

New York State School Report Card Comprehensive Information Report

BEDS Code: 18-12-01-04-0001

Grade Range : 6-12

Name: Pavilion Junior-Senior High School

Principal: Sheila Stellrecht

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	62	81	77
Ungraded Elementary	0	0	5
Seventh	81	67	74
Eighth	74	80	72
Ninth	94	79	84
Tenth	76	95	78
Eleventh	98	72	84
Twelfth	72	98	67
Ungraded Secondary	3	1	6
Total K-12 Enrollment	560	573	547

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.7%	4	0.7%	3	0.5%
Black (Not Hispanic)	6	1.1%	7	1.2%	6	1.1%
Hispanic	4	0.7%	5	0.9%	7	1.3%
White (Not Hispanic)	546	97.5%	557	97.2%	531	97.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	15	20	19
English Grade 8	17	19	18
Mathematics Grade 8	16	18	17
Science Grade 8	17	19	18
Social Studies Grade 8	18	19	19
English Grade 10	19	20	19
Mathematics Grade 10	17	16	11
Science Grade 10	19	17	12
Social Studies Grade 10	18	19	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.4%	2	0.4%
Eligible for Free Lunch	53	9.5%	65	11.3%	75	13.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		96.2%		96.4%
Student Suspensions	19	3.7%	18	3.2%	13	2.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.7%	6.8%	4.9%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	96%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	63	36	57%	90	63	70%	64	49	77%
Students with Disabilities	6	0	0%	6	3	50%	4	1	25%
All Students	69	36	52%	96	66	69%	68	50	74%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	35	1	0	7	2
Percent	34%	51%	1%	0%	10%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	1	0	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		1	
	Entered GED Program*			0		4	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	0.9%	0	0.0%	1	0.3%
	Entered GED Program*	1	0.3%	0	0.0%	4	1.3%
	Total Noncompleters	4	1.2%	0	0.0%	5	1.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		61	62
	Number of Students with Disabilities		12	14
	Number of All Students		73	76
	Percent of Enrollment		32%	33%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	71	90%	127	90%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	6	50%	8	88%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	1	#	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	7	100%
Science	0	0%	1	#	1	#
Reading	3	#	1	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	0	0%	3	#	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	110	73	90	7	3	13
Number Scoring 55–100	106	72	89	5	#	13
Number Scoring 65–100	93	68	86	4	#	12
Number Scoring 85–100	28	32	46	1	#	0
Percentage of Tested Scoring 55–100	96%	99%	99%	71%	#	100%
Percentage of Tested Scoring 65–100	85%	93%	96%	57%	#	92%
Percentage of Tested Scoring 85–100	25%	44%	51%	14%	#	0%
Mathematics A						
Number Tested	81	92	94	6	13	9
Number Scoring 55–100	60	74	82	1	8	9
Number Scoring 65–100	52	63	68	1	6	7
Number Scoring 85–100	14	24	11	0	1	3
Percentage of Tested Scoring 55–100	74%	80%	87%	17%	62%	100%
Percentage of Tested Scoring 65–100	64%	68%	72%	17%	46%	78%
Percentage of Tested Scoring 85–100	17%	26%	12%	0%	8%	33%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	72	91	75	3	13	7
Number Scoring 55–100	72	91	72	#	13	5
Number Scoring 65–100	71	81	64	#	9	5
Number Scoring 85–100	35	37	37	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	#	100%	71%
Percentage of Tested Scoring 65–100	99%	89%	85%	#	69%	71%
Percentage of Tested Scoring 85–100	49%	41%	49%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	97	78	92	7	6	12
Number Scoring 55–100	90	77	91	5	6	12
Number Scoring 65–100	82	68	88	3	5	12
Number Scoring 85–100	45	24	51	2	1	2
Percentage of Tested Scoring 55–100	93%	99%	99%	71%	100%	100%
Percentage of Tested Scoring 65–100	85%	87%	96%	43%	83%	100%
Percentage of Tested Scoring 85–100	46%	31%	55%	29%	17%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	89	87	67	5	11	6
Number Scoring 55–100	89	86	67	5	10	6
Number Scoring 65–100	83	85	66	4	10	6
Number Scoring 85–100	11	33	20	0	2	0
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	91%	100%
Percentage of Tested Scoring 65–100	93%	98%	99%	80%	91%	100%
Percentage of Tested Scoring 85–100	12%	38%	30%	0%	18%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	63	43	52	3	1	0
Number Scoring 55–100	62	43	50	#	#	0
Number Scoring 65–100	62	43	48	#	#	0
Number Scoring 85–100	30	20	18	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	96%	#	#	0%
Percentage of Tested Scoring 65–100	98%	100%	92%	#	#	0%
Percentage of Tested Scoring 85–100	48%	47%	35%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		36	39		1	1
Number Scoring 55–100		36	38		#	#
Number Scoring 65–100		31	30		#	#
Number Scoring 85–100		5	6		#	#
Percentage of Tested Scoring 55–100		100%	97%		#	#
Percentage of Tested Scoring 65–100		86%	77%		#	#
Percentage of Tested Scoring 85–100		14%	15%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
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 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	58	44	37	1	1	0
Number Scoring 55–100	58	44	37	#	#	0
Number Scoring 65–100	56	44	36	#	#	0
Number Scoring 85–100	39	14	24	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	97%	#	#	0%
Percentage of Tested Scoring 85–100	67%	32%	65%	#	#	0%
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	85	65	9	1	2	1
Number Scoring 55–100	69	59	6	#	#	#
Number Scoring 65–100	58	52	6	#	#	#
Number Scoring 85–100	17	14	1	#	#	#
Percentage of Tested Scoring 55–100	81%	91%	67%	#	#	#
Percentage of Tested Scoring 65–100	68%	80%	67%	#	#	#
Percentage of Tested Scoring 85–100	20%	22%	11%	#	#	#
Sequential Mathematics, Course III						
Number Tested	53	51	50	3	2	2
Number Scoring 55–100	44	39	34	#	#	#
Number Scoring 65–100	40	36	32	#	#	#
Number Scoring 85–100	22	11	11	#	#	#
Percentage of Tested Scoring 55–100	83%	76%	68%	#	#	#
Percentage of Tested Scoring 65–100	75%	71%	64%	#	#	#
Percentage of Tested Scoring 85–100	42%	22%	22%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	100%	27	96%	7	100%
Students with Disabilities	4	#	9	100%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	58	0%	21%	64%	16%
	Students with Disabilities	15	13%	47%	33%	7%
	All Students	73	3%	26%	58%	14%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	70	70	70	4	4	4	74	74	74
Number Scoring 55–64	#	#	#	#	#	#	2	5	1
Number Scoring 65–84	#	#	#	#	#	#	33	37	54
Number Scoring 85–100	#	#	#	#	#	#	35	27	15
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)