

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	2001-02	2002-03	2003-04
Pre-K	0	64	0
Kindergarten	379	387	422
First	430	415	405
Second	445	450	423
Third	426	470	456
Fourth	448	455	475
Fifth	436	483	471
Sixth	498	473	488
Ungraded Elementary	61	41	34
Seventh	465	503	470
Eighth	432	482	499
Ninth	495	530	621
Tenth	502	498	484
Eleventh	417	423	424
Twelfth	357	357	380
Ungraded Secondary	64	61	66
Total K-12 Enrollment	5855	6028	6118

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	105	1.8%	118	2.0%	132	2.2%
Black (Not Hispanic)	422	7.2%	471	7.8%	479	7.8%
Hispanic	469	8.0%	466	7.7%	521	8.5%
White (Not Hispanic)	4859	83.0%	4973	82.5%	4986	81.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	18
Common Branch	24	23	23
English Grade 8	26	27	26
Mathematics Grade 8	26	27	25
Science Grade 8	25	28	27
Social Studies Grade 8	25	27	27
English Grade 10	23	26	23
Mathematics Grade 10	21	18	21
Science Grade 10	28	27	23
Social Studies Grade 10	23	27	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	89	1.5%	90	1.5%	93	1.5%
Eligible for Free Lunch	769	13.1%	743	12.3%	822	13.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.0%		94.0%
Student Suspensions	319	5.5%	331	5.7%	393	6.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.2%	8.2%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	438
Total Other Professional Staff	60
Total Paraprofessionals	154
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	260	147	57%	314	210	67%	318	210	66%
Students with Disabilities	46	7	15%	39	9	23%	43	8	19%
All Students	306	154	50%	353	219	62%	361	218	60%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	131	161	4	3	62	0
Percent	36%	45%	1%	1%	17%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
43	8	2	45

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	67		39		50	3.3%
	Entered GED Program*	27		18		11	0.7%
	Total Noncompleters	94		57		61	4.0%
Students with Disabilities	Dropped Out	2		2		18	5.7%
	Entered GED Program*	0		2		3	1.0%
	Total Noncompleters	2		4		21	6.7%
All Students	Dropped Out	69	3.9%	41	2.3%	68	3.7%
	Entered GED Program*	27	1.5%	20	1.1%	14	0.8%
	Total Noncompleters	96	5.4%	61	3.4%	82	4.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	445	179	167
	Number of Students with Disabilities	112	42	34
	Number of All Students	557	221	201
	Percent of Enrollment	39%	15%	14%
9-12	Number of General-Education Students	254	16	67
	Number of Students with Disabilities	16	0	318
	Number of All Students	270	16	385
	Percent of Enrollment	15%	1%	20%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	27		
Completed and Passed Regents Exams	26	96%	77%
Completed and had Course Average of 75% or More	26	96%	81%
Completed and Attained a HS Diploma or Equivalent	26	96%	96%
Completed and Whose Status is Known	27		
Completed and Were Successfully Placed	26	96%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	17%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	96	78%	62	81%	52	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	260	69%	210	92%	251	80%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	6	50%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	46	35%	25	92%	29	48%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	76%	14	100%	6	83%
Science	5	60%	9	33%	12	75%
Reading	1	#	3	#	0	0%
Writing	0	0%	2	#	2	#
Global Studies	8	63%	5	60%	7	43%
U.S. Hist & Gov't	13	23%	2	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	75%	71	79%	110	74%
Science	17	47%	40	38%	100	57%
Reading	11	91%	24	83%	14	57%
Writing	8	75%	16	56%	23	57%
Global Studies	26	35%	51	33%	52	27%
U.S. Hist & Gov't	17	53%	14	43%	15	27%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	388	387	392	44	51	49
Number Scoring 55-100	371	359	374	34	34	34
Number Scoring 65-100	343	339	364	22	26	29
Number Scoring 85-100	164	188	220	6	4	5
Percentage of Tested Scoring 55-100	96%	93%	95%	77%	67%	69%
Percentage of Tested Scoring 65-100	88%	88%	93%	50%	51%	59%
Percentage of Tested Scoring 85-100	42%	49%	56%	14%	8%	10%
Mathematics A						
Number Tested	287	581	499	23	74	61
Number Scoring 55-100	199	456	459	7	33	37
Number Scoring 65-100	146	384	431	5	21	29
Number Scoring 85-100	19	84	140	0	1	2
Percentage of Tested Scoring 55-100	69%	78%	92%	30%	45%	61%
Percentage of Tested Scoring 65-100	51%	66%	86%	22%	28%	48%
Percentage of Tested Scoring 85-100	7%	14%	28%	0%	1%	3%
Mathematics B						
Number Tested	0	16	156	0	0	3
Number Scoring 55-100	0	16	136	0	0	#
Number Scoring 65-100	0	14	128	0	0	#
Number Scoring 85-100	0	1	40	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	87%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	88%	82%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	6%	26%	0%	0%	#
Global History and Geography						
Number Tested	453	503	460	62	74	84
Number Scoring 55-100	410	442	387	45	42	36
Number Scoring 65-100	357	404	334	31	31	23
Number Scoring 85-100	106	167	158	5	5	3
Percentage of Tested Scoring 55-100	91%	88%	84%	73%	57%	43%
Percentage of Tested Scoring 65-100	79%	80%	73%	50%	42%	27%
Percentage of Tested Scoring 85-100	23%	33%	34%	8%	7%	4%
U.S. History and Government						
Number Tested	425	424	371	50	57	40
Number Scoring 55-100	397	398	354	41	45	28
Number Scoring 65-100	332	372	342	24	39	23
Number Scoring 85-100	74	190	197	3	11	9
Percentage of Tested Scoring 55-100	93%	94%	95%	82%	79%	70%
Percentage of Tested Scoring 65-100	78%	88%	92%	48%	68%	57%
Percentage of Tested Scoring 85-100	17%	45%	53%	6%	19%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	444	439	417	57	61	67
Number Scoring 55-100	435	408	394	51	41	52
Number Scoring 65-100	417	390	362	44	35	38
Number Scoring 85-100	138	112	115	5	2	2
Percentage of Tested Scoring 55-100	98%	93%	94%	89%	67%	78%
Percentage of Tested Scoring 65-100	94%	89%	87%	77%	57%	57%
Percentage of Tested Scoring 85-100	31%	26%	28%	9%	3%	3%
Physical Setting/Earth Science						
Number Tested	413	390	411	19	32	32
Number Scoring 55-100	401	370	383	19	26	25
Number Scoring 65-100	365	337	341	15	19	21
Number Scoring 85-100	128	158	125	2	3	3
Percentage of Tested Scoring 55-100	97%	95%	93%	100%	81%	78%
Percentage of Tested Scoring 65-100	88%	86%	83%	79%	59%	66%
Percentage of Tested Scoring 85-100	31%	41%	30%	11%	9%	9%
Physical Setting/Chemistry						
Number Tested	190	246	186	6	6	1
Number Scoring 55-100	186	242	180	6	6	#
Number Scoring 65-100	149	204	162	4	5	#
Number Scoring 85-100	12	45	40	0	1	#
Percentage of Tested Scoring 55-100	98%	98%	97%	100%	100%	#
Percentage of Tested Scoring 65-100	78%	83%	87%	67%	83%	#
Percentage of Tested Scoring 85-100	6%	18%	22%	0%	17%	#
Physical Setting/Physics						
Number Tested			48			1
Number Scoring 55-100			46			#
Number Scoring 65-100			42			#
Number Scoring 85-100			13			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			88%			#
Percentage of Tested Scoring 85-100			27%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	31	79	47	0	0	1
Number Scoring 55-100	31	79	47	0	0	#
Number Scoring 65-100	31	78	43	0	0	#
Number Scoring 85-100	21	60	23	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	99%	91%	0%	0%	#
Percentage of Tested Scoring 85-100	68%	76%	49%	0%	0%	#
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	191	224	170	8	6	2
Number Scoring 55-100	191	223	166	8	6	#
Number Scoring 65-100	189	221	164	8	6	#
Number Scoring 85-100	127	149	128	6	2	#
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	#
Percentage of Tested Scoring 65-100	99%	99%	96%	100%	100%	#
Percentage of Tested Scoring 85-100	66%	67%	75%	75%	33%	#
Comprehensive Latin						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	216	219	9	6	4	0
Number Scoring 55-100	197	178	8	5	#	0
Number Scoring 65-100	177	157	5	5	#	0
Number Scoring 85-100	84	71	0	1	#	0
Percentage of Tested Scoring 55-100	91%	81%	89%	83%	#	0%
Percentage of Tested Scoring 65-100	82%	72%	56%	83%	#	0%
Percentage of Tested Scoring 85-100	39%	32%	0%	17%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	70	99%	0	0%
Students with Disabilities	1	#	10	80%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	398	3%	7%	61%	30%
	Students with Disabilities	87	18%	20%	60%	2%
	All Students	485	6%	9%	61%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	451	1%	46%	43%	10%
	Students with Disabilities	78	28%	64%	6%	1%
	All Students	529	5%	49%	37%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
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

2000 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	344	344	344	63	63	63	407	407	407
Number Scoring 55–64	19	9	12	12	4	5	31	13	17
Number Scoring 65–84	200	133	206	29	27	42	229	160	248
Number Scoring 85–100	98	164	117	6	10	7	104	174	124
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			36			2
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			14			#
Proficient (37-39)			18			#
Reading and Writing (Grade K-1)						
Number Tested			36			2
Beginning (0-14)			8			#
Intermediate (15-24)			6			#
Advanced (25-32)			16			#
Proficient (33-35)			6			#
Listening and Speaking (Grade 2-4)						
Number Tested			25			2
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			6			#
Proficient (37-39)			15			#
Reading and Writing (Grade 2-4)						
Number Tested			25			2
Beginning (0-14)			4			#
Intermediate (15-24)			10			#
Advanced (25-32)			7			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 5-6)						
Number Tested			11			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			10			#
Reading and Writing (Grade 5-6)						
Number Tested			11			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			8			#
Proficient (33-35)			0			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			1			#
Proficient (37-39)			7			#
Reading and Writing (Grade 7-8)						
Number Tested			9			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)