

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	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	236	214	200
Tenth	183	193	181
Eleventh	166	179	190
Twelfth	153	164	171
Ungraded Secondary	0	0	0
Total K-12 Enrollment	738	750	742

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	9	1.2%	12	1.6%	8	1.1%
Black (Not Hispanic)	5	0.7%	7	0.9%	6	0.8%
Hispanic	7	0.9%	4	0.5%	3	0.4%
White (Not Hispanic)	717	97.2%	727	96.9%	725	97.7%

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	24	24
Social Studies Grade 8	0	0	0
English Grade 10	22	21	20
Mathematics Grade 10	22	19	19
Science Grade 10	28	22	23
Social Studies Grade 10	24	23	26

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	117	15.9%	104	13.9%	159	21.4%

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		93.7%		94.9%		92.5%
Student Suspensions	167	14.7%	104	14.1%	92	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	7.7%	11.1%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	97%	97%	96%

Staff Counts

Staff	2002–2003
Total Teachers	62
Total Other Professional Staff	8
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	126	69	55%	135	79	59%	147	80	54%
Students with Disabilities	15	0	0%	14	2	14%	17	0	0%
All Students	141	69	49%	149	81	54%	164	80	49%

*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	56	77	5	2	22	2
Percent	34%	47%	3%	1%	13%	1%

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)
17	0	4	21

*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			33		17	
	Entered GED Program*			1		3	
	Total Noncompleters			34		20	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			0		1	
	Total Noncompleters			1		5	
All Students	Dropped Out	49	6.6%	34	4.5%	21	2.8%
	Entered GED Program*	3	0.4%	1	0.1%	4	0.5%
	Total Noncompleters	52	7.0%	35	4.7%	25	3.4%

*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	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%	53	75%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	82	93%

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%	2	#	5	100%
Science	3	#	3	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	5	100%	2	#	1	#
U.S. Hist & Gov't	15	100%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	95%	7	86%	31	94%
Science	13	54%	11	73%	15	53%
Reading	4	#	1	#	19	89%
Writing	0	0%	2	#	12	100%
Global Studies	11	45%	11	45%	19	68%
U.S. Hist & Gov't	14	57%	13	54%	14	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	162	168	180	13	18	22
Number Scoring 55–100	150	147	166	11	5	15
Number Scoring 65–100	139	136	158	5	3	13
Number Scoring 85–100	41	57	76	0	0	1
Percentage of Tested Scoring 55–100	93%	88%	92%	85%	28%	68%
Percentage of Tested Scoring 65–100	86%	81%	88%	38%	17%	59%
Percentage of Tested Scoring 85–100	25%	34%	42%	0%	0%	5%
Mathematics A						
Number Tested	29	86	235	11	13	31
Number Scoring 55–100	5	45	196	0	5	19
Number Scoring 65–100	0	27	144	0	1	12
Number Scoring 85–100	0	17	25	0	0	1
Percentage of Tested Scoring 55–100	17%	52%	83%	0%	38%	61%
Percentage of Tested Scoring 65–100	0%	31%	61%	0%	8%	39%
Percentage of Tested Scoring 85–100	0%	20%	11%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	12	0	0	0
Number Scoring 55–100	0	0	12	0	0	0
Number Scoring 65–100	0	0	11	0	0	0
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	58%	0%	0%	0%
Global History and Geography						
Number Tested	192	179	192	32	19	27
Number Scoring 55–100	178	168	159	21	16	12
Number Scoring 65–100	140	139	135	12	7	8
Number Scoring 85–100	46	35	44	1	1	2
Percentage of Tested Scoring 55–100	93%	94%	83%	66%	84%	44%
Percentage of Tested Scoring 65–100	73%	78%	70%	38%	37%	30%
Percentage of Tested Scoring 85–100	24%	20%	23%	3%	5%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	154	169	195	13	24	19
Number Scoring 55–100	140	139	180	5	9	14
Number Scoring 65–100	132	109	163	4	4	13
Number Scoring 85–100	76	29	63	0	1	2
Percentage of Tested Scoring 55–100	91%	82%	92%	38%	38%	74%
Percentage of Tested Scoring 65–100	86%	64%	84%	31%	17%	68%
Percentage of Tested Scoring 85–100	49%	17%	32%	0%	4%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	166	183	176	4	12	24
Number Scoring 55–100	165	179	166	#	10	20
Number Scoring 65–100	153	169	146	#	8	11
Number Scoring 85–100	43	47	26	#	1	1
Percentage of Tested Scoring 55–100	99%	98%	94%	#	83%	83%
Percentage of Tested Scoring 65–100	92%	92%	83%	#	67%	46%
Percentage of Tested Scoring 85–100	26%	26%	15%	#	8%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	214	161	185	15	25	29
Number Scoring 55–100	193	150	162	8	21	15
Number Scoring 65–100	156	126	141	5	17	11
Number Scoring 85–100	51	24	43	1	3	0
Percentage of Tested Scoring 55–100	90%	93%	88%	53%	84%	52%
Percentage of Tested Scoring 65–100	73%	78%	76%	33%	68%	38%
Percentage of Tested Scoring 85–100	24%	15%	23%	7%	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		68	117		1	5
Number Scoring 55–100		67	105		#	2
Number Scoring 65–100		53	73		#	1
Number Scoring 85–100		4	5		#	0
Percentage of Tested Scoring 55–100		99%	90%		#	40%
Percentage of Tested Scoring 65–100		78%	62%		#	20%
Percentage of Tested Scoring 85–100		6%	4%		#	0%
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	42	57	58	0	3	4
Number Scoring 55–100	39	51	54	0	#	#
Number Scoring 65–100	34	44	48	0	#	#
Number Scoring 85–100	7	10	17	0	#	#
Percentage of Tested Scoring 55–100	93%	89%	93%	0%	#	#
Percentage of Tested Scoring 65–100	81%	77%	83%	0%	#	#
Percentage of Tested Scoring 85–100	17%	18%	29%	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	53	61	2	1	4
Number Scoring 55–100	58	52	60	#	#	#
Number Scoring 65–100	58	48	57	#	#	#
Number Scoring 85–100	29	23	16	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	100%	91%	93%	#	#	#
Percentage of Tested Scoring 85–100	50%	43%	26%	#	#	#
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	141	101	17	2	5	1
Number Scoring 55–100	119	81	12	#	2	#
Number Scoring 65–100	101	64	11	#	2	#
Number Scoring 85–100	39	9	1	#	0	#
Percentage of Tested Scoring 55–100	84%	80%	71%	#	40%	#
Percentage of Tested Scoring 65–100	72%	63%	65%	#	40%	#
Percentage of Tested Scoring 85–100	28%	9%	6%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	87	83	77	0	1	2
Number Scoring 55–100	78	80	67	0	#	#
Number Scoring 65–100	73	78	58	0	#	#
Number Scoring 85–100	36	44	29	0	#	#
Percentage of Tested Scoring 55–100	90%	96%	87%	0%	#	#
Percentage of Tested Scoring 65–100	84%	94%	75%	0%	#	#
Percentage of Tested Scoring 85–100	41%	53%	38%	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	65	100%	33	100%	40	95%
Students with Disabilities	21	90%	19	89%	12	50%

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	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
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	151	151	151	22	22	22	173	173	173
Number Scoring 55–64	22	25	10	8	3	2	30	28	12
Number Scoring 65–84	85	89	94	6	2	4	91	91	98
Number Scoring 85–100	42	29	43	0	1	0	42	30	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)