

# New York State School Report Card Comprehensive Information Report

BEDS Code: 09-11-01-06-0005  
 Name: Peru Senior High School  
 Principal: Stephen Broadwell

Grade Range : 9-12

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	214	200	209
Tenth	193	181	170
Eleventh	179	190	180
Twelfth	164	171	173
Ungraded Secondary	0	0	29
Total K-12 Enrollment	750	742	761

## 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	12	1.6%	8	1.1%	14	1.8%
Black (Not Hispanic)	7	0.9%	6	0.8%	10	1.3%
Hispanic	4	0.5%	3	0.4%	1	0.1%
White (Not Hispanic)	727	96.9%	725	97.7%	736	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	24	24	0
Social Studies Grade 8	0	0	0
English Grade 10	21	20	20
Mathematics Grade 10	19	19	21
Science Grade 10	22	23	19
Social Studies Grade 10	23	26	24

(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
51	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	104	13.9%	159	21.4%	131	17.2%

**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		94.9%		92.5%		92.0%
Student Suspensions	104	14.1%	92	12.3%	139	18.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.7%	11.1%	11.6%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	97%	96%	98%

**Staff Counts**

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	135	79	59%	147	80	54%	151	92	61%
Students with Disabilities	14	2	14%	17	0	0%	19	3	16%
All Students	149	81	54%	164	80	49%	170	95	56%

\*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	66	71	1	4	26	2
Percent	39%	42%	1%	2%	15%	1%

## 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)
19	3	9	28

\*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	33		17		16	2.6%
	Entered GED Program*	1		3		1	0.2%
	Total Noncompleters	34		20		17	2.7%
Students with Disabilities	Dropped Out	1		4		3	2.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	1		5		3	2.1%
All Students	Dropped Out	34	4.5%	21	2.8%	19	2.5%
	Entered GED Program*	1	0.1%	4	0.5%	1	0.1%
	Total Noncompleters	35	4.7%	25	3.4%	20	2.6%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	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%
9-12	Number of General-Education Students	0	0	615
	Number of Students with Disabilities	0	0	146
	Number of All Students	0	0	761
	Percent of Enrollment	0%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	53	75%	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%	82	93%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	1	#
Science	3	#	3	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	1	#	2	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	31	94%	4	#
Science	11	73%	15	53%	3	#
Reading	1	#	19	89%	3	#
Writing	2	#	12	100%	1	#
Global Studies	11	45%	19	68%	10	50%
U.S. Hist & Gov't	13	54%	14	71%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	168	180	171	18	22	23
Number Scoring 55-100	147	166	166	5	15	19
Number Scoring 65-100	136	158	148	3	13	15
Number Scoring 85-100	57	76	83	0	1	1
Percentage of Tested Scoring 55-100	88%	92%	97%	28%	68%	83%
Percentage of Tested Scoring 65-100	81%	88%	87%	17%	59%	65%
Percentage of Tested Scoring 85-100	34%	42%	49%	0%	5%	4%
<b>Mathematics A</b>						
Number Tested	86	235	188	13	31	20
Number Scoring 55-100	45	196	184	5	19	20
Number Scoring 65-100	27	144	167	1	12	15
Number Scoring 85-100	17	25	36	0	1	6
Percentage of Tested Scoring 55-100	52%	83%	98%	38%	61%	100%
Percentage of Tested Scoring 65-100	31%	61%	89%	8%	39%	75%
Percentage of Tested Scoring 85-100	20%	11%	19%	0%	3%	30%
<b>Mathematics B</b>						
Number Tested	0	12	82	0	0	3
Number Scoring 55-100	0	12	67	0	0	#
Number Scoring 65-100	0	11	54	0	0	#
Number Scoring 85-100	0	7	20	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	82%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	92%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	58%	24%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	179	192	221	19	27	36
Number Scoring 55-100	168	159	182	16	12	18
Number Scoring 65-100	139	135	138	7	8	10
Number Scoring 85-100	35	44	52	1	2	1
Percentage of Tested Scoring 55-100	94%	83%	82%	84%	44%	50%
Percentage of Tested Scoring 65-100	78%	70%	62%	37%	30%	28%
Percentage of Tested Scoring 85-100	20%	23%	24%	5%	7%	3%
<b>U.S. History and Government</b>						
Number Tested	169	195	180	24	19	27
Number Scoring 55-100	139	180	162	9	14	23
Number Scoring 65-100	109	163	145	4	13	15
Number Scoring 85-100	29	63	76	1	2	2
Percentage of Tested Scoring 55-100	82%	92%	90%	38%	74%	85%
Percentage of Tested Scoring 65-100	64%	84%	81%	17%	68%	56%
Percentage of Tested Scoring 85-100	17%	32%	42%	4%	11%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	183	176	166	12	24	29
Number Scoring 55-100	179	166	152	10	20	21
Number Scoring 65-100	169	146	138	8	11	15
Number Scoring 85-100	47	26	27	1	1	2
Percentage of Tested Scoring 55-100	98%	94%	92%	83%	83%	72%
Percentage of Tested Scoring 65-100	92%	83%	83%	67%	46%	52%
Percentage of Tested Scoring 85-100	26%	15%	16%	8%	4%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	161	185	170	25	29	30
Number Scoring 55-100	150	162	152	21	15	25
Number Scoring 65-100	126	141	112	17	11	20
Number Scoring 85-100	24	43	27	3	0	3
Percentage of Tested Scoring 55-100	93%	88%	89%	84%	52%	83%
Percentage of Tested Scoring 65-100	78%	76%	66%	68%	38%	67%
Percentage of Tested Scoring 85-100	15%	23%	16%	12%	0%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	68	117	105	1	5	5
Number Scoring 55-100	67	105	99	#	2	3
Number Scoring 65-100	53	73	63	#	1	2
Number Scoring 85-100	4	5	7	#	0	0
Percentage of Tested Scoring 55-100	99%	90%	94%	#	40%	60%
Percentage of Tested Scoring 65-100	78%	62%	60%	#	20%	40%
Percentage of Tested Scoring 85-100	6%	4%	7%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			35			0
Number Scoring 55-100			32			0
Number Scoring 65-100			32			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			91%			0%
Percentage of Tested Scoring 85-100			20%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	57	58	34	3	4	0
Number Scoring 55-100	51	54	34	#	#	0
Number Scoring 65-100	44	48	32	#	#	0
Number Scoring 85-100	10	17	8	#	#	0
Percentage of Tested Scoring 55-100	89%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	77%	83%	94%	#	#	0%
Percentage of Tested Scoring 85-100	18%	29%	24%	#	#	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	53	61	56	1	4	2
Number Scoring 55-100	52	60	55	#	#	#
Number Scoring 65-100	48	57	53	#	#	#
Number Scoring 85-100	23	16	15	#	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	91%	93%	95%	#	#	#
Percentage of Tested Scoring 85-100	43%	26%	27%	#	#	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	83	77	12	1	2	1
Number Scoring 55-100	80	67	7	#	#	#
Number Scoring 65-100	78	58	5	#	#	#
Number Scoring 85-100	44	29	0	#	#	#
Percentage of Tested Scoring 55-100	96%	87%	58%	#	#	#
Percentage of Tested Scoring 65-100	94%	75%	42%	#	#	#
Percentage of Tested Scoring 85-100	53%	38%	0%	#	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	40	95%	49	94%
Students with Disabilities	19	89%	12	50%	18	67%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	150	150	150	27	27	27	177	177	177
Number Scoring 55–64	7	10	7	4	2	1	11	12	8
Number Scoring 65–84	99	70	94	12	11	12	111	81	106
Number Scoring 85–100	35	61	42	1	2	1	36	63	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)