004

Grade Range : 7-12

Name: Parishville-Hopkinton Junior-Senior High School

Principal: Thomas R. Burns

## 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	49	46	41
Eighth	39	44	43
Ninth	45	38	44
Tenth	28	40	37
Eleventh	39	27	40
Twelfth	33	34	25
Ungraded Secondary	0	0	4
Total K-12 Enrollment	233	229	234

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	2	0.9%	0	0.0%	0	0.0%
White (Not Hispanic)	231	99.1%	229	100.0%	234	100.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	0	22
Mathematics Grade 8	20	22	23
Science Grade 8	20	22	23
Social Studies Grade 8	20	22	22
English Grade 10	0	22	18
Mathematics Grade 10	14	16	12
Science Grade 10	8	8	7
Social Studies Grade 10	9	13	11

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	55	23.6%	39	17.0%	49	20.9%

### 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		94.9%		95.0%		95.3%
Student Suspensions	8	3.6%	12	5.2%	12	5.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.3%	16.2%	12.8%
Public Assistance	41-50%	41-50%	21-30%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2003-04
Total Teachers	26
Total Other Professional Staff	1
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	30	19	63%	29	16	55%	24	14	58%
Students with Disabilities	2	0	0%	2	0	0%	1	0	0%
All Students	32	19	59%	31	16	52%	25	14	56%

\*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	7	14	2	1	1	0
Percent	28%	56%	8%	4%	4%	0%

## 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)
1	0	0	1

\*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		2		2	1.5%
	Entered GED Program*	1		0		1	0.7%
	Total Noncompleters	4		2		3	2.2%
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	2.1%	2	1.4%	2	1.4%
	Entered GED Program*	1	0.7%	0	0.0%	1	0.7%
	Total Noncompleters	4	2.8%	2	1.4%	3	2.1%

\*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	71	41	37
	Number of Students with Disabilities	17	3	6
	Number of All Students	88	44	43
	Percent of Enrollment	100%	49%	50%
9-12	Number of General-Education Students	118	116	127
	Number of Students with Disabilities	27	23	19
	Number of All Students	145	139	146
	Percent of Enrollment	100%	100%	98%

## 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%	1	#	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%	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	0	0%	1	#	2	#
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	1	#	1	#	0	0%

(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	40	33	39	4	1	1
Number Scoring 55-100	39	30	39	#	#	#
Number Scoring 65-100	32	26	37	#	#	#
Number Scoring 85-100	16	7	17	#	#	#
Percentage of Tested Scoring 55-100	97%	91%	100%	#	#	#
Percentage of Tested Scoring 65-100	80%	79%	95%	#	#	#
Percentage of Tested Scoring 85-100	40%	21%	44%	#	#	#
<b>Mathematics A</b>						
Number Tested	29	45	36	1	2	3
Number Scoring 55-100	28	44	36	#	#	#
Number Scoring 65-100	22	39	32	#	#	#
Number Scoring 85-100	17	15	22	#	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	76%	87%	89%	#	#	#
Percentage of Tested Scoring 85-100	59%	33%	61%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	12	11	0	0	0
Number Scoring 55-100	0	12	10	0	0	0
Number Scoring 65-100	0	12	9	0	0	0
Number Scoring 85-100	0	7	5	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	58%	45%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	26	37	34	1	1	2
Number Scoring 55-100	26	36	34	#	#	#
Number Scoring 65-100	26	33	34	#	#	#
Number Scoring 85-100	1	18	14	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	89%	100%	#	#	#
Percentage of Tested Scoring 85-100	4%	49%	41%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	42	31	40	3	2	1
Number Scoring 55-100	40	29	40	#	#	#
Number Scoring 65-100	37	27	37	#	#	#
Number Scoring 85-100	9	14	24	#	#	#
Percentage of Tested Scoring 55-100	95%	94%	100%	#	#	#
Percentage of Tested Scoring 65-100	88%	87%	93%	#	#	#
Percentage of Tested Scoring 85-100	21%	45%	60%	#	#	#

(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	40	33	30	0	1	0
Number Scoring 55-100	40	33	30	0	#	0
Number Scoring 65-100	40	33	28	0	#	0
Number Scoring 85-100	6	16	12	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	15%	48%	40%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	26	37	35	1	1	4
Number Scoring 55-100	26	37	34	#	#	#
Number Scoring 65-100	26	37	34	#	#	#
Number Scoring 85-100	15	21	21	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 85-100	58%	57%	60%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	16	19	7	0	0	0
Number Scoring 55-100	14	18	7	0	0	0
Number Scoring 65-100	8	11	7	0	0	0
Number Scoring 85-100	3	0	4	0	0	0
Percentage of Tested Scoring 55-100	88%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	50%	58%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	0%	57%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			6			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			17%			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	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 Italian</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 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	16	12	8	0	0	1
Number Scoring 55-100	16	12	8	0	0	#
Number Scoring 65-100	15	12	8	0	0	#
Number Scoring 85-100	10	10	6	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	83%	75%	0%	0%	#
<b>Comprehensive Latin</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%

(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	20	1	0	0	0	0
Number Scoring 55-100	19	#	0	0	0	0
Number Scoring 65-100	18	#	0	0	0	0
Number Scoring 85-100	9	#	0	0	0	0
Percentage of Tested Scoring 55-100	95%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	#	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	2	#	18	100%
Students with Disabilities	2	#	1	#	1	#

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	36	0%	33%	56%	11%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	41	0%	34%	56%	10%

(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	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	24	24	24	1	1	1	25	25	25
Number Scoring 55–64	#	#	#	#	#	#	1	1	0
Number Scoring 65–84	#	#	#	#	#	#	20	8	12
Number Scoring 85–100	#	#	#	#	#	#	2	15	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)