

# New York State District Report Card Comprehensive Information Report

BEDS Code: 13-13-01-04-0000  
 Name: Pine Plains Central School District  
 Superintendent: Linda L. Kaumeyer

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	70	82	80
First	114	93	101
Second	92	89	78
Third	104	95	88
Fourth	92	96	97
Fifth	115	96	97
Sixth	117	112	112
Ungraded Elementary	26	35	29
Seventh	132	117	121
Eighth	130	142	125
Ninth	113	109	143
Tenth	115	112	108
Eleventh	126	106	109
Twelfth	101	111	100
Ungraded Secondary	25	25	5
Total K-12 Enrollment	1472	1420	1393

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	1.0%	18	1.3%	21	1.5%
Black (Not Hispanic)	42	2.9%	33	2.3%	34	2.4%
Hispanic	29	2.0%	38	2.7%	38	2.7%
White (Not Hispanic)	1387	94.2%	1331	93.7%	1300	93.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	21	20
Common Branch	20	19	18
English Grade 8	25	23	23
Mathematics Grade 8	21	22	23
Science Grade 8	24	22	22
Social Studies Grade 8	22	23	23
English Grade 10	21	22	16
Mathematics Grade 10	0	0	14
Science Grade 10	17	21	20
Social Studies Grade 10	19	22	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	1.4%	22	1.6%	20	1.4%
Eligible for Free Lunch	244	16.6%	243	17.1%	234	16.8%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.1%		94.3%
Student Suspensions	51	3.4%	72	4.9%	51	3.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.4%	8.5%	6.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	110
Total Other Professional Staff	15
Total Paraprofessionals	23
Teaching Out of Certification*	1

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	74	94	76
	Regents Diplomas	73	61	76
	% Regents Diplomas	99%	65%	100%
	Regents Diplomas with Advanced Designation**			22
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	7	5
	Regents Diplomas	8	1	1
	% Regents Diplomas	100%	14%	20%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	6	9
<b>All Students</b>	Total Graduates*	82	101	81
	Regents Diplomas	81	62	77
	% Regents Diplomas	99%	61%	95%
	Regents Diplomas with Advanced Designation**			22
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates	5	6	9

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	31	38	2	3	2	0	0	0
	<b>Percent</b>	41%	50%	3%	4%	3%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	5	0	0	0	0	0	0
	<b>Percent</b>	0%	100%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	31	43	2	3	2	0	0	0
	<b>Percent</b>	38%	53%	2%	4%	2%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	17		15	3.8%	3	0.8%
	Entered GED Program*	5		6	1.5%	6	1.6%
	Total Noncompleters	22		21	5.3%	9	2.3%
<b>Students with Disabilities</b>	Dropped Out	1		1	1.6%	6	7.7%
	Entered GED Program*	1		0	0.0%	4	5.1%
	Total Noncompleters	2		1	1.6%	10	12.8%
<b>All Students</b>	Dropped Out	18	3.8%	16	3.5%	9	1.9%
	Entered GED Program*	6	1.3%	6	1.3%	10	2.2%
	Total Noncompleters	24	5.1%	22	4.8%	19	4.1%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	28	96%	34	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	74	69%	64	83%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	83%	12	92%	18	78%
Science	8	50%	13	85%	19	79%
Reading	15	80%	3	#	2	#
Writing	17	65%	4	#	3	#
Global Studies	5	80%	4	#	8	13%
U.S. Hist & Gov't	9	44%	0	0%	7	29%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	107	91	94	8	9	8
Number Scoring 55-100	103	89	90	5	8	7
Number Scoring 65-100	97	81	85	3	3	3
Number Scoring 85-100	34	40	40	0	0	0
Percentage of Tested Scoring 55-100	96%	98%	96%	62%	89%	88%
Percentage of Tested Scoring 65-100	91%	89%	90%	38%	33%	38%
Percentage of Tested Scoring 85-100	32%	44%	43%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	92	101	90	3	2	4
Number Scoring 55-100	91	100	88	#	#	#
Number Scoring 65-100	79	97	86	#	#	#
Number Scoring 85-100	15	37	53	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	86%	96%	96%	#	#	#
Percentage of Tested Scoring 85-100	16%	37%	59%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	40	38	0	0	0
Number Scoring 55-100	0	32	29	0	0	0
Number Scoring 65-100	0	25	19	0	0	0
Number Scoring 85-100	0	3	6	0	0	0
Percentage of Tested Scoring 55-100	0%	80%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	62%	50%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	16%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	92	100	108	8	10	11
Number Scoring 55-100	90	96	104	8	7	11
Number Scoring 65-100	83	90	95	5	5	6
Number Scoring 85-100	45	53	45	0	1	0
Percentage of Tested Scoring 55-100	98%	96%	96%	100%	70%	100%
Percentage of Tested Scoring 65-100	90%	90%	88%	62%	50%	55%
Percentage of Tested Scoring 85-100	49%	53%	42%	0%	10%	0%
<b>U.S. History and Government</b>						
Number Tested	114	88	97	11	6	10
Number Scoring 55-100	112	85	92	10	6	7
Number Scoring 65-100	109	81	84	8	3	4
Number Scoring 85-100	41	44	49	0	0	0
Percentage of Tested Scoring 55-100	98%	97%	95%	91%	100%	70%
Percentage of Tested Scoring 65-100	96%	92%	87%	73%	50%	40%
Percentage of Tested Scoring 85-100	36%	50%	51%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	69	69	66	0	0	1
Number Scoring 55-100	69	69	65	0	0	#
Number Scoring 65-100	69	69	61	0	0	#
Number Scoring 85-100	23	25	27	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	33%	36%	41%	0%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	79	104	117	6	10	8
Number Scoring 55-100	77	98	110	4	8	7
Number Scoring 65-100	71	81	98	2	2	4
Number Scoring 85-100	26	26	22	0	1	1
Percentage of Tested Scoring 55-100	97%	94%	94%	67%	80%	88%
Percentage of Tested Scoring 65-100	90%	78%	84%	33%	20%	50%
Percentage of Tested Scoring 85-100	33%	25%	19%	0%	10%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	49	37	44	0	0	0
Number Scoring 55-100	46	36	43	0	0	0
Number Scoring 65-100	34	31	37	0	0	0
Number Scoring 85-100	4	3	5	0	0	0
Percentage of Tested Scoring 55-100	94%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	84%	84%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	8%	11%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		17	13		0	0
Number Scoring 55-100		16	11		0	0
Number Scoring 65-100		15	7		0	0
Number Scoring 85-100		3	3		0	0
Percentage of Tested Scoring 55-100		94%	85%		0%	0%
Percentage of Tested Scoring 65-100		88%	54%		0%	0%
Percentage of Tested Scoring 85-100		18%	23%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	26	25	11	1	0	0
Number Scoring 55-100	26	25	11	#	0	0
Number Scoring 65-100	25	24	10	#	0	0
Number Scoring 85-100	16	14	7	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	96%	91%	#	0%	0%
Percentage of Tested Scoring 85-100	62%	56%	64%	#	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	38	58	49	1	1	0
Number Scoring 55-100	37	58	49	#	#	0
Number Scoring 65-100	37	57	49	#	#	0
Number Scoring 85-100	24	32	32	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	97%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	63%	55%	65%	#	#	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	90	0%	6%	64%	30%
	Students with Disabilities	15	40%	20%	40%	0%
	All Students	105	6%	8%	61%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	109	0%	28%	49%	23%
	Students with Disabilities	14	43%	43%	14%	0%
	All Students	123	5%	30%	45%	20%

(Form – I)



## New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

### 2001 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	81	81	81	16	16	16	97	97	97
Number Scoring 55–64	1	2	1	2	3	4	3	5	5
Number Scoring 65–84	33	35	50	7	5	4	40	40	54
Number Scoring 85–100	43	40	27	0	0	0	43	40	27
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		8	9		2	1
Beginning		0	0		#	#
Intermediate		2	2		#	#
Advanced		1	1		#	#
Proficient		5	6		#	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		8	9		2	1
Beginning		4	3		#	#
Intermediate		1	4		#	#
Advanced		1	1		#	#
Proficient		2	1		#	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		7	3		2	2
Beginning		0	#		#	#
Intermediate		0	#		#	#
Advanced		0	#		#	#
Proficient		7	#		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		7	3		2	2
Beginning		0	#		#	#
Intermediate		3	#		#	#
Advanced		1	#		#	#
Proficient		3	#		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		5	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		1	#		0	0
Proficient		4	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		5	4		0	0
Beginning		1	#		0	0
Intermediate		1	#		0	0
Advanced		2	#		0	0
Proficient		1	#		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	3		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	3		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		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)