

New York State District Report Card Comprehensive Information Report

BEDS Code: 44-11-01-04-0000
 Name: Minisink Valley Central School District
 Superintendent: Martha Murray

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	260	315	298
First	308	282	323
Second	295	329	293
Third	315	306	364
Fourth	330	334	321
Fifth	334	362	352
Sixth	344	345	372
Ungraded Elementary	0	0	0
Seventh	413	362	362
Eighth	347	409	365
Ninth	362	357	429
Tenth	357	345	367
Eleventh	300	341	346
Twelfth	286	300	351
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4251	4387	4543

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	40	0.9%	52	1.2%	60	1.3%
Black (Not Hispanic)	111	2.6%	125	2.8%	152	3.3%
Hispanic	251	5.9%	293	6.7%	305	6.7%
White (Not Hispanic)	3849	90.5%	3917	89.3%	4026	88.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	22	23
Common Branch	23	24	25
English Grade 8	22	24	24
Mathematics Grade 8	22	26	24
Science Grade 8	21	27	24
Social Studies Grade 8	23	27	23
English Grade 10	24	21	22
Mathematics Grade 10	26	20	23
Science Grade 10	24	18	23
Social Studies Grade 10	20	21	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	0.7%	25	0.6%	31	0.7%
Eligible for Free Lunch	329	7.7%	310	7.1%	358	7.9%

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		93.9%		93.9%		95.6%
Student Suspensions	187	4.5%	255	6.0%	301	6.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.8%	4.9%	6.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	308
Total Other Professional Staff	42
Total Paraprofessionals	82
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	234	147	63%	236	149	63%	293	197	67%
Students with Disabilities	12	0	0%	16	0	0%	21	0	0%
All Students	246	147	60%	252	149	59%	314	197	63%

*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	124	140	1	7	33	9
Percent	39%	45%	0%	2%	11%	3%

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)
21	0	6	27

*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	33		19		16	1.2%
	Entered GED Program*	3		20		9	0.7%
	Total Noncompleters	36		39		25	1.9%
Students with Disabilities	Dropped Out	8		4		2	1.2%
	Entered GED Program*	0		3		1	0.6%
	Total Noncompleters	8		7		3	1.8%
All Students	Dropped Out	41	3.1%	23	1.7%	18	1.2%
	Entered GED Program*	3	0.2%	23	1.7%	10	0.7%
	Total Noncompleters	44	3.4%	46	3.4%	28	1.9%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	26
	Number of Students with Disabilities	0	0	4
	Number of All Students	0	0	30
	Percent of Enrollment	0%	0%	2%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	83		
Completed and Passed Regents Exams	76	92%	77%
Completed and had Course Average of 75% or More	75	90%	81%
Completed and Attained a HS Diploma or Equivalent	81	98%	96%
Completed and Whose Status is Known	80		
Completed and Were Successfully Placed	80	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

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	16	100%	41	88%	30	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	79	85%	318	92%	312	82%

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	1	#	19	74%	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	13	77%	18	94%	3	#
Science	6	100%	0	0%	1	#
Reading	0	0%	1	#	1	#
Writing	1	#	1	#	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	30	87%	22	55%
Science	2	#	2	#	3	#
Reading	1	#	18	78%	7	71%
Writing	1	#	8	88%	0	0%
Global Studies	3	#	25	20%	4	#
U.S. Hist & Gov't	8	50%	7	100%	1	#

(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	292	339	84	14	22	23
Number Scoring 55-100	268	317	70	4	9	13
Number Scoring 65-100	239	292	53	1	4	8
Number Scoring 85-100	104	155	7	0	0	2
Percentage of Tested Scoring 55-100	92%	94%	83%	29%	41%	57%
Percentage of Tested Scoring 65-100	82%	86%	63%	7%	18%	35%
Percentage of Tested Scoring 85-100	36%	46%	8%	0%	0%	9%
Mathematics A						
Number Tested	385	427	320	20	31	30
Number Scoring 55-100	265	308	305	2	8	21
Number Scoring 65-100	217	234	261	1	3	11
Number Scoring 85-100	55	64	77	0	0	1
Percentage of Tested Scoring 55-100	69%	72%	95%	10%	26%	70%
Percentage of Tested Scoring 65-100	56%	55%	82%	5%	10%	37%
Percentage of Tested Scoring 85-100	14%	15%	24%	0%	0%	3%
Mathematics B						
Number Tested	0	1	99	0	0	0
Number Scoring 55-100	0	#	71	0	0	0
Number Scoring 65-100	0	#	47	0	0	0
Number Scoring 85-100	0	#	5	0	0	0
Percentage of Tested Scoring 55-100	0%	#	72%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	47%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	5%	0%	0%	0%
Global History and Geography						
Number Tested	347	370	378	21	30	36
Number Scoring 55-100	323	339	332	16	16	14
Number Scoring 65-100	289	301	288	9	10	9
Number Scoring 85-100	66	135	129	2	3	1
Percentage of Tested Scoring 55-100	93%	92%	88%	76%	53%	39%
Percentage of Tested Scoring 65-100	83%	81%	76%	43%	33%	25%
Percentage of Tested Scoring 85-100	19%	36%	34%	10%	10%	3%
U.S. History and Government						
Number Tested	281	337	319	13	16	24
Number Scoring 55-100	258	329	296	9	14	18
Number Scoring 65-100	218	317	269	5	11	11
Number Scoring 85-100	75	133	145	1	0	3
Percentage of Tested Scoring 55-100	92%	98%	93%	69%	88%	75%
Percentage of Tested Scoring 65-100	78%	94%	84%	38%	69%	46%
Percentage of Tested Scoring 85-100	27%	39%	45%	8%	0%	12%

(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	396	377	545	19	18	43
Number Scoring 55-100	362	368	480	14	17	29
Number Scoring 65-100	344	343	439	13	13	21
Number Scoring 85-100	86	84	111	0	0	2
Percentage of Tested Scoring 55-100	91%	98%	88%	74%	94%	67%
Percentage of Tested Scoring 65-100	87%	91%	81%	68%	72%	49%
Percentage of Tested Scoring 85-100	22%	22%	20%	0%	0%	5%
Physical Setting/Earth Science						
Number Tested	193	147	185	3	0	1
Number Scoring 55-100	174	145	155	#	0	#
Number Scoring 65-100	159	137	143	#	0	#
Number Scoring 85-100	66	71	57	#	0	#
Percentage of Tested Scoring 55-100	90%	99%	84%	#	0%	#
Percentage of Tested Scoring 65-100	82%	93%	77%	#	0%	#
Percentage of Tested Scoring 85-100	34%	48%	31%	#	0%	#
Physical Setting/Chemistry						
Number Tested	144	209	192	1	2	1
Number Scoring 55-100	140	197	166	#	#	#
Number Scoring 65-100	103	148	127	#	#	#
Number Scoring 85-100	16	23	25	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	86%	#	#	#
Percentage of Tested Scoring 65-100	72%	71%	66%	#	#	#
Percentage of Tested Scoring 85-100	11%	11%	13%	#	#	#
Physical Setting/Physics						
Number Tested			110			0
Number Scoring 55-100			105			0
Number Scoring 65-100			79			0
Number Scoring 85-100			23			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			72%			0%
Percentage of Tested Scoring 85-100			21%			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	15	0	21	0	0	0
Number Scoring 55-100	15	0	21	0	0	0
Number Scoring 65-100	15	0	20	0	0	0
Number Scoring 85-100	4	0	18	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	0%	86%	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	141	205	201	0	3	2
Number Scoring 55-100	138	201	198	0	#	#
Number Scoring 65-100	132	195	194	0	#	#
Number Scoring 85-100	78	114	127	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	99%	0%	#	#
Percentage of Tested Scoring 65-100	94%	95%	97%	0%	#	#
Percentage of Tested Scoring 85-100	55%	56%	63%	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	98	14	0	0	0	0
Number Scoring 55-100	93	5	0	0	0	0
Number Scoring 65-100	89	2	0	0	0	0
Number Scoring 85-100	44	0	0	0	0	0
Percentage of Tested Scoring 55-100	95%	36%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	14%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	92%	7	86%	43	72%
Students with Disabilities	2	#	1	#	3	#

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	307	3%	7%	61%	29%
	Students with Disabilities	39	33%	15%	51%	0%
	All Students	346	7%	8%	60%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	323	1%	34%	53%	12%
	Students with Disabilities	47	38%	51%	11%	0%
	All Students	370	6%	36%	48%	10%

(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	8	0	0	3	2	3
Middle Level						
Social Studies	2	1	#	#	#	#
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

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	293	293	293	32	32	32	325	325	325
Number Scoring 55–64	12	7	9	9	6	7	21	13	16
Number Scoring 65–84	210	145	172	12	8	15	222	153	187
Number Scoring 85–100	62	125	102	2	0	0	64	125	102
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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			6			0
Reading and Writing (Grade K-1)						
Number Tested			10			0
Beginning (0-14)			4			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			13			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			7			0
Proficient (37-39)			2			0
Reading and Writing (Grade 2-4)						
Number Tested			13			0
Beginning (0-14)			2			0
Intermediate (15-24)			11			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 5-6)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			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 - 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			1			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			1			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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
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 - L)