

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-16-01-03-0005
 Name: Pelham Memorial High School
 Principal: Steven Mazzola

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	166	169	184
Tenth	139	161	167
Eleventh	152	148	156
Twelfth	119	143	143
Ungraded Secondary	0	0	0
Total K-12 Enrollment	576	621	650

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	39	6.8%	37	6.0%	42	6.5%
Black (Not Hispanic)	53	9.2%	58	9.3%	58	8.9%
Hispanic	32	5.6%	46	7.4%	42	6.5%
White (Not Hispanic)	452	78.5%	480	77.3%	508	78.2%

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	24	17	21
Mathematics Grade 10	0	15	21
Science Grade 10	0	17	20
Social Studies Grade 10	21	20	21

(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
53	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 middle 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	7	1.2%	5	0.8%	10	1.5%
Eligible for Free Lunch	17	2.9%	17	2.7%	18	2.8%

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		95.0%		95.4%		96.3%
Student Suspensions	63	11.4%	20	3.5%	72	11.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	0.5%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	10
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	106	77	73%	118	83	70%	135	102	76%
Students with Disabilities	9	3	33%	17	3	18%	11	1	9%
All Students	115	80	70%	135	86	64%	146	103	71%

*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	126	11	0	1	7	1
Percent	86%	8%	0%	1%	5%	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)
11	1	2	13

*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			2		0	
	Entered GED Program*			2		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	2	0.3%	0	0.0%
	Entered GED Program*	1	0.2%	2	0.3%	0	0.0%
	Total Noncompleters	1	0.2%	4	0.6%	0	0.0%

*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		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%	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	1	#	0	0%	2	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	20	95%
Science	4	#	1	#	3	#
Reading	0	0%	1	#	10	100%
Writing	0	0%	1	#	1	#
Global Studies	1	#	2	#	9	89%
U.S. Hist & Gov't	6	17%	4	#	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	140	147	157	19	10	18
Number Scoring 55–100	140	145	148	19	9	12
Number Scoring 65–100	135	140	141	17	7	8
Number Scoring 85–100	90	97	67	3	3	0
Percentage of Tested Scoring 55–100	100%	99%	94%	100%	90%	67%
Percentage of Tested Scoring 65–100	96%	95%	90%	89%	70%	44%
Percentage of Tested Scoring 85–100	64%	66%	43%	16%	30%	0%
Mathematics A						
Number Tested	13	236	202	0	27	30
Number Scoring 55–100	10	222	173	0	23	14
Number Scoring 65–100	4	191	154	0	17	12
Number Scoring 85–100	0	66	57	0	2	1
Percentage of Tested Scoring 55–100	77%	94%	86%	0%	85%	47%
Percentage of Tested Scoring 65–100	31%	81%	76%	0%	63%	40%
Percentage of Tested Scoring 85–100	0%	28%	28%	0%	7%	3%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	141	156	172	10	18	30
Number Scoring 55–100	140	153	168	9	16	27
Number Scoring 65–100	130	147	157	6	13	23
Number Scoring 85–100	71	65	86	0	2	6
Percentage of Tested Scoring 55–100	99%	98%	98%	90%	89%	90%
Percentage of Tested Scoring 65–100	92%	94%	91%	60%	72%	77%
Percentage of Tested Scoring 85–100	50%	42%	50%	0%	11%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	143	145	157	22	9	17
Number Scoring 55–100	133	144	156	16	8	16
Number Scoring 65–100	125	141	152	11	7	14
Number Scoring 85–100	82	76	116	4	1	6
Percentage of Tested Scoring 55–100	93%	99%	99%	73%	89%	94%
Percentage of Tested Scoring 65–100	87%	97%	97%	50%	78%	82%
Percentage of Tested Scoring 85–100	57%	52%	74%	18%	11%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	158	154	199	19	25	33
Number Scoring 55–100	157	153	196	18	25	30
Number Scoring 65–100	151	149	187	13	22	24
Number Scoring 85–100	46	48	86	1	0	3
Percentage of Tested Scoring 55–100	99%	99%	98%	95%	100%	91%
Percentage of Tested Scoring 65–100	96%	97%	94%	68%	88%	73%
Percentage of Tested Scoring 85–100	29%	31%	43%	5%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	39	2	1	2	0	0
Number Scoring 55–100	38	#	#	#	0	0
Number Scoring 65–100	38	#	#	#	0	0
Number Scoring 85–100	1	#	#	#	0	0
Percentage of Tested Scoring 55–100	97%	#	#	#	0%	0%
Percentage of Tested Scoring 65–100	97%	#	#	#	0%	0%
Percentage of Tested Scoring 85–100	3%	#	#	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		156	129		5	12
Number Scoring 55–100		152	118		5	11
Number Scoring 65–100		129	104		3	10
Number Scoring 85–100		33	24		0	0
Percentage of Tested Scoring 55–100		97%	91%		100%	92%
Percentage of Tested Scoring 65–100		83%	81%		60%	83%
Percentage of Tested Scoring 85–100		21%	19%		0%	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	15	23	24	0	0	1
Number Scoring 55–100	15	23	24	0	0	#
Number Scoring 65–100	15	23	24	0	0	#
Number Scoring 85–100	13	12	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	87%	52%	83%	0%	0%	#
Comprehensive Italian						
Number Tested	40	36	29	0	0	1
Number Scoring 55–100	39	36	29	0	0	#
Number Scoring 65–100	38	35	29	0	0	#
Number Scoring 85–100	32	17	17	0	0	#
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	80%	47%	59%	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	50	66	65	1	3	2
Number Scoring 55–100	50	65	65	#	#	#
Number Scoring 65–100	50	65	65	#	#	#
Number Scoring 85–100	38	60	50	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	76%	91%	77%	#	#	#
Comprehensive Latin						
Number Tested	12	28	20	1	1	2
Number Scoring 55–100	12	28	20	#	#	#
Number Scoring 65–100	12	28	19	#	#	#
Number Scoring 85–100	7	13	12	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 85–100	58%	46%	60%	#	#	#

(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	135	0	0	6	0	0
Number Scoring 55–100	122	0	0	6	0	0
Number Scoring 65–100	110	0	0	5	0	0
Number Scoring 85–100	54	0	0	0	0	0
Percentage of Tested Scoring 55–100	90%	0%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	81%	0%	0%	83%	0%	0%
Percentage of Tested Scoring 85–100	40%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	90	91	94	1	3	1
Number Scoring 55–100	84	90	94	#	#	#
Number Scoring 65–100	84	90	94	#	#	#
Number Scoring 85–100	66	60	70	#	#	#
Percentage of Tested Scoring 55–100	93%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	99%	100%	#	#	#
Percentage of Tested Scoring 85–100	73%	66%	74%	#	#	#

(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	#	1	#	1	#
Students with Disabilities	3	#	2	#	1	#

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	131	131	131	11	11	11	142	142	142
Number Scoring 55–64	2	3	2	3	1	4	5	4	6
Number Scoring 65–84	53	53	55	6	7	2	59	60	57
Number Scoring 85–100	71	75	70	1	1	1	72	76	71
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)