

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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	175	167	152
First	184	171	169
Second	195	183	171
Third	178	182	179
Fourth	207	178	174
Fifth	176	187	168
Sixth	175	170	194
Ungraded Elementary	53	53	52
Seventh	173	187	171
Eighth	161	185	182
Ninth	254	199	194
Tenth	183	225	191
Eleventh	156	178	215
Twelfth	176	172	169
Ungraded Secondary	52	25	36
Total K-12 Enrollment	2498	2462	2417

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	22	0.9%	28	1.1%	36	1.5%
Black (Not Hispanic)	25	1.0%	25	1.0%	33	1.4%
Hispanic	6	0.2%	11	0.4%	10	0.4%
White (Not Hispanic)	2445	97.9%	2398	97.4%	2338	96.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	19	17
Common Branch	19	19	18
English Grade 8	21	20	18
Mathematics Grade 8	19	18	21
Science Grade 8	20	21	20
Social Studies Grade 8	20	21	18
English Grade 10	22	24	20
Mathematics Grade 10	19	18	21
Science Grade 10	18	19	22
Social Studies Grade 10	20	22	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.2%	6	0.2%	9	0.4%
Eligible for Free Lunch	360	14.4%	404	16.4%	397	16.4%

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		95.4%		95.3%		95.5%
Student Suspensions	80	3.1%	87	3.5%	48	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	11.7%	11.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	175
Total Other Professional Staff	40
Total Paraprofessionals	17
Teaching Out of Certification*	5
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	121	82	68%	142	92	65%	151	105	70%
Students with Disabilities	10	0	0%	9	0	0%	9	0	0%
All Students	131	82	63%	151	92	61%	160	105	66%

*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	74	59	10	2	14	1
Percent	46%	37%	6%	1%	9%	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)
9	0	7	16

*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			32		19	
	Entered GED Program*			0		0	
	Total Noncompleters			32		19	
Students with Disabilities	Dropped Out			4		8	
	Entered GED Program*			0		0	
	Total Noncompleters			4		8	
All Students	Dropped Out	29	3.8%	36	4.7%	27	3.5%
	Entered GED Program*	10	1.3%	0	0.0%	0	0.0%
	Total Noncompleters	39	5.1%	36	4.7%	27	3.5%

*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		96%	96%
2-3		91%	96%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	136
	Number of Students with Disabilities		0	38
	Number of All Students		0	174
	Percent of Enrollment		0%	49%
6-8	Number of General-Education Students		346	344
	Number of Students with Disabilities		25	36
	Number of All Students		371	380
	Percent of Enrollment		67%	67%
9-12	Number of General-Education Students		694	692
	Number of Students with Disabilities		80	77
	Number of All Students		774	769
	Percent of Enrollment		98%	97%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	82	98%	13	100%	33	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	111	86%	25	100%	25	100%

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	4	#	0	0%	1	#

(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	0	0%	5	100%	5	40%
Science	9	89%	2	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	12	50%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	20	85%	20	55%
Science	0	0%	2	#	11	64%
Reading	0	0%	0	0%	7	71%
Writing	0	0%	0	0%	10	80%
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	5	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	186	180	207	10	16	18
Number Scoring 55–100	181	171	202	9	13	15
Number Scoring 65–100	158	150	190	8	4	11
Number Scoring 85–100	32	60	74	0	0	1
Percentage of Tested Scoring 55–100	97%	95%	98%	90%	81%	83%
Percentage of Tested Scoring 65–100	85%	83%	92%	80%	25%	61%
Percentage of Tested Scoring 85–100	17%	33%	36%	0%	0%	6%
Mathematics A						
Number Tested	0	190	256	0	6	18
Number Scoring 55–100	0	158	238	0	6	17
Number Scoring 65–100	0	130	187	0	4	12
Number Scoring 85–100	0	42	20	0	0	1
Percentage of Tested Scoring 55–100	0%	83%	93%	0%	100%	94%
Percentage of Tested Scoring 65–100	0%	68%	73%	0%	67%	67%
Percentage of Tested Scoring 85–100	0%	22%	8%	0%	0%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	0	89	0	0	1
Number Scoring 55–100	0	0	72	0	0	#
Number Scoring 65–100	0	0	59	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	#
Global History and Geography						
Number Tested	177	201	201	14	6	13
Number Scoring 55–100	171	188	174	13	5	10
Number Scoring 65–100	156	173	146	11	5	9
Number Scoring 85–100	56	47	36	0	0	1
Percentage of Tested Scoring 55–100	97%	94%	87%	93%	83%	77%
Percentage of Tested Scoring 65–100	88%	86%	73%	79%	83%	69%
Percentage of Tested Scoring 85–100	32%	23%	18%	0%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	167	166	201	9	8	17
Number Scoring 55–100	154	164	200	0	8	17
Number Scoring 65–100	151	160	198	0	7	17
Number Scoring 85–100	52	57	82	0	0	6
Percentage of Tested Scoring 55–100	92%	99%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	90%	96%	99%	0%	88%	100%
Percentage of Tested Scoring 85–100	31%	34%	41%	0%	0%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	109	173	179	0	4	9
Number Scoring 55–100	109	173	179	0	#	9
Number Scoring 65–100	109	173	176	0	#	7
Number Scoring 85–100	45	75	69	0	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	#	78%
Percentage of Tested Scoring 85–100	41%	43%	39%	0%	#	33%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	212	201	213	14	3	9
Number Scoring 55–100	193	188	199	13	#	9
Number Scoring 65–100	165	162	176	4	#	8
Number Scoring 85–100	47	45	51	1	#	1
Percentage of Tested Scoring 55–100	91%	94%	93%	93%	#	100%
Percentage of Tested Scoring 65–100	78%	81%	83%	29%	#	89%
Percentage of Tested Scoring 85–100	22%	22%	24%	7%	#	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		91	138		1	2
Number Scoring 55–100		88	130		#	#
Number Scoring 65–100		70	99		#	#
Number Scoring 85–100		10	21		#	#
Percentage of Tested Scoring 55–100		97%	94%		#	#
Percentage of Tested Scoring 65–100		77%	72%		#	#
Percentage of Tested Scoring 85–100		11%	15%		#	#
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	27	50	51	0	0	0
Number Scoring 55–100	27	50	51	0	0	0
Number Scoring 65–100	27	45	50	0	0	0
Number Scoring 85–100	11	19	24	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	38%	47%	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	90	53	75	0	0	0
Number Scoring 55–100	90	53	75	0	0	0
Number Scoring 65–100	87	51	73	0	0	0
Number Scoring 85–100	35	30	28	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	57%	37%	0%	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	198	5	1	4	0	0
Number Scoring 55–100	149	5	#	#	0	0
Number Scoring 65–100	127	5	#	#	0	0
Number Scoring 85–100	58	1	#	#	0	0
Percentage of Tested Scoring 55–100	75%	100%	#	#	0%	0%
Percentage of Tested Scoring 65–100	64%	100%	#	#	0%	0%
Percentage of Tested Scoring 85–100	29%	20%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	54	96	4	0	1	0
Number Scoring 55–100	45	87	#	0	#	0
Number Scoring 65–100	41	83	#	0	#	0
Number Scoring 85–100	0	50	#	0	#	0
Percentage of Tested Scoring 55–100	83%	91%	#	0%	#	0%
Percentage of Tested Scoring 65–100	76%	86%	#	0%	#	0%
Percentage of Tested Scoring 85–100	0%	52%	#	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	85	100%	93	99%	1	#
Students with Disabilities	11	91%	2	#	0	0%

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	165	1%	2%	65%	32%
	Students with Disabilities	21	10%	19%	71%	0%
	All Students	186	2%	4%	66%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	179	1%	27%	62%	10%
	Students with Disabilities	17	29%	65%	6%	0%
	All Students	196	3%	31%	57%	9%

(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	156	156	156	19	19	19	175	175	175
Number Scoring 55–64	4	2	9	4	3	8	8	5	17
Number Scoring 65–84	82	83	88	8	7	3	90	90	91
Number Scoring 85–100	62	57	51	1	2	0	63	59	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)