

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-18-03-0009  
 Name: Plainedge Senior High School  
 Principal: Robert Amster

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	229	253	268
Tenth	212	242	247
Eleventh	207	200	229
Twelfth	207	205	207
Ungraded Secondary	11	0	0
Total K-12 Enrollment	866	900	951

## 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	16	1.8%	20	2.2%	21	2.2%
Black (Not Hispanic)	4	0.5%	4	0.4%	2	0.2%
Hispanic	14	1.6%	33	3.7%	31	3.3%
White (Not Hispanic)	832	96.1%	843	93.7%	897	94.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	24	24
Mathematics Grade 10	24	20	19
Science Grade 10	22	22	20
Social Studies Grade 10	22	19	20

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	10	1.2%	9	1.0%	14	1.5%
Eligible for Free Lunch	60	6.9%	37	4.1%	29	3.0%

### 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		96.1%		94.1%		94.4%
Student Suspensions	27	3.2%	24	2.8%	42	4.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	3.7%	2.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	5%	100%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	76
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	179	127	71%	0	0	0%	175	120	69%
Students with Disabilities	11	1	9%	0	0	0%	18	3	17%
All Students	190	128	67%	0	0	0%	193	123	64%

\*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	112	60	1	2	17	1
Percent	58%	31%	1%	1%	9%	1%

## 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)
18	3	4	22

\*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			0		8	
	Entered GED Program*			0		2	
	Total Noncompleters			0		10	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	7	0.8%	0	0.0%	10	1.1%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	7	0.8%	0	0.0%	12	1.3%

\*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%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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	0	0%	0	0%	0	0%

### 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%	0	0%

(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%	0	0%	9	100%
Science	2	#	0	0%	2	#
Reading	0	0%	0	0%	7	86%
Writing	0	0%	0	0%	4	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	5	40%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	17	76%
Science	6	83%	0	0%	9	56%
Reading	12	92%	0	0%	10	100%
Writing	12	100%	0	0%	9	100%
Global Studies	4	#	0	0%	8	50%
U.S. Hist & Gov't	9	33%	0	0%	8	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	206	0	225	19	0	14
Number Scoring 55–100	196	0	213	15	0	11
Number Scoring 65–100	186	0	204	10	0	8
Number Scoring 85–100	87	0	92	0	0	2
Percentage of Tested Scoring 55–100	95%	0%	95%	79%	0%	79%
Percentage of Tested Scoring 65–100	90%	0%	91%	53%	0%	57%
Percentage of Tested Scoring 85–100	42%	0%	41%	0%	0%	14%
<b>Mathematics A</b>						
Number Tested	231	0	171	5	0	14
Number Scoring 55–100	199	0	143	1	0	8
Number Scoring 65–100	180	0	136	1	0	7
Number Scoring 85–100	100	0	23	0	0	0
Percentage of Tested Scoring 55–100	86%	0%	84%	20%	0%	57%
Percentage of Tested Scoring 65–100	78%	0%	80%	20%	0%	50%
Percentage of Tested Scoring 85–100	43%	0%	13%	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	183	0	264	6	0	19
Number Scoring 55–100	180	0	251	5	0	18
Number Scoring 65–100	166	0	229	0	0	15
Number Scoring 85–100	46	0	87	0	0	4
Percentage of Tested Scoring 55–100	98%	0%	95%	83%	0%	95%
Percentage of Tested Scoring 65–100	91%	0%	87%	0%	0%	79%
Percentage of Tested Scoring 85–100	25%	0%	33%	0%	0%	21%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	218	0	225	16	0	15
Number Scoring 55–100	188	0	219	8	0	12
Number Scoring 65–100	168	0	211	2	0	11
Number Scoring 85–100	75	0	108	0	0	2
Percentage of Tested Scoring 55–100	86%	0%	97%	50%	0%	80%
Percentage of Tested Scoring 65–100	77%	0%	94%	12%	0%	73%
Percentage of Tested Scoring 85–100	34%	0%	48%	0%	0%	13%

(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	170	0	253	2	0	28
Number Scoring 55–100	169	0	247	#	0	22
Number Scoring 65–100	159	0	240	#	0	19
Number Scoring 85–100	40	0	73	#	0	2
Percentage of Tested Scoring 55–100	99%	0%	98%	#	0%	79%
Percentage of Tested Scoring 65–100	94%	0%	95%	#	0%	68%
Percentage of Tested Scoring 85–100	24%	0%	29%	#	0%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	189	0	200	14	0	17
Number Scoring 55–100	178	0	176	11	0	13
Number Scoring 65–100	156	0	162	6	0	11
Number Scoring 85–100	33	0	45	0	0	1
Percentage of Tested Scoring 55–100	94%	0%	88%	79%	0%	76%
Percentage of Tested Scoring 65–100	83%	0%	81%	43%	0%	65%
Percentage of Tested Scoring 85–100	17%	0%	23%	0%	0%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		0	189		0	3
Number Scoring 55–100		0	177		0	#
Number Scoring 65–100		0	143		0	#
Number Scoring 85–100		0	20		0	#
Percentage of Tested Scoring 55–100		0%	94%		0%	#
Percentage of Tested Scoring 65–100		0%	76%		0%	#
Percentage of Tested Scoring 85–100		0%	11%		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	0	0	17	0	0	0
Number Scoring 55–100	0	0	17	0	0	0
Number Scoring 65–100	0	0	15	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	47%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	17	0	49	0	0	1
Number Scoring 55–100	17	0	49	0	0	#
Number Scoring 65–100	17	0	47	0	0	#
Number Scoring 85–100	8	0	22	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	0%	45%	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	125	0	154	1	0	3
Number Scoring 55–100	120	0	153	#	0	#
Number Scoring 65–100	115	0	148	#	0	#
Number Scoring 85–100	61	0	91	#	0	#
Percentage of Tested Scoring 55–100	96%	0%	99%	#	0%	#
Percentage of Tested Scoring 65–100	92%	0%	96%	#	0%	#
Percentage of Tested Scoring 85–100	49%	0%	59%	#	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	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>Sequential Mathematics, Course III</b>						
Number Tested	0	0	177	0	0	3
Number Scoring 55–100	0	0	127	0	0	#
Number Scoring 65–100	0	0	112	0	0	#
Number Scoring 85–100	0	0	36	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	20%	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	46	98%	0	0%	39	95%
Students with Disabilities	15	100%	0	0%	11	91%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	171	171	171	21	21	21	192	192	192
Number Scoring 55–64	2	19	3	5	5	2	7	24	5
Number Scoring 65–84	121	101	109	13	8	11	134	109	120
Number Scoring 85–100	47	50	59	0	0	2	47	50	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)