

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-08-09-03-0000

Name: Pleasantville Union Free School District

Superintendent: Dr. Donald Antonecchia

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	139	114	129
First	124	147	119
Second	125	124	153
Third	139	126	125
Fourth	131	148	128
Fifth	131	138	147
Sixth	130	130	136
Ungraded Elementary	0	0	0
Seventh	119	137	126
Eighth	140	121	136
Ninth	128	144	132
Tenth	122	123	137
Eleventh	108	110	125
Twelfth	107	111	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1643	1673	1699

## 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	59	3.6%	56	3.3%	71	4.2%
Black (Not Hispanic)	29	1.8%	20	1.2%	24	1.4%
Hispanic	61	3.7%	59	3.5%	68	4.0%
White (Not Hispanic)	1494	90.9%	1538	91.9%	1536	90.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	19	19
Common Branch	21	22	22
English Grade 8	3	0	22
Mathematics Grade 8	26	24	22
Science Grade 8	29	20	20
Social Studies Grade 8	0	0	22
English Grade 10	19	23	21
Mathematics Grade 10	16	18	18
Science Grade 10	3	8	12
Social Studies Grade 10	15	19	20

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low 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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	23	1.4%	32	1.9%	31	1.8%
<b>Eligible for Free Lunch</b>	0	0.0%	0	0.0%	0	0.0%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		96.5%		96.8%		96.0%
<b>Student Suspensions</b>	49	3.0%	36	2.2%	35	2.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	0.0%	0.0%	0.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	132
Total Other Professional Staff	25
Total Paraprofessionals	35
Teaching Out of Certification*	8
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	90	75	83%	91	80	88%	89	83	93%
Students with Disabilities	18	4	22%	15	2	13%	12	5	42%
All Students	108	79	73%	106	82	77%	101	88	87%

\*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	87	11	1	0	2	0
Percent	86%	11%	1%	0%	2%	0%

## 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)
12	5	0	12

\*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			3		4	
	Entered GED Program*			0		2	
	Total Noncompleters			3		6	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	3	0.6%	4	0.8%
	Entered GED Program*	1	0.2%	0	0.0%	2	0.4%
	Total Noncompleters	1	0.2%	3	0.6%	6	1.2%

\*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		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		106	115
	Number of Students with Disabilities		18	22
	Number of All Students		124	137
	Percent of Enrollment		25%	27%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	100%	22	100%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	14	100%	0	0%	0	0%
Spanish	89	92%	73	99%	94	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	3	#	5	80%	11	100%

(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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	6	100%
Science	1	#	0	0%	1	#
Reading	2	#	0	0%	3	#
Writing	2	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	3	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	109	104	120	18	11	16
Number Scoring 55–100	107	103	118	16	11	14
Number Scoring 65–100	95	100	117	9	10	13
Number Scoring 85–100	35	61	100	0	1	5
Percentage of Tested Scoring 55–100	98%	99%	98%	89%	100%	88%
Percentage of Tested Scoring 65–100	87%	96%	97%	50%	91%	81%
Percentage of Tested Scoring 85–100	32%	59%	83%	0%	9%	31%
<b>Mathematics A</b>						
Number Tested	115	130	123	14	16	15
Number Scoring 55–100	110	122	118	11	10	13
Number Scoring 65–100	103	110	113	8	4	10
Number Scoring 85–100	68	77	57	3	2	2
Percentage of Tested Scoring 55–100	96%	94%	96%	79%	62%	87%
Percentage of Tested Scoring 65–100	90%	85%	92%	57%	25%	67%
Percentage of Tested Scoring 85–100	59%	59%	46%	21%	12%	13%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	88	0	0	2
Number Scoring 55–100	0	0	88	0	0	#
Number Scoring 65–100	0	0	82	0	0	#
Number Scoring 85–100	0	0	28	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	32%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	112	118	136	14	16	14
Number Scoring 55–100	112	117	135	14	15	13
Number Scoring 65–100	110	114	134	13	13	12
Number Scoring 85–100	57	39	82	0	2	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	93%
Percentage of Tested Scoring 65–100	98%	97%	99%	93%	81%	86%
Percentage of Tested Scoring 85–100	51%	33%	60%	0%	12%	21%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	107	102	117	19	10	15
Number Scoring 55–100	106	102	115	18	10	14
Number Scoring 65–100	94	98	115	12	9	14
Number Scoring 85–100	54	39	82	2	1	6
Percentage of Tested Scoring 55–100	99%	100%	98%	95%	100%	93%
Percentage of Tested Scoring 65–100	88%	96%	98%	63%	90%	93%
Percentage of Tested Scoring 85–100	50%	38%	70%	11%	10%	40%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	100	138	99	7	9	4
Number Scoring 55–100	100	136	98	7	9	#
Number Scoring 65–100	100	136	98	7	9	#
Number Scoring 85–100	29	83	61	1	4	#
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	100%	#
Percentage of Tested Scoring 85–100	29%	60%	62%	14%	44%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	132	112	132	4	15	14
Number Scoring 55–100	132	112	132	#	15	14
Number Scoring 65–100	131	107	130	#	12	13
Number Scoring 85–100	80	69	76	#	4	4
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	99%	96%	98%	#	80%	93%
Percentage of Tested Scoring 85–100	61%	62%	58%	#	27%	29%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		79	101		2	4
Number Scoring 55–100		79	101		#	#
Number Scoring 65–100		79	101		#	#
Number Scoring 85–100		33	35		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	100%		#	#
Percentage of Tested Scoring 85–100		42%	35%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	13	29	23	1	1	0
Number Scoring 55–100	13	29	23	#	#	0
Number Scoring 65–100	13	29	23	#	#	0
Number Scoring 85–100	9	19	20	#	#	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	69%	66%	87%	#	#	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	44	82	85	6	3	6
Number Scoring 55–100	43	82	85	6	#	6
Number Scoring 65–100	43	82	85	6	#	6
Number Scoring 85–100	21	59	58	2	#	2
Percentage of Tested Scoring 55–100	98%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	98%	100%	100%	100%	#	100%
Percentage of Tested Scoring 85–100	48%	72%	68%	33%	#	33%
<b>Comprehensive Latin</b>						
Number Tested	3	0	15	0	0	1
Number Scoring 55–100	#	0	15	0	0	#
Number Scoring 65–100	#	0	14	0	0	#
Number Scoring 85–100	#	0	6	0	0	#
Percentage of Tested Scoring 55–100	#	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	40%	0%	0%	#

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	3	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>Sequential Mathematics, Course III</b>						
Number Tested	78	81	2	1	3	0
Number Scoring 55–100	78	80	#	#	#	0
Number Scoring 65–100	75	70	#	#	#	0
Number Scoring 85–100	48	21	#	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	#	#	#	0%
Percentage of Tested Scoring 65–100	96%	86%	#	#	#	0%
Percentage of Tested Scoring 85–100	62%	26%	#	#	#	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	4	#	0	0%	1	#
Students with Disabilities	8	100%	0	0%	4	#

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
<b>Nov 2002</b>	General-Education Students	120	1%	3%	58%	38%
	Students with Disabilities	26	12%	23%	50%	15%
	All Students	146	3%	6%	57%	34%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	115	1%	10%	63%	27%
	Students with Disabilities	21	0%	14%	76%	10%
	All Students	136	1%	10%	65%	24%

(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
<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

## 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	93	93	93	11	11	11	104	104	104
Number Scoring 55–64	1	3	0	0	0	2	1	3	2
Number Scoring 65–84	37	49	40	10	9	6	47	58	46
Number Scoring 85–100	53	39	51	0	1	1	53	40	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)