

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-12-01-04-0002

Grade Range : 9-12

Name: Pawling High School

Principal: Frank Tolan

## 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	111	71	119
Tenth	87	114	78
Eleventh	79	87	110
Twelfth	88	79	76
Ungraded Secondary	0	0	0
Total K-12 Enrollment	365	351	383

## 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	1.1%	3	0.9%	2	0.5%
Black (Not Hispanic)	2	0.5%	6	1.7%	8	2.1%
Hispanic	8	2.2%	8	2.3%	7	1.8%
White (Not Hispanic)	351	96.2%	334	95.2%	366	95.6%

## 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	0	24	19
Mathematics Grade 10	0	16	13
Science Grade 10	0	0	0
Social Studies Grade 10	18	23	17

(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>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	3	0.8%	8	2.3%	4	1.0%
<b>Eligible for Free Lunch</b>	12	3.3%	17	4.8%	20	5.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		91.1%		94.5%		94.5%
<b>Student Suspensions</b>	8	2.4%	8	2.2%	15	4.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	0.8%	1.4%	3.1%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	97%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	29
Total Other Professional Staff	4
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	76	52	68%	64	45	70%	66	50	76%
Students with Disabilities	4	1	25%	4	0	0%	3	0	0%
All Students	80	53	66%	68	45	66%	69	50	72%

\*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	39	19	2	0	6	3
Percent	57%	28%	3%	0%	9%	4%

## 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)
3	0	0	3

\*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			5		8	
	Entered GED Program*			2		7	
	Total Noncompleters			7		15	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	2	0.5%	6	1.7%	9	2.4%
	Entered GED Program*	2	0.5%	2	0.6%	7	1.8%
	Total Noncompleters	4	1.1%	8	2.3%	16	4.2%

\*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		0	325
	Number of Students with Disabilities		25	58
	Number of All Students		25	383
	Percent of Enrollment		7%	100%

## 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%	1	#

### 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%	1	#	6	83%
Science	1	#	1	#	5	80%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	67%	22	77%	13	100%
Science	3	#	15	80%	8	62%
Reading	9	78%	6	83%	0	0%
Writing	11	91%	7	100%	0	0%
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	4	#	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	80	78	89	11	7	12
Number Scoring 55–100	77	72	83	8	2	10
Number Scoring 65–100	75	70	75	6	2	5
Number Scoring 85–100	34	37	36	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	93%	73%	29%	83%
Percentage of Tested Scoring 65–100	94%	90%	84%	55%	29%	42%
Percentage of Tested Scoring 85–100	42%	47%	40%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	17	71	102	0	5	6
Number Scoring 55–100	7	45	83	0	3	1
Number Scoring 65–100	5	35	70	0	2	1
Number Scoring 85–100	0	11	13	0	1	0
Percentage of Tested Scoring 55–100	41%	63%	81%	0%	60%	17%
Percentage of Tested Scoring 65–100	29%	49%	69%	0%	40%	17%
Percentage of Tested Scoring 85–100	0%	15%	13%	0%	20%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	13	0	0	1
Number Scoring 55–100	0	0	11	0	0	#
Number Scoring 65–100	0	0	10	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	78	114	64	7	11	8
Number Scoring 55–100	76	112	60	6	11	7
Number Scoring 65–100	72	103	56	2	9	4
Number Scoring 85–100	34	31	29	0	1	2
Percentage of Tested Scoring 55–100	97%	98%	94%	86%	100%	88%
Percentage of Tested Scoring 65–100	92%	90%	88%	29%	82%	50%
Percentage of Tested Scoring 85–100	44%	27%	45%	0%	9%	25%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	77	87	111	7	8	12
Number Scoring 55–100	72	82	109	4	6	10
Number Scoring 65–100	64	68	107	4	2	10
Number Scoring 85–100	36	28	58	0	0	1
Percentage of Tested Scoring 55–100	94%	94%	98%	57%	75%	83%
Percentage of Tested Scoring 65–100	83%	78%	96%	57%	25%	83%
Percentage of Tested Scoring 85–100	47%	32%	52%	0%	0%	8%

(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	64	82	79	2	5	11
Number Scoring 55–100	64	82	77	#	5	10
Number Scoring 65–100	63	82	74	#	5	7
Number Scoring 85–100	25	34	31	#	2	1
Percentage of Tested Scoring 55–100	100%	100%	97%	#	100%	91%
Percentage of Tested Scoring 65–100	98%	100%	94%	#	100%	64%
Percentage of Tested Scoring 85–100	39%	41%	39%	#	40%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	89	54	77	9	5	5
Number Scoring 55–100	80	50	75	9	4	5
Number Scoring 65–100	68	40	66	6	2	3
Number Scoring 85–100	16	8	23	2	0	0
Percentage of Tested Scoring 55–100	90%	93%	97%	100%	80%	100%
Percentage of Tested Scoring 65–100	76%	74%	86%	67%	40%	60%
Percentage of Tested Scoring 85–100	18%	15%	30%	22%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		42	44		0	1
Number Scoring 55–100		39	43		0	#
Number Scoring 65–100		35	38		0	#
Number Scoring 85–100		8	18		0	#
Percentage of Tested Scoring 55–100		93%	98%		0%	#
Percentage of Tested Scoring 65–100		83%	86%		0%	#
Percentage of Tested Scoring 85–100		19%	41%		0%	#
<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	12	13	9	0	0	0
Number Scoring 55–100	12	13	9	0	0	0
Number Scoring 65–100	12	13	9	0	0	0
Number Scoring 85–100	5	8	7	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	42%	62%	78%	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	33	52	31	0	0	1
Number Scoring 55–100	33	51	31	0	0	#
Number Scoring 65–100	33	51	30	0	0	#
Number Scoring 85–100	25	33	24	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	76%	63%	77%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	67	43	7	0	1	0
Number Scoring 55–100	56	32	3	0	#	0
Number Scoring 65–100	50	23	3	0	#	0
Number Scoring 85–100	14	5	0	0	#	0
Percentage of Tested Scoring 55–100	84%	74%	43%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	53%	43%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	12%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	47	62	34	0	0	0
Number Scoring 55–100	35	54	24	0	0	0
Number Scoring 65–100	29	51	21	0	0	0
Number Scoring 85–100	20	25	5	0	0	0
Percentage of Tested Scoring 55–100	74%	87%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	62%	82%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	40%	15%	0%	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	12	100%	13	100%
Students with Disabilities	6	100%	5	100%	6	83%

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	68	68	68	8	8	8	76	76	76
Number Scoring 55–64	2	7	9	3	4	0	5	11	9
Number Scoring 65–84	33	29	34	3	2	1	36	31	35
Number Scoring 85–100	32	27	22	0	0	0	32	27	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)