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The New York State School District Report Card
for
Pine Plains Central School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 25, 2002

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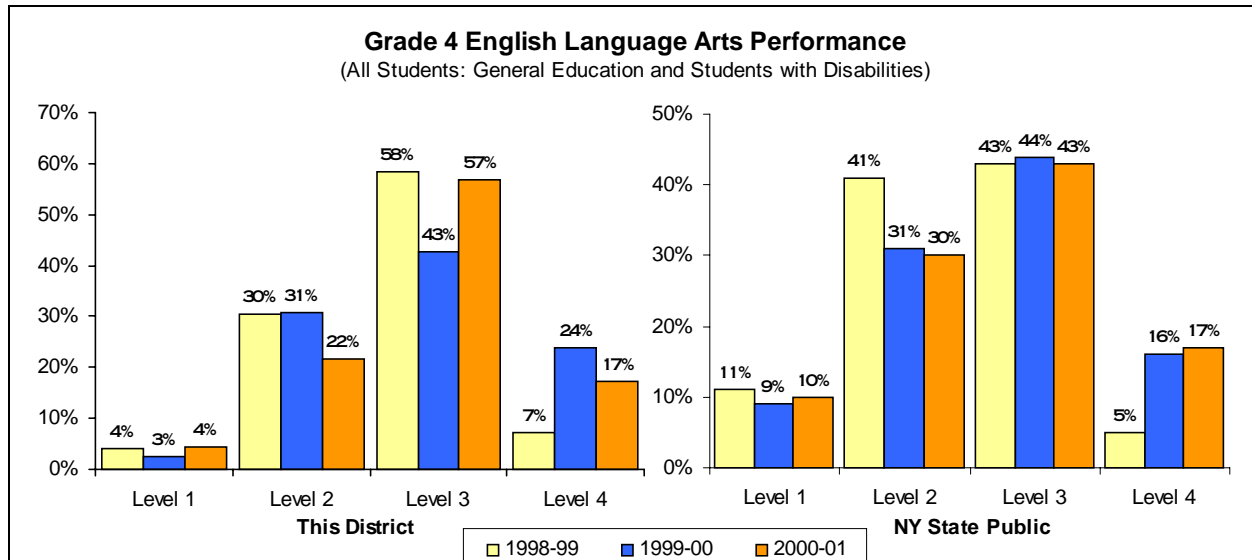
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**School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
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Albany, NY 12234**

e-mail: RPTCARD@mail.nysed.gov

Elementary Level

English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		0	0	2	31	71	9	113	656
	Students with Disabilities	0	0	0	3	7	2	0	12	622
	All Students	0	0	0	5	38	73	9	125	653
Jan 2000	General Education		0	0	0	27	49	28	104	674
	Students with Disabilities	2	0	0	3	9	1	0	13	612
	All Students	2	0	0	3	36	50	28	117	667
Jan 2001	General Education		0	0	3	21	63	20	107	665
	Students with Disabilities	5	0	0	2	4	3	0	9	632
	All Students	5	0	0	5	25	66	20	116	663

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

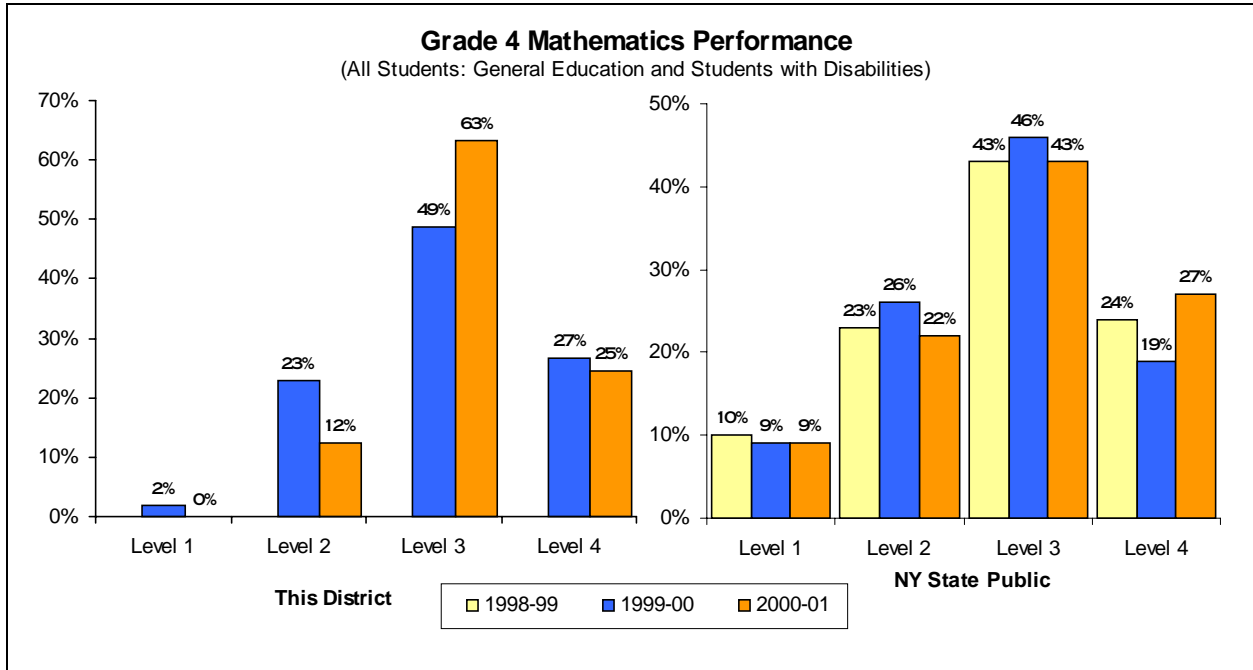
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics

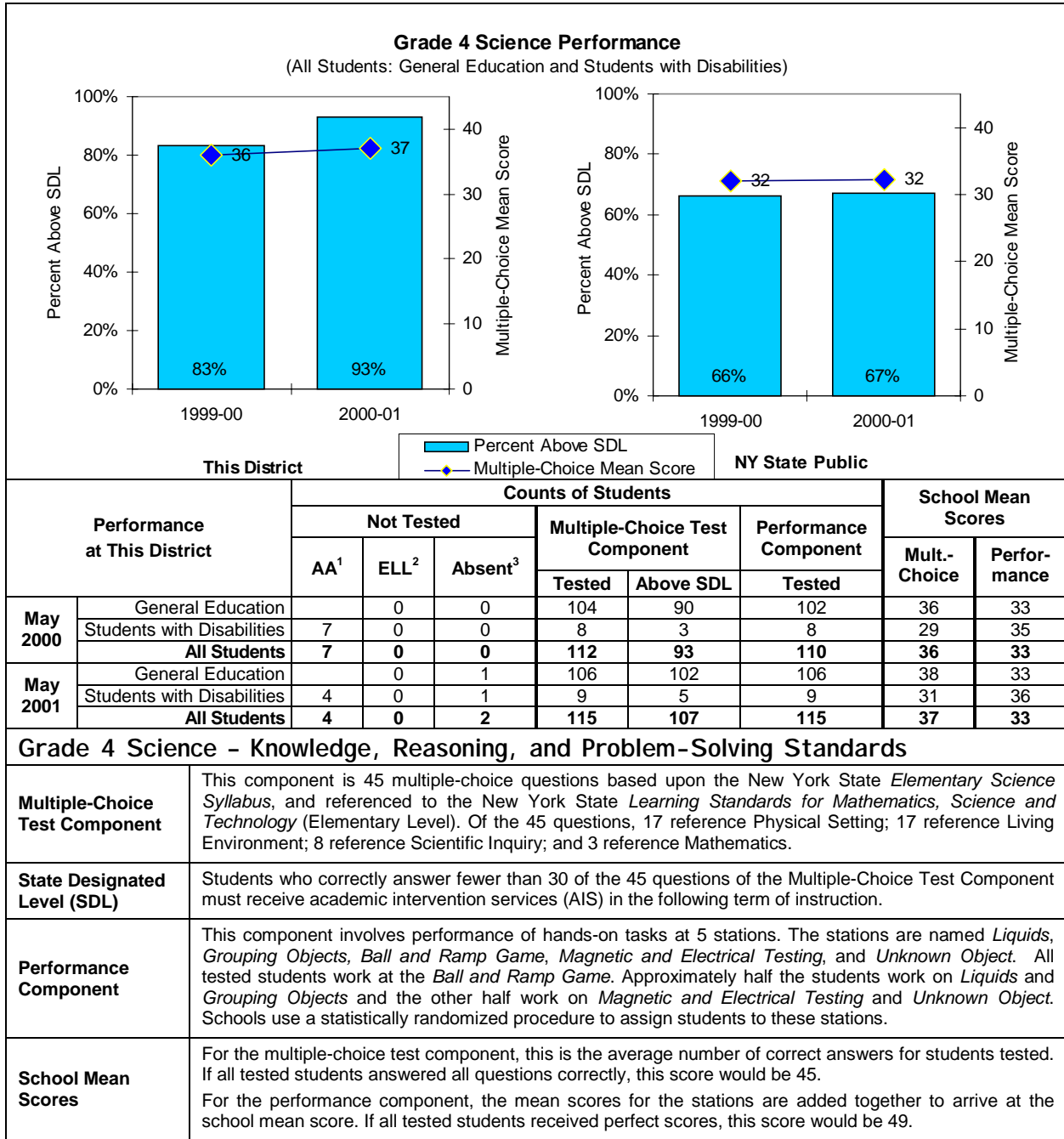


Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education									
	Students with Disabilities									
	All Students									
May 2000	General Education		0	0	1	20	53	30	104	661
	Students with Disabilities	6	0	0	1	6	2	0	9	625
	All Students	6	0	0	2	26	55	30	113	658
May 2001	General Education		0	1	0	10	68	28	106	666
	Students with Disabilities	5	0	1	0	4	4	0	8	639
	All Students	5	0	2	0	14	72	28	114	664

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
 - 3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



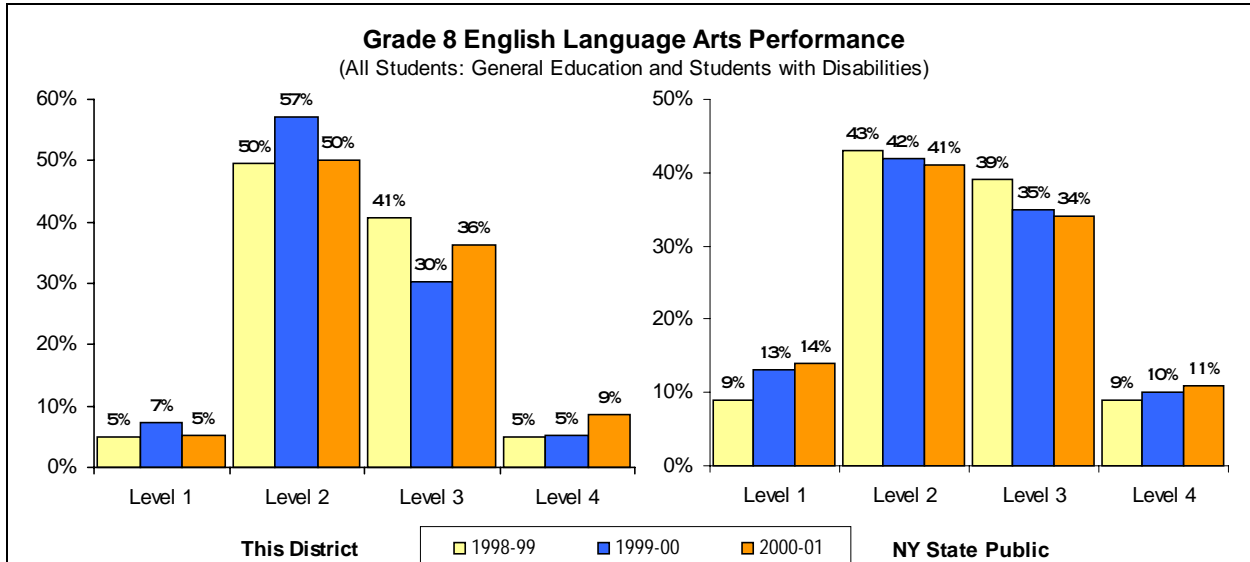
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	3	2	40	42	5	89	702
	Students with Disabilities	3	0	0	3	11	0	0	14	673
	All Students	3	0	3	5	51	42	5	103	698
May 2000	General Education		0	2	4	60	41	7	112	699
	Students with Disabilities	4	0	1	6	17	0	0	23	672
	All Students	4	0	3	10	77	41	7	135	695
May 2001	General Education		0	3	2	45	41	10	98	706
	Students with Disabilities	1	0	0	4	13	1	0	18	675
	All Students	1	0	3	6	58	42	10	116	701

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

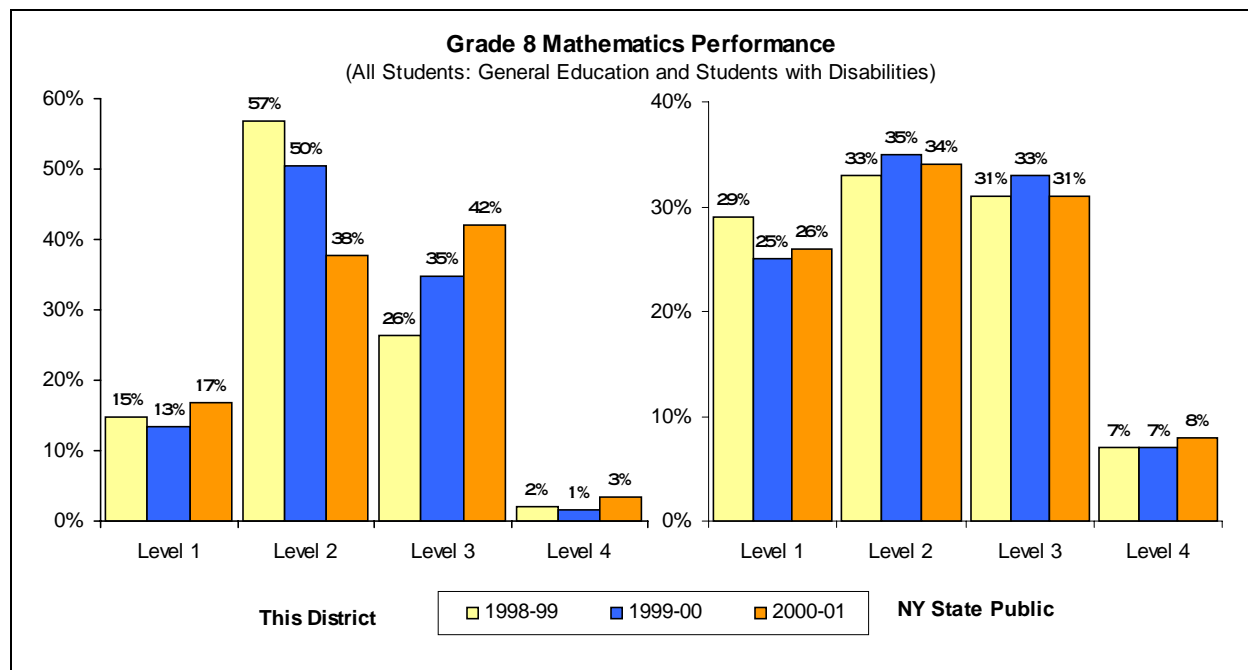
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	4	9	50	27	2	88	707
	Students with Disabilities	1	0	1	6	8	0	0	14	679
	All Students	1	0	5	15	58	27	2	102	703
May 2000	General Education		0	1	10	55	46	2	113	711
	Students with Disabilities	4	0	2	8	13	1	0	22	681
	All Students	4	0	3	18	68	47	2	135	706
May 2001	General Education		0	0	8	42	47	4	101	715
	Students with Disabilities	1	0	0	12	3	3	0	18	685
	All Students	1	0	0	20	45	50	4	119	710

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

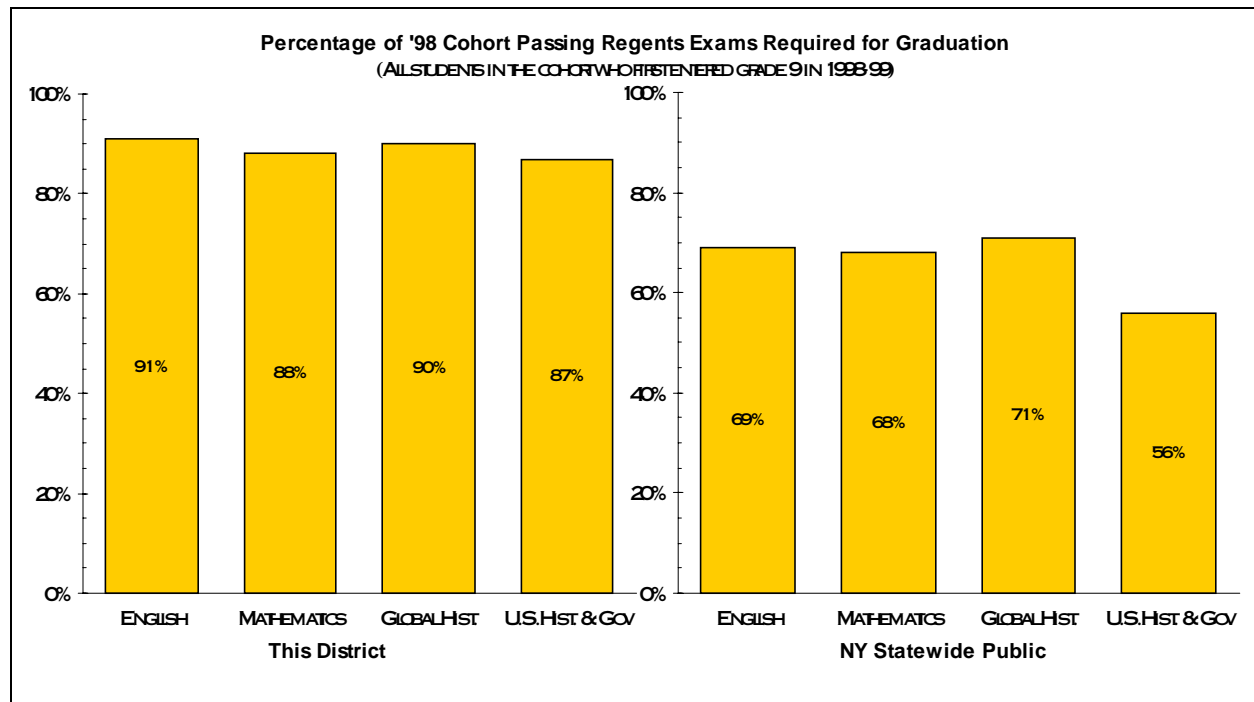
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	85	0	54	26	0
	Students w/ Disabilities	8	0	5	0	0
	All Students	93	0	59	26	0
Mathematics (after 3 years)	General Education	85	0	38	42	0
	Students w/ Disabilities	8	1	1	1	0
	All Students	93	1	39	43	0
Global History (after 3 years)	General Education	85	5	52	26	0
	Students w/ Disabilities	8	1	6	0	0
	All Students	93	6	58	26	0
U.S. Hist. & Gov. (after 3 years)	General Education	85	3	43	35	0
	Students w/ Disabilities	8	1	3	0	0
	All Students	93	4	46	35	0

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

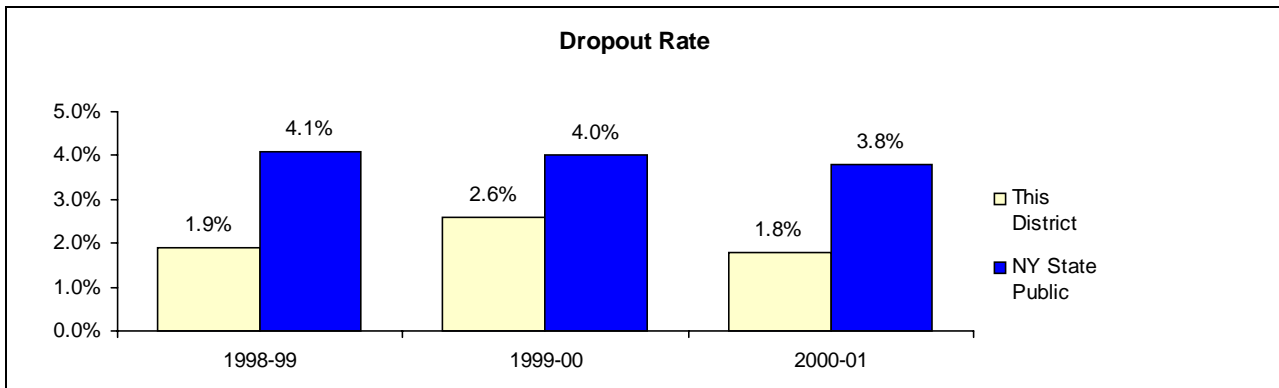
Superintendent: Mr. Richard D. Mahar		Phone: (518)398-7181		
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	1,491	111	10	22

1999-00 School District Total Expenditure per Pupil	\$11,332
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	142
Kindergarten	87	Grade 8	119
Grade 1	114	Grade 9	122
Grade 2	92	Grade 10	112
Grade 3	107	Grade 11	103
Grade 4	114	Grade 12	100
Grade 5	118	Ungraded Elementary with Disabilities	33
Grade 6	110	Ungraded Secondary with Disabilities	18

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	5	0.3%	5	0.3%	1	0.1%
Eligible For Free Lunch	288	19.0%	209	13.9%	272	18.2%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.