

New York State School Report Card Comprehensive Information Report

BEDS Code: 05-07-01-04-0005

Grade Range : 7-12

Name: Southern Cayuga High School

Principal: Dennis Farnsworth

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	105	83
Eighth	0	106	97
Ninth	102	95	105
Tenth	105	96	102
Eleventh	75	98	95
Twelfth	94	76	103
Ungraded Secondary	8	24	0
Total K-12 Enrollment	384	600	585

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	5	1.3%	9	1.5%	7	1.2%
Black (Not Hispanic)	2	0.5%	4	0.7%	3	0.5%
Hispanic	1	0.3%	2	0.3%	3	0.5%
White (Not Hispanic)	376	97.9%	585	97.5%	572	97.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	16	18
Mathematics Grade 8	0	0	15
Science Grade 8	0	22	18
Social Studies Grade 8	0	20	19
English Grade 10	21	18	21
Mathematics Grade 10	19	16	16
Science Grade 10	23	20	18
Social Studies Grade 10	23	18	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
51	All schools in this group are secondary 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 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	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	44	11.5%	68	11.3%	138	23.6%

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		93.0%		94.2%		91.2%
Student Suspensions	18	4.6%	61	15.9%	62	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.1%	4.0%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	93%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	75	51	68%	63	45	71%	75	59	79%
Students with Disabilities	4	0	0%	4	3	75%	11	1	9%
All Students	79	51	65%	67	48	72%	86	60	70%

*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	26	46	0	5	8	1
Percent	30%	53%	0%	6%	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)
11	1	1	12

*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			3		4	
	Entered GED Program*			5		2	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		1	
	Total Noncompleters			1		1	
All Students	Dropped Out	12	3.1%	3	0.8%	4	1.0%
	Entered GED Program*	6	1.6%	6	1.6%	3	0.7%
	Total Noncompleters	18	4.7%	9	2.4%	7	1.7%

*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	155
	Number of Students with Disabilities		0	25
	Number of All Students		0	180
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	347
	Number of Students with Disabilities		0	58
	Number of All Students		0	405
	Percent of Enrollment		0%	100%

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%	33	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	39	100%	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	2	#	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%	6	50%	1	#
Science	1	#	3	#	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	3	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	7	14%	11	55%
Science	15	73%	5	60%	7	71%
Reading	6	100%	11	100%	2	#
Writing	7	100%	11	82%	3	#
Global Studies	9	67%	3	#	6	50%
U.S. Hist & Gov't	5	80%	11	55%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	73	91	79	6	11	4
Number Scoring 55–100	72	84	74	6	5	#
Number Scoring 65–100	66	79	70	4	3	#
Number Scoring 85–100	23	47	35	0	1	#
Percentage of Tested Scoring 55–100	99%	92%	94%	100%	45%	#
Percentage of Tested Scoring 65–100	90%	87%	89%	67%	27%	#
Percentage of Tested Scoring 85–100	32%	52%	44%	0%	9%	#
Mathematics A						
Number Tested	21	25	85	10	3	6
Number Scoring 55–100	7	7	72	4	#	5
Number Scoring 65–100	6	5	62	3	#	5
Number Scoring 85–100	0	0	19	0	#	1
Percentage of Tested Scoring 55–100	33%	28%	85%	40%	#	83%
Percentage of Tested Scoring 65–100	29%	20%	73%	30%	#	83%
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	#	17%
Mathematics B (first administered June 2001)						
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	104	92	90	15	7	6
Number Scoring 55–100	100	87	82	12	7	4
Number Scoring 65–100	93	76	77	7	4	4
Number Scoring 85–100	42	22	38	2	0	2
Percentage of Tested Scoring 55–100	96%	95%	91%	80%	100%	67%
Percentage of Tested Scoring 65–100	89%	83%	86%	47%	57%	67%
Percentage of Tested Scoring 85–100	40%	24%	42%	13%	0%	33%
U.S. History and Government (first administered June 2001)						
Number Tested	68	89	81	6	10	3
Number Scoring 55–100	67	81	80	5	6	#
Number Scoring 65–100	66	80	78	5	6	#
Number Scoring 85–100	41	34	40	0	1	#
Percentage of Tested Scoring 55–100	99%	91%	99%	83%	60%	#
Percentage of Tested Scoring 65–100	97%	90%	96%	83%	60%	#
Percentage of Tested Scoring 85–100	60%	38%	49%	0%	10%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	97	81	2	13	3	0
Number Scoring 55–100	95	79	#	12	#	0
Number Scoring 65–100	91	76	#	10	#	0
Number Scoring 85–100	27	26	#	2	#	0
Percentage of Tested Scoring 55–100	98%	98%	#	92%	#	0%
Percentage of Tested Scoring 65–100	94%	94%	#	77%	#	0%
Percentage of Tested Scoring 85–100	28%	32%	#	15%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	97	97	88	11	8	10
Number Scoring 55–100	86	83	77	6	5	6
Number Scoring 65–100	78	74	63	2	3	4
Number Scoring 85–100	21	23	19	0	1	0
Percentage of Tested Scoring 55–100	89%	86%	88%	55%	62%	60%
Percentage of Tested Scoring 65–100	80%	76%	72%	18%	38%	40%
Percentage of Tested Scoring 85–100	22%	24%	22%	0%	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	57		1	1
Number Scoring 55–100		48	47		#	#
Number Scoring 65–100		34	31		#	#
Number Scoring 85–100		9	3		#	#
Percentage of Tested Scoring 55–100		96%	82%		#	#
Percentage of Tested Scoring 65–100		68%	54%		#	#
Percentage of Tested Scoring 85–100		18%	5%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	26	36	24	0	1	1
Number Scoring 55–100	26	36	24	0	#	#
Number Scoring 65–100	26	34	24	0	#	#
Number Scoring 85–100	10	8	16	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	#	#
Percentage of Tested Scoring 85–100	38%	22%	67%	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	38	33	24	1	2	0
Number Scoring 55–100	37	32	24	#	#	0
Number Scoring 65–100	37	32	24	#	#	0
Number Scoring 85–100	20	12	19	#	#	0
Percentage of Tested Scoring 55–100	97%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	53%	36%	79%	#	#	0%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	76	83	3	4	2	0
Number Scoring 55–100	57	74	#	#	#	0
Number Scoring 65–100	45	64	#	#	#	0
Number Scoring 85–100	17	18	#	#	#	0
Percentage of Tested Scoring 55–100	75%	89%	#	#	#	0%
Percentage of Tested Scoring 65–100	59%	77%	#	#	#	0%
Percentage of Tested Scoring 85–100	22%	22%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	47	36	54	0	0	0
Number Scoring 55–100	43	32	45	0	0	0
Number Scoring 65–100	33	29	36	0	0	0
Number Scoring 85–100	14	17	13	0	0	0
Percentage of Tested Scoring 55–100	91%	89%	83%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	81%	67%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	47%	24%	0%	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	47	100%	43	100%	36	83%
Students with Disabilities	12	67%	9	67%	4	#

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
Nov 2002	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
June 2003	General-Education Students	71	0%	18%	66%	15%
	Students with Disabilities	13	15%	62%	23%	0%
	All Students	84	2%	25%	60%	13%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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	79	79	79	13	13	13	92	92	92
Number Scoring 55–64	4	1	4	4	1	2	8	2	6
Number Scoring 65–84	37	42	45	6	6	8	43	48	53
Number Scoring 85–100	35	32	30	1	1	2	36	33	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)