

# 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	2000–2001	2001–2002	2002–2003
Pre-K	34	32	32
Kindergarten	214	294	281
First	262	228	298
Second	289	263	225
Third	282	286	272
Fourth	263	280	288
Fifth	292	279	283
Sixth	283	283	274
Ungraded Elementary	36	36	8
Seventh	271	290	296
Eighth	258	276	276
Ninth	229	253	268
Tenth	212	242	247
Eleventh	207	200	229
Twelfth	207	205	207
Ungraded Secondary	11	7	21
Total K-12 Enrollment	3316	3422	3473

## 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	51	1.5%	52	1.5%	74	2.1%
Black (Not Hispanic)	7	0.2%	10	0.3%	6	0.2%
Hispanic	61	1.8%	73	2.1%	86	2.5%
White (Not Hispanic)	3197	96.4%	3287	96.1%	3307	95.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	21	22
Common Branch	24	24	24
English Grade 8	23	22	22
Mathematics Grade 8	24	23	23
Science Grade 8	25	25	21
Social Studies Grade 8	25	25	23
English Grade 10	23	24	24
Mathematics Grade 10	24	20	19
Science Grade 10	22	22	20
Social Studies Grade 10	22	19	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
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	34	1.0%	34	1.0%	47	1.3%
Eligible for Free Lunch	163	5.2%	214	6.3%	131	3.8%

### 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		95.7%		95.7%		95.6%
Student Suspensions	38	1.2%	37	1.1%	61	1.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	4.4%	2.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	256
Total Other Professional Staff	35
Total Paraprofessionals	36
Teaching Out of Certification*	1
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	179	127	71%	203	203	100%	175	120	69%
Students with Disabilities	11	1	9%	0	0	0%	18	3	17%
All Students	190	128	67%	203	203	100%	193	123	64%

\*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	112	60	1	2	17	1
Percent	58%	31%	1%	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)
18	3	4	22

\*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			4		8	
	Entered GED Program*			0		2	
	Total Noncompleters			4		10	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	7	0.8%	4	0.4%	10	1.1%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	7	0.8%	4	0.4%	12	1.3%

\*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		254	250
	Number of Students with Disabilities		22	35
	Number of All Students		276	285
	Percent of Enrollment		32%	33%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	90%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	49	94%	0	0%	48	100%
Latin	0	0%	0	0%	0	0%
Spanish	155	95%	0	0%	192	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%	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%	0	0%	9	100%
Science	2	#	1	#	2	#
Reading	0	0%	1	#	7	86%
Writing	0	0%	1	#	4	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	5	40%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	90%	17	76%
Science	6	83%	14	86%	9	56%
Reading	12	92%	5	80%	10	100%
Writing	12	100%	3	#	9	100%
Global Studies	4	#	5	100%	8	50%
U.S. Hist & Gov't	9	33%	5	100%	8	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	206	148	225	19	13	14
Number Scoring 55–100	196	137	213	15	6	11
Number Scoring 65–100	186	126	204	10	4	8
Number Scoring 85–100	87	58	92	0	1	2
Percentage of Tested Scoring 55–100	95%	93%	95%	79%	46%	79%
Percentage of Tested Scoring 65–100	90%	85%	91%	53%	31%	57%
Percentage of Tested Scoring 85–100	42%	39%	41%	0%	8%	14%
<b>Mathematics A</b>						
Number Tested	231	159	171	5	9	14
Number Scoring 55–100	199	118	143	1	4	8
Number Scoring 65–100	180	91	136	1	1	7
Number Scoring 85–100	100	37	23	0	0	0
Percentage of Tested Scoring 55–100	86%	74%	84%	20%	44%	57%
Percentage of Tested Scoring 65–100	78%	57%	80%	20%	11%	50%
Percentage of Tested Scoring 85–100	43%	23%	13%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	183	164	264	6	10	19
Number Scoring 55–100	180	159	251	5	10	18
Number Scoring 65–100	166	132	229	0	3	15
Number Scoring 85–100	46	30	87	0	0	4
Percentage of Tested Scoring 55–100	98%	97%	95%	83%	100%	95%
Percentage of Tested Scoring 65–100	91%	80%	87%	0%	30%	79%
Percentage of Tested Scoring 85–100	25%	18%	33%	0%	0%	21%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	218	122	225	16	13	15
Number Scoring 55–100	188	112	219	8	7	12
Number Scoring 65–100	168	95	211	2	5	11
Number Scoring 85–100	75	27	108	0	0	2
Percentage of Tested Scoring 55–100	86%	92%	97%	50%	54%	80%
Percentage of Tested Scoring 65–100	77%	78%	94%	12%	38%	73%
Percentage of Tested Scoring 85–100	34%	22%	48%	0%	0%	13%

(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	170	125	253	2	8	28
Number Scoring 55–100	169	122	247	#	7	22
Number Scoring 65–100	159	119	240	#	6	19
Number Scoring 85–100	40	43	73	#	2	2
Percentage of Tested Scoring 55–100	99%	98%	98%	#	88%	79%
Percentage of Tested Scoring 65–100	94%	95%	95%	#	75%	68%
Percentage of Tested Scoring 85–100	24%	34%	29%	#	25%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	263	192	329	14	9	18
Number Scoring 55–100	252	192	305	11	9	14
Number Scoring 65–100	230	191	288	6	9	12
Number Scoring 85–100	85	79	119	0	2	1
Percentage of Tested Scoring 55–100	96%	100%	93%	79%	100%	78%
Percentage of Tested Scoring 65–100	87%	99%	88%	43%	100%	67%
Percentage of Tested Scoring 85–100	32%	41%	36%	0%	22%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		91	189		3	3
Number Scoring 55–100		87	177		#	#
Number Scoring 65–100		67	143		#	#
Number Scoring 85–100		7	20		#	#
Percentage of Tested Scoring 55–100		96%	94%		#	#
Percentage of Tested Scoring 65–100		74%	76%		#	#
Percentage of Tested Scoring 85–100		8%	11%		#	#
<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	0	0	17	0	0	0
Number Scoring 55–100	0	0	17	0	0	0
Number Scoring 65–100	0	0	15	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	47%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	17	0	49	0	0	1
Number Scoring 55–100	17	0	49	0	0	#
Number Scoring 65–100	17	0	47	0	0	#
Number Scoring 85–100	8	0	22	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	0%	45%	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	125	0	155	1	0	3
Number Scoring 55–100	120	0	154	#	0	#
Number Scoring 65–100	115	0	149	#	0	#
Number Scoring 85–100	61	0	92	#	0	#
Percentage of Tested Scoring 55–100	96%	0%	99%	#	0%	#
Percentage of Tested Scoring 65–100	92%	0%	96%	#	0%	#
Percentage of Tested Scoring 85–100	49%	0%	59%	#	0%	#
<b>Comprehensive Latin</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%

(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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	101	177	0	1	3
Number Scoring 55–100	0	88	127	0	#	#
Number Scoring 65–100	0	83	112	0	#	#
Number Scoring 85–100	0	40	36	0	#	#
Percentage of Tested Scoring 55–100	0%	87%	72%	0%	#	#
Percentage of Tested Scoring 65–100	0%	82%	63%	0%	#	#
Percentage of Tested Scoring 85–100	0%	40%	20%	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	46	98%	0	0%	39	95%
Students with Disabilities	15	100%	0	0%	11	91%

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	258	1%	8%	84%	7%
	Students with Disabilities	24	0%	13%	83%	4%
	All Students	282	1%	8%	84%	7%

### 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	248	0%	14%	62%	24%
	Students with Disabilities	36	11%	50%	31%	8%
	All Students	284	1%	19%	58%	22%

(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	171	171	171	21	21	21	192	192	192
Number Scoring 55–64	2	19	3	5	5	2	7	24	5
Number Scoring 65–84	121	101	109	13	8	11	134	109	120
Number Scoring 85–100	47	50	59	0	0	2	47	50	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)