

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-03-05-02-0004
 Name: Pierson High School
 Principal: George Nichols

Grade Range : 6-12

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	66	71	80
Ungraded Elementary	0	0	0
Seventh	92	65	69
Eighth	70	91	74
Ninth	63	83	97
Tenth	51	64	89
Eleventh	68	54	71
Twelfth	48	68	57
Ungraded Secondary	0	0	0
Total K-12 Enrollment	458	496	537

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	7	1.5%	13	2.6%	12	2.2%
Black (Not Hispanic)	13	2.8%	19	3.8%	20	3.7%
Hispanic	42	9.2%	53	10.7%	59	11.0%
White (Not Hispanic)	396	86.5%	411	82.9%	446	83.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	20	14
Mathematics Grade 8	4	22	17
Science Grade 8	17	24	18
Social Studies Grade 8	17	25	18
English Grade 10	17	18	24
Mathematics Grade 10	20	7	18
Science Grade 10	15	26	21
Social Studies Grade 10	17	20	18

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	4.4%	22	4.4%	30	5.6%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		95.0%		95.0%		95.0%
Student Suspensions	15	3.4%	20	4.4%	50	10.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	11-20%	None	None
Student Stability	94%	97%	96%

Staff Counts

Staff	2003-04
Total Teachers	54
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	8

*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	36	28	78%	48	37	77%	36	29	81%
Students with Disabilities	9	2	22%	13	2	15%	13	7	54%
All Students	45	30	67%	61	39	64%	49	36	73%

*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	39	8	0	0	0	2
Percent	80%	16%	0%	0%	0%	4%

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)
13	7	0	13

*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	0		2		3	1.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		3	1.3%
Students with Disabilities	Dropped Out	0		0		1	1.5%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	1		0		1	1.5%
All Students	Dropped Out	0	0.0%	2	0.7%	4	1.3%
	Entered GED Program*	1	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.4%	2	0.7%	4	1.3%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	100%	13	100%	9	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	100%	78	86%	37	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
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%	14	50%

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%	0	0%	0	0%
Science	2	#	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%	2	#	6	100%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	7	43%	2	#
U.S. Hist & Gov't	3	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	71	50	61	18	12	17
Number Scoring 55-100	71	46	59	18	10	15
Number Scoring 65-100	65	46	53	15	10	11
Number Scoring 85-100	34	36	35	4	6	2
Percentage of Tested Scoring 55-100	100%	92%	97%	100%	83%	88%
Percentage of Tested Scoring 65-100	92%	92%	87%	83%	83%	65%
Percentage of Tested Scoring 85-100	48%	72%	57%	22%	50%	12%
Mathematics A						
Number Tested	35	70	84	5	9	14
Number Scoring 55-100	31	65	83	3	6	13
Number Scoring 65-100	30	60	79	3	6	12
Number Scoring 85-100	16	9	31	1	1	4
Percentage of Tested Scoring 55-100	89%	93%	99%	60%	67%	93%
Percentage of Tested Scoring 65-100	86%	86%	94%	60%	67%	86%
Percentage of Tested Scoring 85-100	46%	13%	37%	20%	11%	29%
Mathematics B						
Number Tested	0	27	0	0	4	0
Number Scoring 55-100	0	20	0	0	#	0
Number Scoring 65-100	0	17	0	0	#	0
Number Scoring 85-100	0	5	0	0	#	0
Percentage of Tested Scoring 55-100	0%	74%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	63%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	19%	0%	0%	#	0%
Global History and Geography						
Number Tested	49	63	74	11	16	15
Number Scoring 55-100	47	60	70	11	14	15
Number Scoring 65-100	41	52	66	9	10	13
Number Scoring 85-100	12	24	31	2	2	2
Percentage of Tested Scoring 55-100	96%	95%	95%	100%	88%	100%
Percentage of Tested Scoring 65-100	84%	83%	89%	82%	62%	87%
Percentage of Tested Scoring 85-100	24%	38%	42%	18%	12%	13%
U.S. History and Government						
Number Tested	70	53	60	19	13	14
Number Scoring 55-100	67	51	57	16	13	11
Number Scoring 65-100	62	47	53	13	12	9
Number Scoring 85-100	19	20	31	0	3	2
Percentage of Tested Scoring 55-100	96%	96%	95%	84%	100%	79%
Percentage of Tested Scoring 65-100	89%	89%	88%	68%	92%	64%
Percentage of Tested Scoring 85-100	27%	38%	52%	0%	23%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	55	84	94	14	15	16
Number Scoring 55-100	52	83	89	11	14	14
Number Scoring 65-100	51	78	85	11	12	12
Number Scoring 85-100	10	23	21	1	1	0
Percentage of Tested Scoring 55-100	95%	99%	95%	79%	93%	88%
Percentage of Tested Scoring 65-100	93%	93%	90%	79%	80%	75%
Percentage of Tested Scoring 85-100	18%	27%	22%	7%	7%	0%
Physical Setting/Earth Science						
Number Tested	36	55	81	8	12	10
Number Scoring 55-100	35	53	81	8	10	10
Number Scoring 65-100	33	52	80	8	9	10
Number Scoring 85-100	19	27	54	3	1	4
Percentage of Tested Scoring 55-100	97%	96%	100%	100%	83%	100%
Percentage of Tested Scoring 65-100	92%	95%	99%	100%	75%	100%
Percentage of Tested Scoring 85-100	53%	49%	67%	38%	8%	40%
Physical Setting/Chemistry						
Number Tested	53	53	0	2	6	0
Number Scoring 55-100	50	49	0	#	6	0
Number Scoring 65-100	29	31	0	#	5	0
Number Scoring 85-100	3	5	0	#	0	0
Percentage of Tested Scoring 55-100	94%	92%	0%	#	100%	0%
Percentage of Tested Scoring 65-100	55%	58%	0%	#	83%	0%
Percentage of Tested Scoring 85-100	6%	9%	0%	#	0%	0%
Physical Setting/Physics						
Number Tested			5			2
Number Scoring 55-100			5			#
Number Scoring 65-100			4			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			80%			#
Percentage of Tested Scoring 85-100			20%			#

* 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
Comprehensive French						
Number Tested	8	13	5	0	0	0
Number Scoring 55-100	8	13	5	0	0	0
Number Scoring 65-100	6	13	5	0	0	0
Number Scoring 85-100	3	8	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	62%	60%	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	33	37	53	3	6	3
Number Scoring 55-100	33	35	53	#	6	#
Number Scoring 65-100	33	33	50	#	5	#
Number Scoring 85-100	21	15	21	#	1	#
Percentage of Tested Scoring 55-100	100%	95%	100%	#	100%	#
Percentage of Tested Scoring 65-100	100%	89%	94%	#	83%	#
Percentage of Tested Scoring 85-100	64%	41%	40%	#	17%	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	50	10	0	4	0	0
Number Scoring 55-100	47	6	0	#	0	0
Number Scoring 65-100	45	5	0	#	0	0
Number Scoring 85-100	23	0	0	#	0	0
Percentage of Tested Scoring 55-100	94%	60%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	50%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	46%	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	2	#	1	#	0	0%
Students with Disabilities	5	100%	4	#	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
Nov 2003	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 2004	General-Education Students	49	4%	29%	45%	22%
	Students with Disabilities	21	0%	62%	29%	10%
	All Students	70	3%	39%	40%	19%

(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
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

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	38	38	38	13	13	13	51	51	51
Number Scoring 55–64	1	1	1	2	0	0	3	1	1
Number Scoring 65–84	19	13	10	9	8	8	28	21	18
Number Scoring 85–100	10	18	24	2	3	4	12	21	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			1			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			11			2
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			12			3
Beginning (0-14)			0			#
Intermediate (15-24)			6			#
Advanced (25-32)			6			#
Proficient (33-35)			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)