

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	305	260	315
First	277	308	282
Second	300	295	329
Third	315	315	306
Fourth	329	330	334
Fifth	336	334	362
Sixth	384	344	345
Ungraded Elementary	0	0	0
Seventh	340	413	362
Eighth	355	347	409
Ninth	349	362	357
Tenth	302	357	345
Eleventh	282	300	341
Twelfth	308	286	300
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4182	4251	4387

## 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	39	0.9%	40	0.9%	52	1.2%
Black (Not Hispanic)	110	2.6%	111	2.6%	125	2.8%
Hispanic	231	5.5%	251	5.9%	293	6.7%
White (Not Hispanic)	3802	90.9%	3849	90.5%	3917	89.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	20	22
Common Branch	24	23	24
English Grade 8	22	22	24
Mathematics Grade 8	23	22	26
Science Grade 8	24	21	27
Social Studies Grade 8	22	23	27
English Grade 10	18	24	21
Mathematics Grade 10	23	26	20
Science Grade 10	18	24	18
Social Studies Grade 10	20	20	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>	33	0.8%	29	0.7%	25	0.6%
<b>Eligible for Free Lunch</b>	346	8.3%	329	7.7%	310	7.1%

**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>		93.7%		93.9%		93.9%
<b>Student Suspensions</b>	240	5.9%	187	4.5%	255	6.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	4.9%	5.8%	4.9%
<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	312
Total Other Professional Staff	44
Total Paraprofessionals	101
Teaching Out of Certification*	0
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	246	158	64%	234	147	63%	236	149	63%
Students with Disabilities	16	2	12%	12	0	0%	16	0	0%
All Students	262	160	61%	246	147	60%	252	149	59%

\*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	103	103	1	7	38	0
Percent	41%	41%	0%	3%	15%	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)
16	0	5	21

\*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			33		19	
	Entered GED Program*			3		20	
	Total Noncompleters			36		39	
Students with Disabilities	Dropped Out			8		4	
	Entered GED Program*			0		3	
	Total Noncompleters			8		7	
All Students	Dropped Out	8	0.6%	41	3.1%	23	1.7%
	Entered GED Program*	3	0.2%	3	0.2%	23	1.7%
	Total Noncompleters	11	0.9%	44	3.4%	46	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		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		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	0	0%	16	100%	41	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	100%	79	85%	318	92%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	#	19	74%

(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%	13	77%	18	94%
Science	6	17%	6	100%	0	0%
Reading	5	100%	0	0%	1	#
Writing	8	50%	1	#	1	#
Global Studies	12	58%	1	#	2	#
U.S. Hist & Gov't	23	48%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	58%	5	100%	30	87%
Science	5	80%	2	#	2	#
Reading	1	#	1	#	18	78%
Writing	8	25%	1	#	8	88%
Global Studies	9	0%	3	#	25	20%
U.S. Hist & Gov't	8	38%	8	50%	7	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	322	292	339	19	14	22
Number Scoring 55–100	306	268	317	14	4	9
Number Scoring 65–100	278	239	292	7	1	4
Number Scoring 85–100	95	104	155	0	0	0
Percentage of Tested Scoring 55–100	95%	92%	94%	74%	29%	41%
Percentage of Tested Scoring 65–100	86%	82%	86%	37%	7%	18%
Percentage of Tested Scoring 85–100	30%	36%	46%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	385	427	0	20	31
Number Scoring 55–100	0	265	308	0	2	8
Number Scoring 65–100	0	217	234	0	1	3
Number Scoring 85–100	0	55	64	0	0	0
Percentage of Tested Scoring 55–100	0%	69%	72%	0%	10%	26%
Percentage of Tested Scoring 65–100	0%	56%	55%	0%	5%	10%
Percentage of Tested Scoring 85–100	0%	14%	15%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	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>Global History and Geography</b>						
Number Tested	286	347	370	23	21	30
Number Scoring 55–100	276	323	339	16	16	16
Number Scoring 65–100	253	289	301	13	9	10
Number Scoring 85–100	120	66	135	0	2	3
Percentage of Tested Scoring 55–100	97%	93%	92%	70%	76%	53%
Percentage of Tested Scoring 65–100	88%	83%	81%	57%	43%	33%
Percentage of Tested Scoring 85–100	42%	19%	36%	0%	10%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	257	281	337	35	13	16
Number Scoring 55–100	241	258	329	24	9	14
Number Scoring 65–100	209	218	317	9	5	11
Number Scoring 85–100	100	75	133	0	1	0
Percentage of Tested Scoring 55–100	94%	92%	98%	69%	69%	88%
Percentage of Tested Scoring 65–100	81%	78%	94%	26%	38%	69%
Percentage of Tested Scoring 85–100	39%	27%	39%	0%	8%	0%

(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	323	396	377	16	19	18
Number Scoring 55–100	317	362	368	15	14	17
Number Scoring 65–100	295	344	343	12	13	13
Number Scoring 85–100	64	86	84	0	0	0
Percentage of Tested Scoring 55–100	98%	91%	98%	94%	74%	94%
Percentage of Tested Scoring 65–100	91%	87%	91%	75%	68%	72%
Percentage of Tested Scoring 85–100	20%	22%	22%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	151	193	147	5	3	0
Number Scoring 55–100	147	174	145	3	#	0
Number Scoring 65–100	142	159	137	0	#	0
Number Scoring 85–100	66	66	71	0	#	0
Percentage of Tested Scoring 55–100	97%	90%	99%	60%	#	0%
Percentage of Tested Scoring 65–100	94%	82%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	34%	48%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		144	209		1	2
Number Scoring 55–100		140	197		#	#
Number Scoring 65–100		103	148		#	#
Number Scoring 85–100		16	23		#	#
Percentage of Tested Scoring 55–100		97%	94%		#	#
Percentage of Tested Scoring 65–100		72%	71%		#	#
Percentage of Tested Scoring 85–100		11%	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	19	15	0	0	0	0
Number Scoring 55–100	18	15	0	0	0	0
Number Scoring 65–100	18	15	0	0	0	0
Number Scoring 85–100	8	4	0	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	27%	0%	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	139	141	205	0	0	3
Number Scoring 55–100	139	138	201	0	0	#
Number Scoring 65–100	139	132	195	0	0	#
Number Scoring 85–100	95	78	114	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	94%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	68%	55%	56%	0%	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	189	27	3	2	0	0
Number Scoring 55–100	155	22	#	#	0	0
Number Scoring 65–100	143	18	#	#	0	0
Number Scoring 85–100	80	2	#	#	0	0
Percentage of Tested Scoring 55–100	82%	81%	#	#	0%	0%
Percentage of Tested Scoring 65–100	76%	67%	#	#	0%	0%
Percentage of Tested Scoring 85–100	42%	7%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	141	98	14	0	0	0
Number Scoring 55–100	130	93	5	0	0	0
Number Scoring 65–100	124	89	2	0	0	0
Number Scoring 85–100	69	44	0	0	0	0
Percentage of Tested Scoring 55–100	92%	95%	36%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	91%	14%	0%	0%	0%
Percentage of Tested Scoring 85–100	49%	45%	0%	0%	0%	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	24	96%	13	92%	7	86%
Students with Disabilities	4	#	2	#	1	#

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	320	4%	11%	72%	13%
	Students with Disabilities	37	14%	27%	59%	0%
	All Students	357	5%	12%	71%	12%

## 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	361	1%	31%	59%	8%
	Students with Disabilities	50	12%	78%	10%	0%
	All Students	411	2%	37%	53%	7%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	251	251	251	26	26	26	277	277	277
Number Scoring 55–64	9	20	5	3	6	3	12	26	8
Number Scoring 65–84	116	140	147	13	7	15	129	147	162
Number Scoring 85–100	122	76	92	0	2	0	122	78	92
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)