

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-16-01-03-0005  
 Name: Pelham Memorial High School  
 Principal: Jeannine Clark

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	184	182	190
Tenth	167	186	180
Eleventh	156	171	179
Twelfth	143	151	167
Ungraded Secondary	0	0	0
Total K-12 Enrollment	650	690	716

## 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	42	6.5%	41	5.9%	50	7.0%
Black (Not Hispanic)	58	8.9%	60	8.7%	54	7.5%
Hispanic	42	6.5%	54	7.8%	55	7.7%
White (Not Hispanic)	508	78.2%	535	77.5%	557	77.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	24
English Grade 10	21	21	21
Mathematics Grade 10	21	21	15
Science Grade 10	20	18	23
Social Studies Grade 10	21	21	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	1.5%	13	1.9%	20	2.8%
Eligible for Free Lunch	18	2.8%	10	1.5%	12	1.7%

### 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		96.3%		95.7%		97.8%
Student Suspensions	72	11.6%	35	5.4%	28	4.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.9%	0.7%	1.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	95%

### Staff Counts

Staff	2004-05
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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
<b>General-Education Students</b>	Total Graduates*	135	129	137
	Regents Diplomas	102	112	132
	% Regents Diplomas	76%	87%	96%
	Regents Diplomas with Advanced Designation**			89
	% Regents Diplomas with Advanced Designation			65%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	11	16	25
	Regents Diplomas	1	2	18
	% Regents Diplomas	9%	12%	72%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	2	0	0
<b>All Students</b>	Total Graduates*	146	145	162
	Regents Diplomas	103	114	150
	% Regents Diplomas	71%	79%	93%
	Regents Diplomas with Advanced Designation**			97
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates	2	0	0

\* 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
<b>General-Education Students</b>	<b>Number</b>	121	11	0	0	2	0	1	2
	<b>Percent</b>	88%	8%	0%	0%	1%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	18	1	0	0	6	0	0	0
	<b>Percent</b>	72%	4%	0%	0%	24%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	139	12	0	0	8	0	1	2
	<b>Percent</b>	86%	7%	0%	0%	5%	0%	1%	1%

## 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.
<b>General-Education Students</b>	Dropped Out	0		1	0.2%	1	0.2%
	Entered GED Program*	0		4	0.7%	1	0.2%
	Total Noncompleters	0		5	0.9%	2	0.3%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	0	0.0%	1	0.1%	1	0.1%
	Entered GED Program*	0	0.0%	4	0.6%	1	0.1%
	Total Noncompleters	0	0.0%	5	0.7%	2	0.3%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
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	20	95%	14	79%	1	#
Science	3	#	7	29%	2	#
Reading	10	100%	2	#	2	#
Writing	1	#	9	100%	2	#
Global Studies	9	89%	3	#	3	#
U.S. Hist & Gov't	5	80%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	157	174	181	18	28	27
Number Scoring 55-100	148	166	178	12	25	25
Number Scoring 65-100	141	160	169	8	23	19
Number Scoring 85-100	67	90	91	0	6	2
Percentage of Tested Scoring 55-100	94%	95%	98%	67%	89%	93%
Percentage of Tested Scoring 65-100	90%	92%	93%	44%	82%	70%
Percentage of Tested Scoring 85-100	43%	52%	50%	0%	21%	7%
<b>Mathematics A</b>						
Number Tested	202	209	195	30	25	27
Number Scoring 55-100	173	208	194	14	24	26
Number Scoring 65-100	154	200	189	12	21	23
Number Scoring 85-100	57	76	97	1	3	3
Percentage of Tested Scoring 55-100	86%	100%	99%	47%	96%	96%
Percentage of Tested Scoring 65-100	76%	96%	97%	40%	84%	85%
Percentage of Tested Scoring 85-100	28%	36%	50%	3%	12%	11%
<b>Mathematics B</b>						
Number Tested	0	111	93	0	11	6
Number Scoring 55-100	0	108	92	0	10	6
Number Scoring 65-100	0	97	89	0	8	5
Number Scoring 85-100	0	48	28	0	0	0
Percentage of Tested Scoring 55-100	0%	97%	99%	0%	91%	100%
Percentage of Tested Scoring 65-100	0%	87%	96%	0%	73%	83%
Percentage of Tested Scoring 85-100	0%	43%	30%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	172	194	180	30	29	23
Number Scoring 55-100	168	190	175	27	27	21
Number Scoring 65-100	157	182	166	23	26	19
Number Scoring 85-100	86	108	98	6	5	3
Percentage of Tested Scoring 55-100	98%	98%	97%	90%	93%	91%
Percentage of Tested Scoring 65-100	91%	94%	92%	77%	90%	83%
Percentage of Tested Scoring 85-100	50%	56%	54%	20%	17%	13%
<b>U.S. History and Government</b>						
Number Tested	157	164	177	17	25	25
Number Scoring 55-100	156	163	170	16	25	23
Number Scoring 65-100	152	160	167	14	24	21
Number Scoring 85-100	116	121	123	6	10	11
Percentage of Tested Scoring 55-100	99%	99%	96%	94%	100%	92%
Percentage of Tested Scoring 65-100	97%	98%	94%	82%	96%	84%
Percentage of Tested Scoring 85-100	74%	74%	69%	35%	40%	44%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	199	192	186	33	30	23
Number Scoring 55-100	196	187	185	30	28	22
Number Scoring 65-100	187	183	180	24	25	20
Number Scoring 85-100	86	78	90	3	3	2
Percentage of Tested Scoring 55-100	98%	97%	99%	91%	93%	96%
Percentage of Tested Scoring 65-100	94%	95%	97%	73%	83%	87%
Percentage of Tested Scoring 85-100	43%	41%	48%	9%	10%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	1	0	1	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	129	169	181	12	12	14
Number Scoring 55-100	118	166	174	11	12	13
Number Scoring 65-100	104	140	142	10	7	8
Number Scoring 85-100	24	41	31	0	1	0
Percentage of Tested Scoring 55-100	91%	98%	96%	92%	100%	93%
Percentage of Tested Scoring 65-100	81%	83%	78%	83%	58%	57%
Percentage of Tested Scoring 85-100	19%	24%	17%	0%	8%	0%
<b>Physical Setting/Physics</b>						
Number Tested		89	72		10	5
Number Scoring 55-100		87	70		10	4
Number Scoring 65-100		80	66		8	4
Number Scoring 85-100		22	30		0	1
Percentage of Tested Scoring 55-100		98%	97%		100%	80%
Percentage of Tested Scoring 65-100		90%	92%		80%	80%
Percentage of Tested Scoring 85-100		25%	42%		0%	20%

\* 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
<b>Comprehensive French</b>						
Number Tested	24	31	28	1	1	1
Number Scoring 55-100	24	31	28	#	#	#
Number Scoring 65-100	24	31	28	#	#	#
Number Scoring 85-100	20	24	21	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	83%	77%	75%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	29	21	28	1	0	1
Number Scoring 55-100	29	21	28	#	0	#
Number Scoring 65-100	29	21	28	#	0	#
Number Scoring 85-100	17	18	19	#	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	59%	86%	68%	#	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	65	80	69	2	3	2
Number Scoring 55-100	65	79	69	#	#	#
Number Scoring 65-100	65	78	69	#	#	#
Number Scoring 85-100	50	53	47	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 85-100	77%	66%	68%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	20	23	28	2	1	3
Number Scoring 55-100	20	23	28	#	#	#
Number Scoring 65-100	19	23	26	#	#	#
Number Scoring 85-100	12	19	23	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	100%	93%	#	#	#
Percentage of Tested Scoring 85-100	60%	83%	82%	#	#	#

(Form – H)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	137	137	137	26	26	26	163	163	163
Number Scoring 55–64	1	2	0	2	1	2	3	3	2
Number Scoring 65–84	57	25	72	17	14	17	74	39	89
Number Scoring 85–100	79	110	65	6	10	7	85	120	72
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		7	9		0	0
Beginning		1	0		0	0
Intermediate		0	1		0	0
Advanced		3	2		0	0
Proficient		3	6		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		7	9		0	0
Beginning		1	0		0	0
Intermediate		0	1		0	0
Advanced		5	2		0	0
Proficient		1	6		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)