

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-04-03-0009

Grade Range : 9-12

Name: Paul D. Schreiber Senior High School

Principal: Francis Banta

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	359	336	385
Tenth	315	324	332
Eleventh	287	298	329
Twelfth	258	286	307
Ungraded Secondary	3	3	2
Total K-12 Enrollment	1222	1247	1355

## 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	175	14.3%	182	14.6%	206	15.2%
Black (Not Hispanic)	32	2.6%	25	2.0%	33	2.4%
Hispanic	186	15.2%	207	16.6%	205	15.1%
White (Not Hispanic)	829	67.8%	833	66.8%	911	67.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	16	16	15
Mathematics Grade 10	21	17	17
Science Grade 10	21	19	18
Social Studies Grade 10	19	19	20

(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
54	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 higher 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	123	10.1%	79	6.3%	86	6.4%
Eligible for Free Lunch	53	4.3%	35	2.8%	77	5.7%

### 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		92.3%		92.5%		94.0%
Student Suspensions	74	6.4%	73	6.0%	56	4.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	1.4%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	116
Total Other Professional Staff	23
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*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	225	174	77%	248	184	74%	278	215	77%
Students with Disabilities	37	4	11%	34	5	15%	18	3	17%
All Students	262	178	68%	282	189	67%	296	218	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	239	35	5	0	2	15
Percent	81%	12%	2%	0%	1%	5%

## 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)
18	3	7	25

\*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			9		5	
	Entered GED Program*			7		6	
	Total Noncompleters			16		11	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	4	0.3%	9	0.7%	8	0.6%
	Entered GED Program*	13	1.1%	7	0.6%	6	0.4%
	Total Noncompleters	17	1.4%	16	1.3%	14	1.0%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		11	0
	Number of Students with Disabilities		17	0
	Number of All Students		28	0
	Percent of Enrollment		2%	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	0	0%	0	0%	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	0	0%	0	0%	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%	0	0%	1	#
Science	3	#	1	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	9	44%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	68%	7	86%	14	79%
Science	21	57%	10	60%	15	47%
Reading	3	#	0	0%	5	80%
Writing	3	#	0	0%	6	100%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	6	33%	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	296	283	326	33	17	39
Number Scoring 55–100	294	278	313	31	16	33
Number Scoring 65–100	282	274	305	25	14	30
Number Scoring 85–100	150	161	182	5	3	8
Percentage of Tested Scoring 55–100	99%	98%	96%	94%	94%	85%
Percentage of Tested Scoring 65–100	95%	97%	94%	76%	82%	77%
Percentage of Tested Scoring 85–100	51%	57%	56%	15%	18%	21%
<b>Mathematics A</b>						
Number Tested	0	324	379	0	35	43
Number Scoring 55–100	0	299	359	0	25	35
Number Scoring 65–100	0	275	333	0	20	28
Number Scoring 85–100	0	179	128	0	6	2
Percentage of Tested Scoring 55–100	0%	92%	95%	0%	71%	81%
Percentage of Tested Scoring 65–100	0%	85%	88%	0%	57%	65%
Percentage of Tested Scoring 85–100	0%	55%	34%	0%	17%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	258	0	0	13
Number Scoring 55–100	0	0	220	0	0	10
Number Scoring 65–100	0	0	181	0	0	7
Number Scoring 85–100	0	0	53	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	77%
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	54%
Percentage of Tested Scoring 85–100	0%	0%	21%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	295	318	329	35	40	46
Number Scoring 55–100	290	316	320	31	39	41
Number Scoring 65–100	282	308	311	26	31	38
Number Scoring 85–100	163	175	208	5	6	11
Percentage of Tested Scoring 55–100	98%	99%	97%	89%	97%	89%
Percentage of Tested Scoring 65–100	96%	97%	95%	74%	78%	83%
Percentage of Tested Scoring 85–100	55%	55%	63%	14%	15%	24%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	281	297	344	32	17	45
Number Scoring 55–100	266	291	343	26	17	44
Number Scoring 65–100	247	264	339	17	10	42
Number Scoring 85–100	127	125	233	4	1	13
Percentage of Tested Scoring 55–100	95%	98%	100%	81%	100%	98%
Percentage of Tested Scoring 65–100	88%	89%	99%	53%	59%	93%
Percentage of Tested Scoring 85–100	45%	42%	68%	12%	6%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	258	320	517	19	32	79
Number Scoring 55–100	258	318	511	19	32	73
Number Scoring 65–100	256	314	496	19	30	65
Number Scoring 85–100	107	154	211	4	5	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	99%	98%	96%	100%	94%	82%
Percentage of Tested Scoring 85–100	41%	48%	41%	21%	16%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	192	181	13	31	30	8
Number Scoring 55–100	182	173	12	27	26	7
Number Scoring 65–100	171	159	11	26	23	6
Number Scoring 85–100	66	41	0	8	3	0
Percentage of Tested Scoring 55–100	95%	96%	92%	87%	87%	88%
Percentage of Tested Scoring 65–100	89%	88%	85%	84%	77%	75%
Percentage of Tested Scoring 85–100	34%	23%	0%	26%	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		199	314		9	9
Number Scoring 55–100		194	305		8	9
Number Scoring 65–100		163	272		7	8
Number Scoring 85–100		33	45		0	1
Percentage of Tested Scoring 55–100		97%	97%		89%	100%
Percentage of Tested Scoring 65–100		82%	87%		78%	89%
Percentage of Tested Scoring 85–100		17%	14%		0%	11%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	32	67	39	0	1	3
Number Scoring 55–100	32	67	39	0	#	#
Number Scoring 65–100	32	66	39	0	#	#
Number Scoring 85–100	27	43	38	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 85–100	84%	64%	97%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	16	14	15	1	0	2
Number Scoring 55–100	16	14	15	#	0	#
Number Scoring 65–100	15	14	14	#	0	#
Number Scoring 85–100	9	8	10	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	94%	100%	93%	#	0%	#
Percentage of Tested Scoring 85–100	56%	57%	67%	#	0%	#
<b>Comprehensive German</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	156	156	161	0	3	3
Number Scoring 55–100	156	156	161	0	#	#
Number Scoring 65–100	156	155	161	0	#	#
Number Scoring 85–100	136	126	145	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 85–100	87%	81%	90%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	27	21	44	0	0	0
Number Scoring 55–100	27	21	44	0	0	0
Number Scoring 65–100	27	21	44	0	0	0
Number Scoring 85–100	18	18	34	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	67%	86%	77%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	286	13	1	20	0	0
Number Scoring 55–100	267	11	#	19	0	0
Number Scoring 65–100	247	11	#	15	0	0
Number Scoring 85–100	126	3	#	3	0	0
Percentage of Tested Scoring 55–100	93%	85%	#	95%	0%	0%
Percentage of Tested Scoring 65–100	86%	85%	#	75%	0%	0%
Percentage of Tested Scoring 85–100	44%	23%	#	15%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	255	245	18	14	6	1
Number Scoring 55–100	230	228	13	10	6	#
Number Scoring 65–100	206	213	11	8	5	#
Number Scoring 85–100	109	131	3	1	1	#
Percentage of Tested Scoring 55–100	90%	93%	72%	71%	100%	#
Percentage of Tested Scoring 65–100	81%	87%	61%	57%	83%	#
Percentage of Tested Scoring 85–100	43%	53%	17%	7%	17%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	3	#	8	88%
Students with Disabilities	1	#	3	#	11	91%

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
<b>Nov 2002</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 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%

(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
<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

## 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	268	268	268	30	30	30	298	298	298
Number Scoring 55–64	2	9	4	4	3	2	6	12	6
Number Scoring 65–84	97	124	123	14	13	11	111	137	134
Number Scoring 85–100	160	125	134	3	1	2	163	126	136
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)