

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-07-07-03-0000  
 Name: Depew Union Free School District  
 Superintendent: Robert F. Defilippo

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	167	152	167
First	171	169	167
Second	183	171	153
Third	182	179	170
Fourth	178	174	174
Fifth	187	168	169
Sixth	170	194	187
Ungraded Elementary	53	52	11
Seventh	187	171	210
Eighth	185	182	192
Ninth	199	194	197
Tenth	225	191	199
Eleventh	178	215	177
Twelfth	172	169	205
Ungraded Secondary	25	36	0
Total K-12 Enrollment	2462	2417	2378

## 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	28	1.1%	36	1.5%	27	1.1%
Black (Not Hispanic)	25	1.0%	33	1.4%	32	1.3%
Hispanic	11	0.4%	10	0.4%	11	0.5%
White (Not Hispanic)	2398	97.4%	2338	96.7%	2308	97.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	17	16
Common Branch	19	18	19
English Grade 8	20	18	17
Mathematics Grade 8	18	21	22
Science Grade 8	21	20	24
Social Studies Grade 8	21	18	18
English Grade 10	24	20	21
Mathematics Grade 10	18	21	15
Science Grade 10	19	22	20
Social Studies Grade 10	22	21	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	6	0.2%	9	0.4%	14	0.6%
<b>Eligible for Free Lunch</b>	404	16.4%	397	16.4%	420	17.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.3%		95.5%		95.8%
<b>Student Suspensions</b>	87	3.5%	48	2.0%	102	4.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	11.7%	11.5%	10.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	182
Total Other Professional Staff	39
Total Paraprofessionals	14
Teaching Out of Certification*	2

\*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	142	92	65%	151	105	70%	172	134	78%
Students with Disabilities	9	0	0%	9	0	0%	10	6	60%
All Students	151	92	61%	160	105	66%	182	140	77%

\*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	80	83	6	3	9	1
Percent	44%	46%	3%	2%	5%	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)
10	6	4	14

\*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.
<b>General-Education Students</b>	Dropped Out	32		19		29	4.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	32		19		29	4.1%
<b>Students with Disabilities</b>	Dropped Out	4		8		3	3.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		8		3	3.5%
<b>All Students</b>	Dropped Out	36	4.7%	27	3.5%	32	4.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	36	4.7%	27	3.5%	32	4.0%

\*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	96%	96%	0%
2-3	91%	96%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	136	0
	Number of Students with Disabilities	0	38	0
	Number of All Students	0	174	0
	Percent of Enrollment	0%	49%	0%
6-8	Number of General-Education Students	346	344	348
	Number of Students with Disabilities	25	36	54
	Number of All Students	371	380	402
	Percent of Enrollment	67%	67%	68%
9-12	Number of General-Education Students	694	692	707
	Number of Students with Disabilities	80	77	71
	Number of All Students	774	769	778
	Percent of Enrollment	98%	97%	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; completion 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	13	100%	33	100%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	100%	25	100%	4	#

## 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%	1	#	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	5	100%	5	40%	1	#
Science	2	#	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	85%	20	55%	23	61%
Science	2	#	11	64%	13	31%
Reading	0	0%	7	71%	18	61%
Writing	0	0%	10	80%	17	76%
Global Studies	0	0%	3	#	29	41%
U.S. Hist & Gov't	0	0%	5	0%	7	57%

(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	180	207	188	16	18	15
Number Scoring 55-100	171	202	180	13	15	12
Number Scoring 65-100	150	190	171	4	11	10
Number Scoring 85-100	60	74	61	0	1	1
Percentage of Tested Scoring 55-100	95%	98%	96%	81%	83%	80%
Percentage of Tested Scoring 65-100	83%	92%	91%	25%	61%	67%
Percentage of Tested Scoring 85-100	33%	36%	32%	0%	6%	7%
<b>Mathematics A</b>						
Number Tested	190	256	204	6	18	13
Number Scoring 55-100	158	238	200	6	17	11
Number Scoring 65-100	130	187	195	4	12	11
Number Scoring 85-100	42	20	45	0	1	1
Percentage of Tested Scoring 55-100	83%	93%	98%	100%	94%	85%
Percentage of Tested Scoring 65-100	68%	73%	96%	67%	67%	85%
Percentage of Tested Scoring 85-100	22%	8%	22%	0%	6%	8%
<b>Mathematics B</b>						
Number Tested	0	89	131	0	1	1
Number Scoring 55-100	0	72	102	0	#	#
Number Scoring 65-100	0	59	86	0	#	#
Number Scoring 85-100	0	10	12	0	#	#
Percentage of Tested Scoring 55-100	0%	81%	78%	0%	#	#
Percentage of Tested Scoring 65-100	0%	66%	66%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	9%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	201	201	239	6	13	22
Number Scoring 55-100	188	174	221	5	10	18
Number Scoring 65-100	173	146	193	5	9	9
Number Scoring 85-100	47	36	49	0	1	0
Percentage of Tested Scoring 55-100	94%	87%	92%	83%	77%	82%
Percentage of Tested Scoring 65-100	86%	73%	81%	83%	69%	41%
Percentage of Tested Scoring 85-100	23%	18%	21%	0%	8%	0%
<b>U.S. History and Government</b>						
Number Tested	166	201	175	8	17	12
Number Scoring 55-100	164	200	172	8	17	10
Number Scoring 65-100	160	198	167	7	17	8
Number Scoring 85-100	57	82	80	0	6	2
Percentage of Tested Scoring 55-100	99%	100%	98%	100%	100%	83%
Percentage of Tested Scoring 65-100	96%	99%	95%	88%	100%	67%
Percentage of Tested Scoring 85-100	34%	41%	46%	0%	35%	17%

(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	173	179	169	4	9	13
Number Scoring 55-100	173	179	169	#	9	13
Number Scoring 65-100	173	176	165	#	7	11
Number Scoring 85-100	75	69	47	#	3	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	98%	#	78%	85%
Percentage of Tested Scoring 85-100	43%	39%	28%	#	33%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	201	213	217	3	9	17
Number Scoring 55-100	188	199	198	#	9	15
Number Scoring 65-100	162	176	182	#	8	12
Number Scoring 85-100	45	51	45	#	1	2
Percentage of Tested Scoring 55-100	94%	93%	91%	#	100%	88%
Percentage of Tested Scoring 65-100	81%	83%	84%	#	89%	71%
Percentage of Tested Scoring 85-100	22%	24%	21%	#	11%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	91	138	131	1	2	4
Number Scoring 55-100	88	130	126	#	#	#
Number Scoring 65-100	70	99	99	#	#	#
Number Scoring 85-100	10	21	16	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	96%	#	#	#
Percentage of Tested Scoring 65-100	77%	72%	76%	#	#	#
Percentage of Tested Scoring 85-100	11%	15%	12%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			51			0
Number Scoring 55-100			36			0
Number Scoring 65-100			29			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			71%			0%
Percentage of Tested Scoring 65-100			57%			0%
Percentage of Tested Scoring 85-100			6%			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	50	51	52	0	0	0
Number Scoring 55-100	50	51	51	0	0	0
Number Scoring 65-100	45	50	51	0	0	0
Number Scoring 85-100	19	24	16	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	47%	31%	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	53	75	49	0	0	0
Number Scoring 55-100	53	75	48	0	0	0
Number Scoring 65-100	51	73	47	0	0	0
Number Scoring 85-100	30	28	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	37%	53%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	96	4	0	1	0	0
Number Scoring 55-100	87	#	0	#	0	0
Number Scoring 65-100	83	#	0	#	0	0
Number Scoring 85-100	50	#	0	#	0	0
Percentage of Tested Scoring 55-100	91%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	52%	#	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	93	99%	1	#	0	0%
Students with Disabilities	2	#	0	0%	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
<b>Nov 2003</b>	General-Education Students	157	0%	3%	54%	43%
	Students with Disabilities	17	24%	12%	59%	6%
	All Students	174	2%	3%	55%	40%

## 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	170	1%	45%	45%	9%
	Students with Disabilities	36	22%	53%	22%	3%
	All Students	206	4%	47%	41%	8%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	192	192	192	21	21	21	213	213	213
Number Scoring 55–64	6	0	2	1	0	2	7	0	4
Number Scoring 65–84	136	105	103	9	7	7	145	112	110
Number Scoring 85–100	43	75	76	1	4	2	44	79	78
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			5			0
Beginning (0-18)			2			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			5			0
Beginning (0-14)			3			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			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 - L)