

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-18-03-0000
 Name: Plainedge Union Free School District
 Superintendent: John A. Richman

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	32	32	31
Kindergarten	294	281	285
First	228	298	288
Second	263	225	297
Third	286	272	225
Fourth	280	288	272
Fifth	279	283	289
Sixth	283	274	275
Ungraded Elementary	36	8	9
Seventh	290	296	270
Eighth	276	276	285
Ninth	253	268	269
Tenth	242	247	281
Eleventh	200	229	250
Twelfth	205	207	250
Ungraded Secondary	7	21	30
Total K-12 Enrollment	3422	3473	3575

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	52	1.5%	74	2.1%	65	1.8%
Black (Not Hispanic)	10	0.3%	6	0.2%	4	0.1%
Hispanic	73	2.1%	86	2.5%	73	2.0%
White (Not Hispanic)	3287	96.1%	3307	95.2%	3433	96.0%

Average Class Size

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

(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	34	1.0%	47	1.3%	41	1.1%
Eligible for Free Lunch	214	6.3%	131	3.8%	124	3.5%

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		95.7%		95.6%		96.1%
Student Suspensions	37	1.1%	61	1.8%	32	0.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.4%	2.4%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	252
Total Other Professional Staff	33
Total Paraprofessionals	40
Teaching Out of Certification*	0

*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	203	203	100%	175	120	69%	207	155	75%
Students with Disabilities	0	0	0%	18	3	17%	12	5	42%
All Students	203	203	100%	193	123	64%	219	160	73%

*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	133	51	0	3	11	21
Percent	61%	23%	0%	1%	5%	10%

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)
12	5	2	14

*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	4		8		3	0.3%
	Entered GED Program*	0		2		3	0.3%
	Total Noncompleters	4		10		6	0.6%
Students with Disabilities	Dropped Out	0		2		0	0.0%
	Entered GED Program*	0		0		1	1.6%
	Total Noncompleters	0		2		1	1.6%
All Students	Dropped Out	4	0.4%	10	1.1%	3	0.3%
	Entered GED Program*	0	0.0%	2	0.2%	4	0.4%
	Total Noncompleters	4	0.4%	12	1.3%	7	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	254	250	267
	Number of Students with Disabilities	22	35	9
	Number of All Students	276	285	276
	Percent of Enrollment	32%	33%	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	0	0%	0	0%	22	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	48	100%	42	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	192	100%	194	99%

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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

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%	9	100%	1	#
Science	1	#	2	#	3	#
Reading	1	#	7	86%	2	#
Writing	1	#	4	#	2	#
Global Studies	0	0%	3	#	3	#
U.S. Hist & Gov't	2	#	0	0%	5	80%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	17	76%	10	90%
Science	14	86%	9	56%	5	40%
Reading	5	80%	10	100%	4	#
Writing	3	#	9	100%	3	#
Global Studies	5	100%	8	50%	9	33%
U.S. Hist & Gov't	5	100%	8	88%	4	#

(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	148	225	255	13	14	21
Number Scoring 55-100	137	213	244	6	11	17
Number Scoring 65-100	126	204	237	4	8	15
Number Scoring 85-100	58	92	139	1	2	2
Percentage of Tested Scoring 55-100	93%	95%	96%	46%	79%	81%
Percentage of Tested Scoring 65-100	85%	91%	93%	31%	57%	71%
Percentage of Tested Scoring 85-100	39%	41%	55%	8%	14%	10%
Mathematics A						
Number Tested	159	171	482	9	14	30
Number Scoring 55-100	118	143	473	4	8	25
Number Scoring 65-100	91	136	458	1	7	21
Number Scoring 85-100	37	23	143	0	0	2
Percentage of Tested Scoring 55-100	74%	84%	98%	44%	57%	83%
Percentage of Tested Scoring 65-100	57%	80%	95%	11%	50%	70%
Percentage of Tested Scoring 85-100	23%	13%	30%	0%	0%	7%
Mathematics B						
Number Tested	0	0	159	0	0	7
Number Scoring 55-100	0	0	136	0	0	5
Number Scoring 65-100	0	0	117	0	0	5
Number Scoring 85-100	0	0	54	0	0	2
Percentage of Tested Scoring 55-100	0%	0%	86%	0%	0%	71%
Percentage of Tested Scoring 65-100	0%	0%	74%	0%	0%	71%
Percentage of Tested Scoring 85-100	0%	0%	34%	0%	0%	29%
Global History and Geography						
Number Tested	164	264	304	10	19	26
Number Scoring 55-100	159	251	286	10	18	19
Number Scoring 65-100	132	229	257	3	15	14
Number Scoring 85-100	30	87	94	0	4	3
Percentage of Tested Scoring 55-100	97%	95%	94%	100%	95%	73%
Percentage of Tested Scoring 65-100	80%	87%	85%	30%	79%	54%
Percentage of Tested Scoring 85-100	18%	33%	31%	0%	21%	12%
U.S. History and Government						
Number Tested	122	225	249	13	15	19
Number Scoring 55-100	112	219	235	7	12	15
Number Scoring 65-100	95	211	227	5	11	14
Number Scoring 85-100	27	108	133	0	2	5
Percentage of Tested Scoring 55-100	92%	97%	94%	54%	80%	79%
Percentage of Tested Scoring 65-100	78%	94%	91%	38%	73%	74%
Percentage of Tested Scoring 85-100	22%	48%	53%	0%	13%	26%

(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	125	253	465	8	28	20
Number Scoring 55-100	122	247	456	7	22	18
Number Scoring 65-100	119	240	433	6	19	16
Number Scoring 85-100	43	73	122	2	2	1
Percentage of Tested Scoring 55-100	98%	98%	98%	88%	79%	90%
Percentage of Tested Scoring 65-100	95%	95%	93%	75%	68%	80%
Percentage of Tested Scoring 85-100	34%	29%	26%	25%	7%	5%
Physical Setting/Earth Science						
Number Tested	192	329	323	9	18	2
Number Scoring 55-100	192	305	297	9	14	#
Number Scoring 65-100	191	288	252	9	12	#
Number Scoring 85-100	79	119	62	2	1	#
Percentage of Tested Scoring 55-100	100%	93%	92%	100%	78%	#
Percentage of Tested Scoring 65-100	99%	88%	78%	100%	67%	#
Percentage of Tested Scoring 85-100	41%	36%	19%	22%	6%	#
Physical Setting/Chemistry						
Number Tested	91	189	217	3	3	8
Number Scoring 55-100	87	177	212	#	#	8
Number Scoring 65-100	67	143	172	#	#	8
Number Scoring 85-100	7	20	23	#	#	0
Percentage of Tested Scoring 55-100	96%	94%	98%	#	#	100%
Percentage of Tested Scoring 65-100	74%	76%	79%	#	#	100%
Percentage of Tested Scoring 85-100	8%	11%	11%	#	#	0%
Physical Setting/Physics						
Number Tested			3			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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	0	17	2	0	0	0
Number Scoring 55–100	0	17	#	0	0	0
Number Scoring 65–100	0	15	#	0	0	0
Number Scoring 85–100	0	8	#	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	47%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	0	49	43	0	1	1
Number Scoring 55–100	0	49	43	0	#	#
Number Scoring 65–100	0	47	41	0	#	#
Number Scoring 85–100	0	22	24	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	96%	95%	0%	#	#
Percentage of Tested Scoring 85–100	0%	45%	56%	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	0	155	166	0	3	3
Number Scoring 55–100	0	154	166	0	#	#
Number Scoring 65–100	0	149	166	0	#	#
Number Scoring 85–100	0	92	116	0	#	#
Percentage of Tested Scoring 55–100	0%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	96%	100%	0%	#	#
Percentage of Tested Scoring 85–100	0%	59%	70%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	101	177	31	1	3	1
Number Scoring 55-100	88	127	15	#	#	#
Number Scoring 65-100	83	112	10	#	#	#
Number Scoring 85-100	40	36	0	#	#	#
Percentage of Tested Scoring 55-100	87%	72%	48%	#	#	#
Percentage of Tested Scoring 65-100	82%	63%	32%	#	#	#
Percentage of Tested Scoring 85-100	40%	20%	0%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	39	95%	0	0%
Students with Disabilities	0	0%	11	91%	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	263	1%	3%	50%	45%
	Students with Disabilities	25	16%	0%	68%	16%
	All Students	288	2%	3%	52%	43%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	268	0%	27%	64%	9%
	Students with Disabilities	36	6%	42%	53%	0%
	All Students	304	1%	29%	63%	8%

(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	3	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	209	209	209	13	13	13	222	222	222
Number Scoring 55–64	8	3	0	5	0	1	13	3	1
Number Scoring 65–84	149	98	141	6	6	10	155	104	151
Number Scoring 85–100	44	102	63	0	2	1	44	104	64
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			11			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			9			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			2			0
Proficient (37-39)			1			0
Reading and Writing (Grade 2-4)						
Number Tested			7			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			1			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			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			3			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			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)