

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 13-12-01-04-0002  
 Name: Pawling High School  
 Principal: Frank Tolan

Grade Range : 9-12

### 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	119	120	127
Tenth	78	111	112
Eleventh	110	70	101
Twelfth	76	108	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	383	409	401

### 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	2	0.5%	1	0.2%	3	0.7%
Black (Not Hispanic)	8	2.1%	7	1.7%	10	2.5%
Hispanic	7	1.8%	20	4.9%	28	7.0%
White (Not Hispanic)	366	95.6%	381	93.2%	360	89.8%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	19	23
Mathematics Grade 10	13	18	21
Science Grade 10	0	25	7
Social Studies Grade 10	17	0	20

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	1.0%	3	0.7%	4	1.0%
<b>Eligible for Free Lunch</b>	20	5.2%	19	4.7%	12	3.0%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.5%		92.7%		92.2%
<b>Student Suspensions</b>	15	4.3%	21	5.5%	0	0.0%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	3.1%	1.0%	1.8%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	99%	98%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	32
Total Other Professional Staff	6
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	66	89	44
	Regents Diplomas	50	67	43
	% Regents Diplomas	76%	75%	98%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	14	12
	Regents Diplomas	0	1	6
	% Regents Diplomas	0%	7%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	69	103	56
	Regents Diplomas	50	68	49
	% Regents Diplomas	72%	66%	88%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	0	0	0

\* 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	22	19	1	0	2	0	0	0
	Percent	50%	43%	2%	0%	5%	0%	0%	0%
Students with Disabilities	Number	2	6	0	0	2	2	0	0
	Percent	17%	50%	0%	0%	17%	17%	0%	0%
All Students	Number	24	25	1	0	4	2	0	0
	Percent	43%	45%	2%	0%	7%	4%	0%	0%

## 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	8		5	1.5%	1	0.3%
	Entered GED Program*	7		12	3.6%	3	1.0%
	Total Noncompleters	15		17	5.1%	4	1.3%
Students with Disabilities	Dropped Out	1		0	0.0%	2	2.7%
	Entered GED Program*	0		0	0.0%	1	1.4%
	Total Noncompleters	1		0	0.0%	3	4.1%
All Students	Dropped Out	9	2.4%	5	1.2%	3	0.8%
	Entered GED Program*	7	1.8%	12	3.0%	4	1.0%
	Total Noncompleters	16	4.2%	17	4.2%	7	1.8%

\*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
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	325	326	0
	Number of Students with Disabilities	58	83	0
	Number of All Students	383	409	0
	Percent of Enrollment	100%	100%	0%

(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	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	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	0	0%	2	#
Science	5	80%	0	0%	1	#
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	13	100%	16	94%	20	75%
Science	8	63%	7	86%	17	53%
Reading	0	0%	3	#	3	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	89	66	102	12	9	18
Number Scoring 55-100	83	65	100	10	8	16
Number Scoring 65-100	75	65	99	5	8	15
Number Scoring 85-100	36	31	54	0	1	1
Percentage of Tested Scoring 55-100	93%	98%	98%	83%	89%	89%
Percentage of Tested Scoring 65-100	84%	98%	97%	42%	89%	83%
Percentage of Tested Scoring 85-100	40%	47%	53%	0%	11%	6%
<b>Mathematics A</b>						
Number Tested	102	105	73	6	18	16
Number Scoring 55-100	83	99	69	1	13	12
Number Scoring 65-100	70	93	64	1	7	8
Number Scoring 85-100	13	18	19	0	0	0
Percentage of Tested Scoring 55-100	81%	94%	95%	17%	72%	75%
Percentage of Tested Scoring 65-100	69%	89%	88%	17%	39%	50%
Percentage of Tested Scoring 85-100	13%	17%	26%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	13	28	64	1	0	1
Number Scoring 55-100	11	28	53	#	0	#
Number Scoring 65-100	10	27	45	#	0	#
Number Scoring 85-100	3	8	3	#	0	#
Percentage of Tested Scoring 55-100	85%	100%	83%	#	0%	#
Percentage of Tested Scoring 65-100	77%	96%	70%	#	0%	#
Percentage of Tested Scoring 85-100	23%	29%	5%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	64	107	92	8	19	14
Number Scoring 55-100	60	105	89	7	17	12
Number Scoring 65-100	56	99	82	4	15	8
Number Scoring 85-100	29	49	30	2	1	0
Percentage of Tested Scoring 55-100	94%	98%	97%	88%	89%	86%
Percentage of Tested Scoring 65-100	88%	93%	89%	50%	79%	57%
Percentage of Tested Scoring 85-100	45%	46%	33%	25%	5%	0%
<b>U.S. History and Government</b>						
Number Tested	111	59	100	12	8	17
Number Scoring 55-100	109	59	100	10	8	17
Number Scoring 65-100	107	57	94	10	7	15
Number Scoring 85-100	58	28	52	1	3	2
Percentage of Tested Scoring 55-100	98%	100%	100%	83%	100%	100%
Percentage of Tested Scoring 65-100	96%	97%	94%	83%	88%	88%
Percentage of Tested Scoring 85-100	52%	47%	52%	8%	38%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	79	98	95	11	14	11
Number Scoring 55-100	77	96	93	10	13	9
Number Scoring 65-100	74	91	91	7	11	8
Number Scoring 85-100	31	17	30	1	0	0
Percentage of Tested Scoring 55-100	97%	98%	98%	91%	93%	82%
Percentage of Tested Scoring 65-100	94%	93%	96%	64%	79%	73%
Percentage of Tested Scoring 85-100	39%	17%	32%	9%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	77	75	97	5	15	20
Number Scoring 55-100	75	73	97	5	13	20
Number Scoring 65-100	66	66	85	3	10	12
Number Scoring 85-100	23	16	19	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	100%	100%	87%	100%
Percentage of Tested Scoring 65-100	86%	88%	88%	60%	67%	60%
Percentage of Tested Scoring 85-100	30%	21%	20%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	44	38	49	1	0	0
Number Scoring 55-100	43	36	49	#	0	0
Number Scoring 65-100	38	35	48	#	0	0
Number Scoring 85-100	18	10	10	#	0	0
Percentage of Tested Scoring 55-100	98%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	92%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	41%	26%	20%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		1	47		0	2
Number Scoring 55-100		#	31		0	#
Number Scoring 65-100		#	22		0	#
Number Scoring 85-100		#	1		0	#
Percentage of Tested Scoring 55-100		#	66%		0%	#
Percentage of Tested Scoring 65-100		#	47%		0%	#
Percentage of Tested Scoring 85-100		#	2%		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
<b>Comprehensive French</b>						
Number Tested	9	22	17	0	0	0
Number Scoring 55-100	9	22	17	0	0	0
Number Scoring 65-100	9	22	17	0	0	0
Number Scoring 85-100	7	17	12	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	78%	77%	71%	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	31	53	37	1	0	1
Number Scoring 55-100	31	53	36	#	0	#
Number Scoring 65-100	30	52	33	#	0	#
Number Scoring 85-100	24	28	23	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	97%	98%	89%	#	0%	#
Percentage of Tested Scoring 85-100	77%	53%	62%	#	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 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	47	47	47	14	14	14	61	61	61
Number Scoring 55–64	0	2	0	3	2	3	3	4	3
Number Scoring 65–84	20	21	22	7	7	5	27	28	27
Number Scoring 85–100	26	23	25	2	4	3	28	27	28
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
<b>Listening and Speaking (Grade 7–8)</b>						
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
<b>Reading and Writing (Grade 7–8)</b>						
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
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		3	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 – L)