

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-16-01-03-0000
 Name: Pelham Union Free School District
 Superintendent: Charles T. Wilson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	210	212	187
First	201	211	211
Second	214	209	222
Third	195	222	210
Fourth	186	196	225
Fifth	216	181	195
Sixth	191	203	185
Ungraded Elementary	4	3	0
Seventh	194	201	209
Eighth	204	185	195
Ninth	169	184	182
Tenth	161	167	186
Eleventh	148	156	171
Twelfth	143	143	151
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2436	2473	2529

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	127	5.2%	137	5.5%	136	5.4%
Black (Not Hispanic)	169	6.9%	151	6.1%	160	6.3%
Hispanic	150	6.2%	148	6.0%	165	6.5%
White (Not Hispanic)	1990	81.7%	2037	82.4%	2068	81.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	18
Common Branch	20	20	20
English Grade 8	22	24	21
Mathematics Grade 8	24	22	24
Science Grade 8	25	24	24
Social Studies Grade 8	22	20	23
English Grade 10	17	21	21
Mathematics Grade 10	15	21	21
Science Grade 10	17	20	18
Social Studies Grade 10	20	21	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	0.8%	32	1.3%	19	0.8%
Eligible for Free Lunch	58	2.4%	69	2.8%	70	2.8%

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		95.9%		96.1%		96.1%
Student Suspensions	26	1.1%	78	3.2%	43	1.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	1.2%	1.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	202
Total Other Professional Staff	36
Total Paraprofessionals	20
Teaching Out of Certification*	15

*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	118	83	70%	135	102	76%	130	112	86%
Students with Disabilities	17	3	18%	12	1	8%	18	2	11%
All Students	135	86	64%	147	103	70%	148	114	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	125	4	1	1	9	8
Percent	84%	3%	1%	1%	6%	5%

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)
18	2	1	19

*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	2		0		1	0.2%
	Entered GED Program*	2		0		4	0.7%
	Total Noncompleters	4		0		5	0.9%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	2	0.3%	0	0.0%	1	0.1%
	Entered GED Program*	2	0.3%	0	0.0%	4	0.6%
	Total Noncompleters	4	0.6%	0	0.0%	5	0.7%

*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	188	183	171
	Number of Students with Disabilities	16	18	24
	Number of All Students	204	201	195
	Percent of Enrollment	35%	34%	33%
9-12	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%

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	35	100%	21	90%	29	100%
German	0	0%	0	0%	0	0%
Italian	27	100%	34	97%	32	100%
Latin	19	100%	18	100%	18	100%
Spanish	79	90%	76	99%	79	96%

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	1	#	1	#	3	#
Latin	0	0%	3	#	0	0%
Spanish	7	43%	8	100%	3	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	22	91%	17	76%
Science	1	#	5	80%	10	40%
Reading	1	#	11	91%	3	#
Writing	1	#	5	80%	9	100%
Global Studies	2	#	10	80%	4	#
U.S. Hist & Gov't	4	#	9	56%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	147	157	174	10	18	28
Number Scoring 55-100	145	148	166	9	12	25
Number Scoring 65-100	140	141	160	7	8	23
Number Scoring 85-100	97	67	90	3	0	6
Percentage of Tested Scoring 55-100	99%	94%	95%	90%	67%	89%
Percentage of Tested Scoring 65-100	95%	90%	92%	70%	44%	82%
Percentage of Tested Scoring 85-100	66%	43%	52%	30%	0%	21%
Mathematics A						
Number Tested	237	206	209	27	32	25
Number Scoring 55-100	223	175	208	23	14	24
Number Scoring 65-100	192	156	200	17	12	21
Number Scoring 85-100	67	58	76	2	1	3
Percentage of Tested Scoring 55-100	94%	85%	100%	85%	44%	96%
Percentage of Tested Scoring 65-100	81%	76%	96%	63%	38%	84%
Percentage of Tested Scoring 85-100	28%	28%	36%	7%	3%	12%
Mathematics B						
Number Tested	0	0	111	0	0	11
Number Scoring 55-100	0	0	108	0	0	10
Number Scoring 65-100	0	0	97	0	0	8
Number Scoring 85-100	0	0	48	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	91%
Percentage of Tested Scoring 65-100	0%	0%	87%	0%	0%	73%
Percentage of Tested Scoring 85-100	0%	0%	43%	0%	0%	0%
Global History and Geography						
Number Tested	156	175	194	18	33	29
Number Scoring 55-100	153	170	190	16	29	27
Number Scoring 65-100	147	158	182	13	24	26
Number Scoring 85-100	65	87	108	2	7	5
Percentage of Tested Scoring 55-100	98%	97%	98%	89%	88%	93%
Percentage of Tested Scoring 65-100	94%	90%	94%	72%	73%	90%
Percentage of Tested Scoring 85-100	42%	50%	56%	11%	21%	17%
U.S. History and Government						
Number Tested	145	158	165	9	18	26
Number Scoring 55-100	144	156	164	8	16	26
Number Scoring 65-100	141	152	161	7	14	25
Number Scoring 85-100	76	116	122	1	6	11
Percentage of Tested Scoring 55-100	99%	99%	99%	89%	89%	100%
Percentage of Tested Scoring 65-100	97%	96%	98%	78%	78%	96%
Percentage of Tested Scoring 85-100	52%	73%	74%	11%	33%	42%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	154	201	193	25	35	30
Number Scoring 55-100	153	197	187	25	31	28
Number Scoring 65-100	149	188	183	22	25	25
Number Scoring 85-100	48	87	78	0	4	3
Percentage of Tested Scoring 55-100	99%	98%	97%	100%	89%	93%
Percentage of Tested Scoring 65-100	97%	94%	95%	88%	71%	83%
Percentage of Tested Scoring 85-100	31%	43%	40%	0%	11%	10%
Physical Setting/Earth Science						
Number Tested	197	183	195	28	26	26
Number Scoring 55-100	192	180	173	25	24	15
Number Scoring 65-100	181	165	157	20	15	10
Number Scoring 85-100	101	95	89	6	4	1
Percentage of Tested Scoring 55-100	97%	98%	89%	89%	92%	58%
Percentage of Tested Scoring 65-100	92%	90%	81%	71%	58%	38%
Percentage of Tested Scoring 85-100	51%	52%	46%	21%	15%	4%
Physical Setting/Chemistry						
Number Tested	156	129	170	5	12	13
Number Scoring 55-100	152	118	167	5	11	13
Number Scoring 65-100	129	104	141	3	10	8
Number Scoring 85-100	33	24	42	0	0	2
Percentage of Tested Scoring 55-100	97%	91%	98%	100%	92%	100%
Percentage of Tested Scoring 65-100	83%	81%	83%	60%	83%	62%
Percentage of Tested Scoring 85-100	21%	19%	25%	0%	0%	15%
Physical Setting/Physics						
Number Tested			89			10
Number Scoring 55-100			87			10
Number Scoring 65-100			80			8
Number Scoring 85-100			22			0
Percentage of Tested Scoring 55-100			98%			100%
Percentage of Tested Scoring 65-100			90%			80%
Percentage of Tested Scoring 85-100			25%			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
Comprehensive French						
Number Tested	23	24	31	0	1	1
Number Scoring 55-100	23	24	31	0	#	#
Number Scoring 65-100	23	24	31	0	#	#
Number Scoring 85-100	12	20	24	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	52%	83%	77%	0%	#	#
Comprehensive Italian						
Number Tested	36	29	21	0	1	0
Number Scoring 55-100	36	29	21	0	#	0
Number Scoring 65-100	35	29	21	0	#	0
Number Scoring 85-100	17	17	18	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	59%	86%	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	66	65	81	3	2	4
Number Scoring 55-100	65	65	80	#	#	#
Number Scoring 65-100	65	65	79	#	#	#
Number Scoring 85-100	60	50	54	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	98%	100%	98%	#	#	#
Percentage of Tested Scoring 85-100	91%	77%	67%	#	#	#
Comprehensive Latin						
Number Tested	28	20	23	1	2	1
Number Scoring 55-100	28	20	23	#	#	#
Number Scoring 65-100	28	19	23	#	#	#
Number Scoring 85-100	13	12	19	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	95%	100%	#	#	#
Percentage of Tested Scoring 85-100	46%	60%	83%	#	#	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	91	94	1	3	1	0
Number Scoring 55-100	90	94	#	#	#	0
Number Scoring 65-100	90	94	#	#	#	0
Number Scoring 85-100	60	70	#	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	#	#	#	0%
Percentage of Tested Scoring 65-100	99%	100%	#	#	#	0%
Percentage of Tested Scoring 85-100	66%	74%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	1	#	2	#
Students with Disabilities	2	#	1	#	0	0%

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
Nov 2003	General-Education Students	174	1%	1%	29%	70%
	Students with Disabilities	21	5%	10%	43%	43%
	All Students	195	1%	2%	30%	67%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	168	0%	7%	39%	54%
	Students with Disabilities	24	0%	29%	67%	4%
	All Students	192	0%	10%	42%	48%

(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
Elementary Level						
Social Studies	1	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

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	128	128	128	22	22	22	150	150	150
Number Scoring 55–64	1	1	1	2	2	4	3	3	5
Number Scoring 65–84	65	22	65	11	9	13	76	31	78
Number Scoring 85–100	60	103	61	2	5	1	62	108	62
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
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			4			0
Reading and Writing (Grade 2-4)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			1			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
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 – 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
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			5			0
Proficient (33-35)			1			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)