

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-35-06-0007
 Name: Verne W. Critz Elementary School
 Principal: Gary Dabrucky

Grade Range : K-3

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	103	114	95
First	109	97	123
Second	101	109	104
Third	119	113	116
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	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	432	433	438

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	5	1.2%	4	0.9%	3	0.7%
Black (Not Hispanic)	104	24.1%	98	22.6%	92	21.0%
Hispanic	78	18.1%	85	19.6%	107	24.4%
White (Not Hispanic)	245	56.7%	246	56.8%	236	53.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	23	19
Common Branch	21	22	21
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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
15	All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for elementary 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	6.9%	25	5.8%	40	9.1%
Eligible for Free Lunch	101	23.4%	112	25.9%	130	29.7%

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		94.0%		94.0%		94.3%
Student Suspensions	8	1.9%	11	2.6%	4	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.6%	3.0%	8.2%
Public Assistance	31-40%	31-40%	1-10%
Student Stability	84%	86%	91%

Staff Counts

Staff	2004-05
Total Teachers	33
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

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
Listening and Speaking (Grade K-1)						
Number Tested		25	26		0	1
Beginning		0	0		0	#
Intermediate		2	1		0	#
Advanced		13	15		0	#
Proficient		10	10		0	#
Reading and Writing (Grade K-1)						
Number Tested		25	26		0	1
Beginning		7	8		0	#
Intermediate		6	11		0	#
Advanced		9	4		0	#
Proficient		3	3		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		15	16		1	2
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		9	4		#	#
Proficient		6	12		#	#
Reading and Writing (Grade 2-4)						
Number Tested		15	15		1	1
Beginning		3	0		#	#
Intermediate		10	1		#	#
Advanced		2	13		#	#
Proficient		0	1		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)