

# New York State District Report Card Comprehensive Information Report

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

Name: Pine Valley Central School District (South Dayton)

Superintendent: Mr. Vincent J. Vecchiarella

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	41	63	55
First	57	44	58
Second	64	55	49
Third	58	66	54
Fourth	55	56	67
Fifth	72	60	56
Sixth	67	76	63
Ungraded Elementary	0	0	0
Seventh	79	76	77
Eighth	65	68	60
Ninth	76	71	75
Tenth	70	68	62
Eleventh	73	60	57
Twelfth	63	58	62
Ungraded Secondary	0	0	3
Total K-12 Enrollment	840	821	798

## 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	14	1.7%	15	1.8%	15	1.9%
Black (Not Hispanic)	5	0.6%	4	0.5%	6	0.8%
Hispanic	8	1.0%	10	1.2%	13	1.6%
White (Not Hispanic)	813	96.8%	792	96.5%	764	95.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	13	16	18
Common Branch	19	18	19
English Grade 8	18	18	15
Mathematics Grade 8	18	19	13
Science Grade 8	17	18	15
Social Studies Grade 8	19	19	15
English Grade 10	21	0	0
Mathematics Grade 10	0	18	19
Science Grade 10	17	21	15
Social Studies Grade 10	15	17	17

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	118	14.1%	170	20.7%	180	22.6%

### 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		95.5%		95.7%		94.8%
Student Suspensions	73	8.1%	44	5.2%	53	6.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.4%	11.1%	7.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	13
Total Paraprofessionals	10
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	51	29	57%	50	30	60%	58	34	59%
Students with Disabilities	3	0	0%	0	0	0%	2	0	0%
All Students	54	29	54%	50	30	60%	60	34	57%

\*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	14	25	0	6	13	2
Percent	23%	42%	0%	10%	22%	3%

## 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)
2	0	1	3

\*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			6		5	
	Entered GED Program*			3		2	
	Total Noncompleters			9		7	
Students with Disabilities	Dropped Out			4		4	
	Entered GED Program*			0		0	
	Total Noncompleters			4		4	
All Students	Dropped Out	17	6.0%	10	3.9%	9	3.5%
	Entered GED Program*	1	0.4%	3	1.2%	2	0.8%
	Total Noncompleters	18	6.4%	13	5.1%	11	4.3%

\*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%	100%
2-3		0%	99%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	12
	Number of Students with Disabilities		0	12
	Number of All Students		0	24
	Percent of Enrollment		0%	20%
6-8	Number of General-Education Students		123	169
	Number of Students with Disabilities		21	30
	Number of All Students		144	199
	Percent of Enrollment		65%	99%
9-12	Number of General-Education Students		233	239
	Number of Students with Disabilities		24	17
	Number of All Students		257	256
	Percent of Enrollment		100%	99%

## 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%	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	51	78%	66	86%	50	94%

### 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%	0	0%	2	#

(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%	1	#	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	1	#	0	0%
Science	5	100%	0	0%	0	0%
Reading	8	12%	1	#	0	0%
Writing	10	60%	1	#	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	5	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	67	62	49	6	3	0
Number Scoring 55–100	60	62	46	1	#	0
Number Scoring 65–100	53	57	42	0	#	0
Number Scoring 85–100	7	27	16	0	#	0
Percentage of Tested Scoring 55–100	90%	100%	94%	17%	#	0%
Percentage of Tested Scoring 65–100	79%	92%	86%	0%	#	0%
Percentage of Tested Scoring 85–100	10%	44%	33%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	0	54	0	0	0
Number Scoring 55–100	0	0	49	0	0	0
Number Scoring 65–100	0	0	42	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	24%	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	68	55	51	3	0	0
Number Scoring 55–100	68	52	51	#	0	0
Number Scoring 65–100	65	47	49	#	0	0
Number Scoring 85–100	31	13	26	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	85%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	24%	51%	#	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	62	69	47	7	3	0
Number Scoring 55–100	53	67	46	1	#	0
Number Scoring 65–100	50	64	45	0	#	0
Number Scoring 85–100	23	20	30	0	#	0
Percentage of Tested Scoring 55–100	85%	97%	98%	14%	#	0%
Percentage of Tested Scoring 65–100	81%	93%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	37%	29%	64%	0%	#	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	44	46	41	0	0	0
Number Scoring 55–100	44	46	41	0	0	0
Number Scoring 65–100	44	46	41	0	0	0
Number Scoring 85–100	16	20	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	43%	41%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	69	55	57	3	0	0
Number Scoring 55–100	64	54	56	#	0	0
Number Scoring 65–100	53	50	56	#	0	0
Number Scoring 85–100	24	28	41	#	0	0
Percentage of Tested Scoring 55–100	93%	98%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	91%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	35%	51%	72%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		26	22		0	0
Number Scoring 55–100		25	22		0	0
Number Scoring 65–100		24	22		0	0
Number Scoring 85–100		6	4		0	0
Percentage of Tested Scoring 55–100		96%	100%		0%	0%
Percentage of Tested Scoring 65–100		92%	100%		0%	0%
Percentage of Tested Scoring 85–100		23%	18%		0%	0%
<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	8	0	0	0	0	0
Number Scoring 55–100	8	0	0	0	0	0
Number Scoring 65–100	6	0	0	0	0	0
Number Scoring 85–100	3	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	0%	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	26	36	25	0	0	0
Number Scoring 55–100	26	35	25	0	0	0
Number Scoring 65–100	26	32	25	0	0	0
Number Scoring 85–100	4	9	13	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	25%	52%	0%	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	54	43	2	0	0	0
Number Scoring 55–100	50	39	#	0	0	0
Number Scoring 65–100	46	36	#	0	0	0
Number Scoring 85–100	23	14	#	0	0	0
Percentage of Tested Scoring 55–100	93%	91%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	84%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	33%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	36	36	29	0	0	0
Number Scoring 55–100	36	34	29	0	0	0
Number Scoring 65–100	34	33	29	0	0	0
Number Scoring 85–100	14	20	17	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	56%	59%	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	58	100%	0	0%	46	96%
Students with Disabilities	3	#	0	0%	0	0%

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	48	6%	10%	69%	15%
	Students with Disabilities	8	38%	25%	38%	0%
	All Students	56	11%	13%	64%	13%

## 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	58	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	62	0%	16%	77%	6%

(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	60	60	60	2	2	2	62	62	62
Number Scoring 55–64	#	#	#	#	#	#	2	2	6
Number Scoring 65–84	#	#	#	#	#	#	28	37	31
Number Scoring 85–100	#	#	#	#	#	#	29	19	21
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)