

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-04-01-06-0000

Name: Pine Bush Central School District

Superintendent: Rose Marie Stark

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	64
Kindergarten	404	379	387
First	416	430	415
Second	408	445	450
Third	436	426	470
Fourth	422	448	455
Fifth	474	436	483
Sixth	482	498	473
Ungraded Elementary	78	61	41
Seventh	442	465	503
Eighth	463	432	482
Ninth	486	495	530
Tenth	482	502	498
Eleventh	414	417	423
Twelfth	379	357	357
Ungraded Secondary	33	64	61
Total K-12 Enrollment	5819	5855	6028

## 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	122	2.1%	105	1.8%	118	2.0%
Black (Not Hispanic)	373	6.4%	422	7.2%	471	7.8%
Hispanic	420	7.2%	469	8.0%	466	7.7%
White (Not Hispanic)	4904	84.3%	4859	83.0%	4973	82.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	19
Common Branch	23	24	23
English Grade 8	22	26	27
Mathematics Grade 8	23	26	27
Science Grade 8	23	25	28
Social Studies Grade 8	22	25	27
English Grade 10	24	23	26
Mathematics Grade 10	24	21	18
Science Grade 10	24	28	27
Social Studies Grade 10	25	23	27

(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	88	1.5%	89	1.5%	90	1.5%
Eligible for Free Lunch	652	11.2%	769	13.1%	743	12.3%

### 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		96.0%		94.0%		94.0%
Student Suspensions	271	4.8%	319	5.5%	331	5.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	9.1%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	435
Total Other Professional Staff	56
Total Paraprofessionals	145
Teaching Out of Certification*	9
Teachers with Temporary Licenses	5

\*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	312	181	58%	260	147	57%	314	210	67%
Students with Disabilities	20	1	5%	46	7	15%	39	9	23%
All Students	332	182	55%	306	154	50%	353	219	62%

\*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	142	141	3	18	49	0
Percent	40%	40%	1%	5%	14%	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)
39	9	3	42

\*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			67		39	
	Entered GED Program*			27		18	
	Total Noncompleters			94		57	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		2	
	Total Noncompleters			2		4	
All Students	Dropped Out	77	4.4%	69	3.9%	41	2.3%
	Entered GED Program*	27	1.5%	27	1.5%	20	1.1%
	Total Noncompleters	104	5.9%	96	5.4%	61	3.4%

\*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		445	179
	Number of Students with Disabilities		112	42
	Number of All Students		557	221
	Percent of Enrollment		39%	15%
9-12	Number of General-Education Students		254	16
	Number of Students with Disabilities		16	0
	Number of All Students		270	16
	Percent of Enrollment		15%	1%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	98	86%	96	78%	62	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	243	89%	260	69%	210	92%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	6	50%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	63%	46	35%	25	92%

(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	2	#	17	76%	14	100%
Science	4	#	5	60%	9	33%
Reading	1	#	1	#	3	#
Writing	1	#	0	0%	2	#
Global Studies	0	0%	8	62%	5	60%
U.S. Hist & Gov't	22	41%	13	23%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	61%	59	75%	71	79%
Science	16	19%	17	47%	40	38%
Reading	36	61%	11	91%	24	83%
Writing	12	67%	8	75%	16	56%
Global Studies	27	33%	26	35%	51	33%
U.S. Hist & Gov't	39	26%	17	53%	14	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	384	388	387	57	44	51
Number Scoring 55–100	365	371	359	47	34	34
Number Scoring 65–100	335	343	339	34	22	26
Number Scoring 85–100	106	164	188	2	6	4
Percentage of Tested Scoring 55–100	95%	96%	93%	82%	77%	67%
Percentage of Tested Scoring 65–100	87%	88%	88%	60%	50%	51%
Percentage of Tested Scoring 85–100	28%	42%	49%	4%	14%	8%
<b>Mathematics A</b>						
Number Tested	35	287	581	1	23	74
Number Scoring 55–100	33	199	456	#	7	33
Number Scoring 65–100	27	146	384	#	5	21
Number Scoring 85–100	5	19	84	#	0	1
Percentage of Tested Scoring 55–100	94%	69%	78%	#	30%	45%
Percentage of Tested Scoring 65–100	77%	51%	66%	#	22%	28%
Percentage of Tested Scoring 85–100	14%	7%	14%	#	0%	1%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	16	0	0	0
Number Scoring 55–100	0	0	16	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	1	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%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	463	453	503	67	62	74
Number Scoring 55–100	434	410	442	51	45	42
Number Scoring 65–100	381	357	404	38	31	31
Number Scoring 85–100	144	106	167	2	5	5
Percentage of Tested Scoring 55–100	94%	91%	88%	76%	73%	57%
Percentage of Tested Scoring 65–100	82%	79%	80%	57%	50%	42%
Percentage of Tested Scoring 85–100	31%	23%	33%	3%	8%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	365	425	424	57	50	57
Number Scoring 55–100	296	397	398	29	41	45
Number Scoring 65–100	245	332	372	21	24	39
Number Scoring 85–100	88	74	190	1	3	11
Percentage of Tested Scoring 55–100	81%	93%	94%	51%	82%	79%
Percentage of Tested Scoring 65–100	67%	78%	88%	37%	48%	68%
Percentage of Tested Scoring 85–100	24%	17%	45%	2%	6%	19%

(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	384	444	439	46	57	61
Number Scoring 55–100	372	435	408	41	51	41
Number Scoring 65–100	348	417	390	29	44	35
Number Scoring 85–100	63	138	112	1	5	2
Percentage of Tested Scoring 55–100	97%	98%	93%	89%	89%	67%
Percentage of Tested Scoring 65–100	91%	94%	89%	63%	77%	57%
Percentage of Tested Scoring 85–100	16%	31%	26%	2%	9%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	350	413	390	9	19	32
Number Scoring 55–100	315	401	370	8	19	26
Number Scoring 65–100	279	365	337	7	15	19
Number Scoring 85–100	96	128	158	3	2	3
Percentage of Tested Scoring 55–100	90%	97%	95%	89%	100%	81%
Percentage of Tested Scoring 65–100	80%	88%	86%	78%	79%	59%
Percentage of Tested Scoring 85–100	27%	31%	41%	33%	11%	9%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		190	246		6	6
Number Scoring 55–100		186	242		6	6
Number Scoring 65–100		149	204		4	5
Number Scoring 85–100		12	45		0	1
Percentage of Tested Scoring 55–100		98%	98%		100%	100%
Percentage of Tested Scoring 65–100		78%	83%		67%	83%
Percentage of Tested Scoring 85–100		6%	18%		0%	17%
<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	21	31	79	0	0	0
Number Scoring 55–100	21	31	79	0	0	0
Number Scoring 65–100	21	31	78	0	0	0
Number Scoring 85–100	11	21	60	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	68%	76%	0%	0%	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	135	191	224	11	8	6
Number Scoring 55–100	130	191	223	11	8	6
Number Scoring 65–100	120	189	221	9	8	6
Number Scoring 85–100	54	127	149	1	6	2
Percentage of Tested Scoring 55–100	96%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	89%	99%	99%	82%	100%	100%
Percentage of Tested Scoring 85–100	40%	66%	67%	9%	75%	33%
<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	352	347	101	17	14	6
Number Scoring 55–100	305	257	76	12	10	4
Number Scoring 65–100	267	202	61	10	5	4
Number Scoring 85–100	96	65	9	1	0	1
Percentage of Tested Scoring 55–100	87%	74%	75%	71%	71%	67%
Percentage of Tested Scoring 65–100	76%	58%	60%	59%	36%	67%
Percentage of Tested Scoring 85–100	27%	19%	9%	6%	0%	17%
<b>Sequential Mathematics, Course III</b>						
Number Tested	223	216	219	3	6	4
Number Scoring 55–100	174	197	178	#	5	#
Number Scoring 65–100	150	177	157	#	5	#
Number Scoring 85–100	78	84	71	#	1	#
Percentage of Tested Scoring 55–100	78%	91%	81%	#	83%	#
Percentage of Tested Scoring 65–100	67%	82%	72%	#	83%	#
Percentage of Tested Scoring 85–100	35%	39%	32%	#	17%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	96%	1	#	70	99%
Students with Disabilities	18	94%	1	#	10	80%

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	418	1%	5%	70%	24%
	Students with Disabilities	78	12%	21%	62%	6%
	All Students	496	3%	7%	69%	21%

### 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	425	2%	39%	54%	5%
	Students with Disabilities	100	15%	63%	22%	0%
	All Students	525	4%	44%	48%	4%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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	330	330	330	45	45	45	375	375	375
Number Scoring 55–64	13	26	7	6	13	8	19	39	15
Number Scoring 65–84	171	203	208	28	18	29	199	221	237
Number Scoring 85–100	132	74	98	6	3	4	138	77	102
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)