

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-11-01-06-0000
 Name: New Paltz Central School District
 Superintendent: Edward Rhine

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	149	152	145
First	145	155	158
Second	174	145	157
Third	183	172	144
Fourth	220	193	177
Fifth	200	222	201
Sixth	194	208	219
Ungraded Elementary	0	0	0
Seventh	204	197	209
Eighth	176	207	206
Ninth	212	192	212
Tenth	192	195	183
Eleventh	162	189	186
Twelfth	133	159	179
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2344	2386	2376

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	84	3.6%	70	2.9%	97	4.1%
Black (Not Hispanic)	147	6.3%	144	6.0%	169	7.1%
Hispanic	126	5.4%	140	5.9%	156	6.6%
White (Not Hispanic)	1987	84.8%	2032	85.2%	1954	82.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	21	19
Common Branch	22	23	22
English Grade 8	20	20	22
Mathematics Grade 8	24	20	23
Science Grade 8	24	22	23
Social Studies Grade 8	23	24	25
English Grade 10	22	22	21
Mathematics Grade 10	21	17	20
Science Grade 10	20	20	20
Social Studies Grade 10	20	23	20

(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	55	2.4%	41	1.7%	47	2.0%
Eligible for Free Lunch	308	13.1%	311	13.0%	284	12.0%

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		94.3%		94.0%		95.1%
Student Suspensions	151	6.3%	140	6.0%	117	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.7%	4.5%	6.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	186
Total Other Professional Staff	29
Total Paraprofessionals	51
Teaching Out of Certification*	6

*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	106	86	81%	132	101	77%	142	123	87%
Students with Disabilities	12	1	8%	21	7	33%	15	7	47%
All Students	118	87	74%	153	108	71%	157	130	83%

*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	91	41	2	2	6	15
Percent	58%	26%	1%	1%	4%	10%

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)
15	7	5	20

*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	10		8		6	0.9%
	Entered GED Program*	10		2		3	0.4%
	Total Noncompleters	20		10		9	1.3%
Students with Disabilities	Dropped Out	2		3		4	3.2%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	4		3		4	3.2%
All Students	Dropped Out	12	1.7%	11	1.5%	10	1.3%
	Entered GED Program*	12	1.7%	2	0.3%	3	0.4%
	Total Noncompleters	24	3.4%	13	1.8%	13	1.6%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	580	655
	Number of Students with Disabilities	0	120	105
	Number of All Students	0	700	760
	Percent of Enrollment	0%	95%	100%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion 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	35	97%	54	100%	36	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	28	93%
Latin	0	0%	0	0%	0	0%
Spanish	112	93%	148	99%	147	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	8	88%	2	#	13	85%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	5	100%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	63%	17	82%	27	78%
Science	8	38%	7	71%	11	91%
Reading	10	90%	11	91%	7	100%
Writing	7	100%	14	100%	10	100%
Global Studies	13	31%	10	50%	11	73%
U.S. Hist & Gov't	11	36%	8	50%	3	#

(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	181	186	165	25	15	16
Number Scoring 55-100	172	173	160	19	8	15
Number Scoring 65-100	162	168	156	16	7	13
Number Scoring 85-100	90	95	97	5	0	2
Percentage of Tested Scoring 55-100	95%	93%	97%	76%	53%	94%
Percentage of Tested Scoring 65-100	90%	90%	95%	64%	47%	81%
Percentage of Tested Scoring 85-100	50%	51%	59%	20%	0%	12%
Mathematics A						
Number Tested	13	205	196	6	25	22
Number Scoring 55-100	6	176	190	2	16	19
Number Scoring 65-100	4	155	178	0	12	17
Number Scoring 85-100	0	31	42	0	1	2
Percentage of Tested Scoring 55-100	46%	86%	97%	33%	64%	86%
Percentage of Tested Scoring 65-100	31%	76%	91%	0%	48%	77%
Percentage of Tested Scoring 85-100	0%	15%	21%	0%	4%	9%
Mathematics 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%
Global History and Geography						
Number Tested	190	216	186	25	34	25
Number Scoring 55-100	179	203	167	21	27	17
Number Scoring 65-100	165	192	156	17	23	15
Number Scoring 85-100	88	101	86	3	4	3
Percentage of Tested Scoring 55-100	94%	94%	90%	84%	79%	68%
Percentage of Tested Scoring 65-100	87%	89%	84%	68%	68%	60%
Percentage of Tested Scoring 85-100	46%	47%	46%	12%	12%	12%
U.S. History and Government						
Number Tested	176	178	184	26	19	24
Number Scoring 55-100	168	175	173	23	18	20
Number Scoring 65-100	149	171	166	16	18	19
Number Scoring 85-100	52	100	84	3	5	4
Percentage of Tested Scoring 55-100	95%	98%	94%	88%	95%	83%
Percentage of Tested Scoring 65-100	85%	96%	90%	62%	95%	79%
Percentage of Tested Scoring 85-100	30%	56%	46%	12%	26%	17%

(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	183	226	179	17	17	17
Number Scoring 55-100	182	222	177	17	15	17
Number Scoring 65-100	178	217	167	15	14	15
Number Scoring 85-100	76	93	75	1	0	1
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	88%	100%
Percentage of Tested Scoring 65-100	97%	96%	93%	88%	82%	88%
Percentage of Tested Scoring 85-100	42%	41%	42%	6%	0%	6%
Physical Setting/Earth Science						
Number Tested	209	192	199	22	31	20
Number Scoring 55-100	197	167	175	18	23	15
Number Scoring 65-100	180	152	155	15	17	10
Number Scoring 85-100	66	61	67	2	1	2
Percentage of Tested Scoring 55-100	94%	87%	88%	82%	74%	75%
Percentage of Tested Scoring 65-100	86%	79%	78%	68%	55%	50%
Percentage of Tested Scoring 85-100	32%	32%	34%	9%	3%	10%
Physical Setting/Chemistry						
Number Tested	84	84	142	1	7	3
Number Scoring 55-100	82	80	137	#	7	#
Number Scoring 65-100	72	68	115	#	5	#
Number Scoring 85-100	15	19	28	#	0	#
Percentage of Tested Scoring 55-100	98%	95%	96%	#	100%	#
Percentage of Tested Scoring 65-100	86%	81%	81%	#	71%	#
Percentage of Tested Scoring 85-100	18%	23%	20%	#	0%	#
Physical Setting/Physics						
Number Tested			49			3
Number Scoring 55-100			45			#
Number Scoring 65-100			44			#
Number Scoring 85-100			13			#
Percentage of Tested Scoring 55-100			92%			#
Percentage of Tested Scoring 65-100			90%			#
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	46	53	32	1	0	1
Number Scoring 55-100	46	53	32	#	0	#
Number Scoring 65-100	46	52	32	#	0	#
Number Scoring 85-100	29	33	26	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	0%	#
Percentage of Tested Scoring 85-100	63%	62%	81%	#	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	105	85	95	4	1	5
Number Scoring 55-100	104	84	94	#	#	5
Number Scoring 65-100	103	84	93	#	#	5
Number Scoring 85-100	69	61	50	#	#	2
Percentage of Tested Scoring 55-100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65-100	98%	99%	98%	#	#	100%
Percentage of Tested Scoring 85-100	66%	72%	53%	#	#	40%
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	114	131	21	4	8	4
Number Scoring 55-100	93	99	17	#	4	#
Number Scoring 65-100	75	90	12	#	3	#
Number Scoring 85-100	49	38	3	#	1	#
Percentage of Tested Scoring 55-100	82%	76%	81%	#	50%	#
Percentage of Tested Scoring 65-100	66%	69%	57%	#	38%	#
Percentage of Tested Scoring 85-100	43%	29%	14%	#	12%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	96%	0	0%	0	0%
Students with Disabilities	14	86%	0	0%	1	#

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	174	6%	11%	58%	25%
	Students with Disabilities	27	22%	19%	56%	4%
	All Students	201	8%	12%	58%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	171	1%	38%	50%	11%
	Students with Disabilities	22	0%	64%	36%	0%
	All Students	193	1%	41%	49%	10%

(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	0	1	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	1	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	158	158	158	31	31	31	189	189	189
Number Scoring 55–64	0	1	1	2	0	2	2	1	3
Number Scoring 65–84	69	50	82	14	14	16	83	64	98
Number Scoring 85–100	84	93	73	5	5	3	89	98	76
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			12			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			6			#
Proficient (37-39)			4			#
Reading and Writing (Grade K-1)						
Number Tested			12			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			2			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 2-4)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			6			0
Proficient (37-39)			8			0
Reading and Writing (Grade 2-4)						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			7			0
Advanced (25-32)			4			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			4			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			1			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			3			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			3			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			6			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			3			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)