

New York State District Report Card

Comprehensive Information Report

BEDS Code: 13-12-01-04-0000
 Name: Pawling Central School District
 Superintendent: Frank De Luca

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	101	113	116
First	115	112	129
Second	100	105	99
Third	102	101	107
Fourth	101	101	100
Fifth	129	107	105
Sixth	112	131	109
Ungraded Elementary	0	0	0
Seventh	121	113	128
Eighth	113	128	111
Ninth	119	120	127
Tenth	78	111	112
Eleventh	110	70	101
Twelfth	76	108	61
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1377	1420	1405

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	1.3%	29	2.0%	33	2.3%
Black (Not Hispanic)	25	1.8%	28	2.0%	25	1.8%
Hispanic	75	5.4%	101	7.1%	114	8.1%
White (Not Hispanic)	1259	91.4%	1262	88.9%	1233	87.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	19
Common Branch	21	20	20
English Grade 8	20	25	17
Mathematics Grade 8	17	25	21
Science Grade 8	18	25	21
Social Studies Grade 8	21	0	17
English Grade 10	19	19	23
Mathematics Grade 10	13	18	19
Science Grade 10	0	25	7
Social Studies Grade 10	17	0	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	34	2.5%	37	2.6%	39	2.8%
Eligible for Free Lunch	50	3.6%	57	4.0%	57	4.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.0%		93.8%
Student Suspensions	35	2.6%	43	3.1%	33	2.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.3%	2.2%	2.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	119
Total Other Professional Staff	31
Total Paraprofessionals	39
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	67	89	44
	Regents Diplomas	51	67	43
	% Regents Diplomas	76%	75%	98%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	15	13
	Regents Diplomas	0	1	6
	% Regents Diplomas	0%	7%	46%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates	0	1	2
All Students	Total Graduates*	70	104	57
	Regents Diplomas	51	68	49
	% Regents Diplomas	73%	65%	86%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	0	1	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	22	19	1	0	2	0	0	0
	Percent	50%	43%	2%	0%	5%	0%	0%	0%
Students with Disabilities	Number	2	6	0	0	2	2	1	0
	Percent	15%	46%	0%	0%	15%	15%	8%	0%
All Students	Number	24	25	1	0	4	2	1	0
	Percent	42%	44%	2%	0%	7%	4%	2%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		5	1.5%	1	0.3%
	Entered GED Program*	7		13	3.9%	3	0.9%
	Total Noncompleters	15		18	5.3%	4	1.3%
Students with Disabilities	Dropped Out	1		0	0.0%	2	2.3%
	Entered GED Program*	0		0	0.0%	1	1.1%
	Total Noncompleters	1		0	0.0%	3	3.4%
All Students	Dropped Out	9	2.4%	5	1.2%	3	0.7%
	Entered GED Program*	7	1.8%	13	3.1%	4	1.0%
	Total Noncompleters	16	4.2%	18	4.3%	7	1.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	75	0
	Number of Students with Disabilities	0	26	0
	Number of All Students	0	101	0
	Percent of Enrollment	0%	49%	0%
6-8	Number of General-Education Students	104	97	116
	Number of Students with Disabilities	17	16	12
	Number of All Students	121	113	128
	Percent of Enrollment	35%	30%	37%
9-12	Number of General-Education Students	325	326	0
	Number of Students with Disabilities	58	83	0
	Number of All Students	383	409	0
	Percent of Enrollment	100%	100%	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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	27	85%	25	88%	14	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	63	92%	74	84%	68	96%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	2	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	0	0%	2	#
Science	5	80%	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	16	94%	20	75%
Science	8	63%	7	86%	17	53%
Reading	0	0%	3	#	3	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	90	66	103	12	9	19
Number Scoring 55-100	84	65	100	10	8	16
Number Scoring 65-100	76	65	99	5	8	15
Number Scoring 85-100	37	31	54	0	1	1
Percentage of Tested Scoring 55-100	93%	98%	97%	83%	89%	84%
Percentage of Tested Scoring 65-100	84%	98%	96%	42%	89%	79%
Percentage of Tested Scoring 85-100	41%	47%	52%	0%	11%	5%
Mathematics A						
Number Tested	102	106	74	6	18	17
Number Scoring 55-100	83	99	69	1	13	12
Number Scoring 65-100	70	93	64	1	7	8
Number Scoring 85-100	13	18	19	0	0	0
Percentage of Tested Scoring 55-100	81%	93%	93%	17%	72%	71%
Percentage of Tested Scoring 65-100	69%	88%	86%	17%	39%	47%
Percentage of Tested Scoring 85-100	13%	17%	26%	0%	0%	0%
Mathematics B						
Number Tested	13	28	64	1	0	1
Number Scoring 55-100	11	28	53	#	0	#
Number Scoring 65-100	10	27	45	#	0	#
Number Scoring 85-100	3	8	3	#	0	#
Percentage of Tested Scoring 55-100	85%	100%	83%	#	0%	#
Percentage of Tested Scoring 65-100	77%	96%	70%	#	0%	#
Percentage of Tested Scoring 85-100	23%	29%	5%	#	0%	#
Global History and Geography						
Number Tested	64	107	93	8	19	15
Number Scoring 55-100	60	105	90	7	17	13
Number Scoring 65-100	56	99	82	4	15	8
Number Scoring 85-100	29	49	30	2	1	0
Percentage of Tested Scoring 55-100	94%	98%	97%	88%	89%	87%
Percentage of Tested Scoring 65-100	88%	93%	88%	50%	79%	53%
Percentage of Tested Scoring 85-100	45%	46%	32%	25%	5%	0%
U.S. History and Government						
Number Tested	112	59	101	12	8	18
Number Scoring 55-100	110	59	100	10	8	17
Number Scoring 65-100	108	57	94	10	7	15
Number Scoring 85-100	58	28	52	1	3	2
Percentage of Tested Scoring 55-100	98%	100%	99%	83%	100%	94%
Percentage of Tested Scoring 65-100	96%	97%	93%	83%	88%	83%
Percentage of Tested Scoring 85-100	52%	47%	51%	8%	38%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	79	98	95	11	14	11
Number Scoring 55-100	77	96	93	10	13	9
Number Scoring 65-100	74	91	91	7	11	8
Number Scoring 85-100	31	17	30	1	0	0
Percentage of Tested Scoring 55-100	97%	98%	98%	91%	93%	82%
Percentage of Tested Scoring 65-100	94%	93%	96%	64%	79%	73%
Percentage of Tested Scoring 85-100	39%	17%	32%	9%	0%	0%
Physical Setting/Earth Science						
Number Tested	96	98	116	5	15	21
Number Scoring 55-100	94	96	116	5	13	21
Number Scoring 65-100	85	89	104	3	10	13
Number Scoring 85-100	42	39	36	0	0	0
Percentage of Tested Scoring 55-100	98%	98%	100%	100%	87%	100%
Percentage of Tested Scoring 65-100	89%	91%	90%	60%	67%	62%
Percentage of Tested Scoring 85-100	44%	40%	31%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	44	38	49	1	0	0
Number Scoring 55-100	43	36	49	#	0	0
Number Scoring 65-100	38	35	48	#	0	0
Number Scoring 85-100	18	10	10	#	0	0
Percentage of Tested Scoring 55-100	98%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	92%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	41%	26%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested		1	47		0	2
Number Scoring 55-100		#	31		0	#
Number Scoring 65-100		#	22		0	#
Number Scoring 85-100		#	1		0	#
Percentage of Tested Scoring 55-100		#	66%		0%	#
Percentage of Tested Scoring 65-100		#	47%		0%	#
Percentage of Tested Scoring 85-100		#	2%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	9	22	17	0	0	0
Number Scoring 55-100	9	22	17	0	0	0
Number Scoring 65-100	9	22	17	0	0	0
Number Scoring 85-100	7	17	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	78%	77%	71%	0%	0%	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	31	53	37	1	0	1
Number Scoring 55-100	31	53	36	#	0	#
Number Scoring 65-100	30	52	33	#	0	#
Number Scoring 85-100	24	28	23	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	97%	98%	89%	#	0%	#
Percentage of Tested Scoring 85-100	77%	53%	62%	#	0%	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	74	0%	4%	55%	41%
	Students with Disabilities	27	22%	15%	52%	11%
	All Students	101	6%	7%	54%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	96	1%	19%	64%	17%
	Students with Disabilities	15	27%	20%	53%	0%
	All Students	111	5%	19%	62%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	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

2001 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	47	47	47	16	16	16	63	63	63
Number Scoring 55–64	0	2	0	4	2	4	4	4	4
Number Scoring 65–84	20	21	22	7	7	6	27	28	28
Number Scoring 85–100	26	23	25	2	4	3	28	27	28
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		11	18		0	0
Beginning		0	0		0	0
Intermediate		1	6		0	0
Advanced		6	10		0	0
Proficient		4	2		0	0
Reading and Writing (Grade K–1)						
Number Tested		11	18		0	0
Beginning		3	5		0	0
Intermediate		4	5		0	0
Advanced		2	6		0	0
Proficient		2	2		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		16	11		2	1
Beginning		0	0		#	#
Intermediate		1	0		#	#
Advanced		5	3		#	#
Proficient		10	8		#	#
Reading and Writing (Grade 2–4)						
Number Tested		16	11		2	1
Beginning		2	0		#	#
Intermediate		6	1		#	#
Advanced		7	5		#	#
Proficient		1	5		#	#
Listening and Speaking (Grade 5–6)						
Number Tested		5	1		0	0
Beginning		1	#		0	0
Intermediate		0	#		0	0
Advanced		1	#		0	0
Proficient		3	#		0	0
Reading and Writing (Grade 5–6)						
Number Tested		5	1		0	0
Beginning		1	#		0	0
Intermediate		1	#		0	0
Advanced		3	#		0	0
Proficient		0	#		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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		5	7		0	1
Beginning		1	0		0	#
Intermediate		2	2		0	#
Advanced		0	4		0	#
Proficient		2	1		0	#
Reading and Writing (Grade 7–8)						
Number Tested		5	7		0	1
Beginning		1	1		0	#
Intermediate		2	2		0	#
Advanced		2	2		0	#
Proficient		0	2		0	#
Listening and Speaking (Grade 9–12)						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 – L)